



STEAMBOAT SPRINGS SCHOOL DISTRICT

Strategic Plan

POWERED BY





STRATEGIC PLAN SNAPSHOT

What is a strategic focus area?

In this strategic plan, focus areas represent the core elements of work Steamboat Springs School District will focus on as part of their work from August 2022 through June 2027. These focus areas represent areas of need and areas of passion uncovered through current state analysis and community listening sessions completed throughout the winter of 2021 and spring of 2022.



FOCUS AREA ONE:

Learning experiences that support students to reach their fullest potential.

PRIORITY ONE: *Reaching Academic Potential*

Steamboat Springs School District has strong and diverse programming that meets the needs of all students including Special Education, Gifted and Talented, and emerging bilingual learners.

PRIORITY TWO: *Inclusive Communities of Learning*

Steamboat Springs School District learning communities are inclusive and reflect the diverse cultures, identities, and experiences of all the students in each classroom.



FOCUS AREA TWO:

Building skills for students' lives and futures.

PRIORITY ONE: *Thriving Students*

Steamboat Springs School District students build social and emotional skills that foster student accountability, respect for differing opinions, opportunities to learn in relationship-rich environments, and have a mental and behavioral system of support.

PRIORITY TWO: *College & Career Readiness*

Steamboat Springs School District students will have access to meaningful and relevant experiences that align to local, state, national, and global college & career opportunities.



FOCUS AREA THREE:

Thriving educators and community.

PRIORITY ONE: *Positive Culture of Teaching and Learning*

Steamboat Springs School District has a positive culture of trust and transparency for educators and staff.

PRIORITY TWO: *Enhanced Learning Experiences through Community Partnerships*

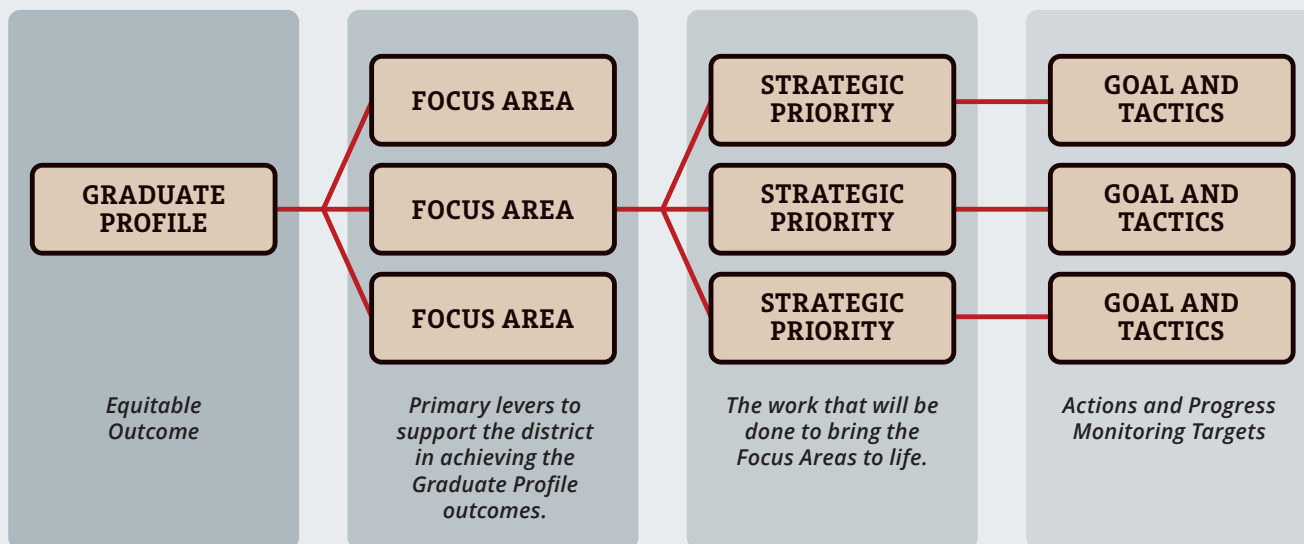
Steamboat Springs School District creates and expands partnerships and communication pathways with families, businesses, community and regional/national organizations to expand learning opportunities for students.



Theory of Change

The Steamboat Springs 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, Steamboat Springs 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.



WHAT WE HEARD FROM OUR COMMUNITY

LISTENING SESSION DATA

Participants

- Colorado Education Initiative (CEI) offered nine listening sessions in total: four facilitated in Spanish (three of which were attended by families and community members) and five facilitated in English. SSSD board members were also invited to share feedback during a school board meeting.
- **OVERALL, 89 PEOPLE PARTICIPATED FROM A WIDE RANGE OF ROLES INCLUDING TEACHERS AND SCHOOL STAFF, FAMILY MEMBERS OF STUDENTS, COMMUNITY MEMBERS, AND DISTRICT LEADERS.** There were 12 attendees in the sessions facilitated in Spanish and 77 in the sessions facilitated in English.
- CEI collected supplemental feedback from the community through an anonymous open-ended survey shared by SSSD.



Analysis

- CEI data team staff members used a collaborative analysis approach to ensure that 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 pages were collected from the listening sessions

and online surveys.

LISTENING SESSION THEMES

High-Quality Staff

Participants in both the English and Spanish sessions expressed tremendous gratitude for the quality and dedication of SSSD staff, emphasizing the strength of their relationships with students along with the experience and passion that these professionals bring to the district.

Many participants in the English sessions commented on the inclusive and tight-knit “small town” feeling of the Steamboat Springs community and appreciated seeing teachers, staff, and family members interacting out in the community. Several participants perceived that education is highly valued by the community and that staff are critical to the success of the district overall.

Participants across nearly all sessions expressed concerns about the recruitment and retention of high-quality staff in the district, amplified by the increased cost of living in the Steamboat Springs community.

“If you ask [my kids about] things that they remember about school, it’s the stories and it’s the teachers. It’s not what the teachers taught—it was the way they interacted with them. I think we are very lucky to have teachers that put students first and really care about them.”

– English Session Participant



Academic Excellence

In nearly every session, foundational academic skills emerged as a top strength of SSSD and a continued priority for many participants. Several participants noted that though the academic outcomes are strong in the district, there's room for improvement and expressed a desire for increased rigor and higher expectations for students, particularly at the secondary level.

A few participants in English sessions mentioned a need for reevaluating curriculum and aligning implementation across grades and schools. But another participant noted that, "[Much of] our curriculum now is standardized and there's some pros and cons to that. It meets the standards...but I worry we're losing that creative piece... what creates resiliency and creative minds."

"[We had a student who attended a highly-selective university] and he came home for his first visit. I was nervous until he said, 'The school district has prepared me so much—I am at the top of my class in academic ability.' It's also the problem-solving skills—and how do I get help?; How do I navigate through this?; How do I advocate? But the bottom line is that academic rigor is important."

– English Session Participant

Responsive and Supportive Learning Environments

Several participants in English sessions referenced the mental and behavioral health supports currently in place within the district—grateful for the expansion of and access to these supports in recent years, but also hopeful that these supports could sustain and grow in the future.

Many participants in English sessions mentioned the importance of developmental relationships for their students, a strategy the district has leveraged. According to one staff member, "For all students to have at least one person that they can have a strong relationship with, an adult in our district in our school or community...this year that was one of our PLC goals within my subgroup...there's data showing how important it is for relationships to be successful in life."

A participant in a Spanish session remarked that there are currently no Spanish-speaking counselors within the district and that the addition of one would be a tremendous asset to the emergent bilingual community, noting that students of migrant families often experience heightened stress and trauma.

"Our [school] counselor created a space where my child could have a known time to come to her office on a weekly basis, so it was like, 'I know I have that coming and it's going to be okay.' And if there's an emergency going on, the door was open as long as she wasn't with another student...that was great having that spontaneous help as well."

– English Session Participant



WHAT WE HEARD FROM OUR COMMUNITY (CONTINUED)

Postsecondary Workforce Readiness

Multiple survey respondents and participants in English sessions were interested in opportunities for students to build career awareness and readiness, including the expansion of comprehensive career-oriented pathways available through career and technical education (CTE) or culminating in students obtaining industry credentials or associate degrees.

A few participants in English sessions observed that there were valuable opportunities for students already in place. Regarding the partnership with Colorado Mountain College (CMC), one participant said, “It is an incredible resource in our community, especially to challenge students who may need more. It’s also a great way for families to save money on higher education.”

Several participants in English sessions expressed an interest in coordinating with local businesses and community partners to offer meaningful internship or apprenticeship opportunities for students and a few participants mentioned the strength and variety of talent available within the Steamboat Springs community as an untapped resource.

For students interested in pursuing a college or university path, some English session participants stated there was a need to increase awareness about the differences between SSSD graduation requirements and Higher Education Admission Recommendations (HEAR).

“Not every kid wants to go to college...I own a manufacturing business...and we need skilled people that know how to build cabinetry, do architectural plans, do estimating. I’d love to see kids be exposed to those types of things because college isn’t for everybody and it’s certainly not for everybody’s pocketbook.”

– English Session Participant

Needs of Two Student Subgroups: SpEd and GT

As one survey respondent observed, SSSD has, “put great emphasis on meeting the needs of special education and at-risk learners. Additional staffing [and support] in both academic and social emotional areas has helped to meet these needs. This should continue.

A few English session participants and survey respondents expressed concerns about recent SpEd staffing shortages. Several mentioned that their families experienced challenges when students transitioned between schools, suggesting that better alignment of supports and increased communication during these times could be beneficial.

In English sessions, some participants hoped to see an expansion of services and supports for Gifted and Talented (GT) students. This came up frequently in survey responses and as one respondent stated, “minimal staff, resources, parent supports, or professional development [are] dedicated to this population,” hoping the district might reexamine the academic and social emotional needs of this group.

“My daughter had a fantastic experience with the local early childhood access to an IEP. She got extra help early on and was able to succeed later on, [in school] and in her life. I was so impressed with how inclusive the IEP was—and how the department was with all types of different kids, how hard they worked with her, and how they communicated with me....that changed our lives.”

– English Session Participant



Themes from Sessions Facilitated in Spanish

Several participants in Spanish sessions expressed gratitude for some of the programs offered in SSSD, including athletic and outdoor opportunities for their students along with community gift drives. But multiple participants noted that limited translation and interpretation services made it challenging for schools to effectively partner with families.

Many participants also stressed that SSSD's bilingual program was important for their families. A participant said, "the focus is no longer on just learning English but on preserving your native tongue. That's been very, very important to me as a parent. This has always been an internal battle—to maintain Spanish, our culture, to be proud of where we come from. When you see that the district takes this seriously, it's pretty important."

A few participants would like to see the district explore strategies to hire staff more reflective of the diversity of community. As one participant said, "One of my dreams is that my daughters can see themselves represented within the district. To walk into a classroom and say, 'I want to be like my math teacher' or 'I can be like my science teacher' or 'I can be like the principal; but, also to connect with their roots.'"

Participants provided numerous ideas to strengthen Spanish-speaking family outreach attempts. One participant noted, "98% of the immigrants came here to give their children a better future...so start with that. What impact is it going to have—that we are sitting here, investing this time right now—in the future that we want to give our children?"

"I think one of the strengths of our district is its teachers. I think they all do their best to make every student feel welcome in their classroom and even though there is a language barrier, they try. They try to connect with families but often it's hard because of the language barrier or perhaps because they don't understand our culture."

– Spanish Session Participant

CORE BEHAVIORS:

Steamboat Springs School District...

...provides student-centered, social-emotionally supportive learning environments.

... treats the members of its learning community with dignity, respect, and inclusivity.

...responds to the needs of our students, staff, and educators.

...has high expectations for every student and supports them to reach their full potential.

...makes connections with the community and the world around us.

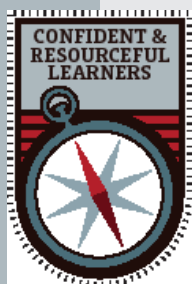
MISSION: *Steamboat Springs School District provides safe, inclusive, challenging, and authentic learning experiences that prepares all students to be inspired to explore the world and contribute with integrity.*

VISION: *All students in Steamboat Springs School District will become a global thinker, an engaged community member, and a self-aware learner through academically rigorous, community-based, career-connected learning.*

SSSD GRADUATES ARE:



SSSD GRADUATES ARE:



- Academic Preparedness
- Self Advocacy
- Initiative

SSSD learners are motivated to learn and share knowledge collaboratively. Through self-awareness, self-advocacy, and initiative, learners use the skills and information they learn to approach challenges and opportunities with confidence.



- Perseverance & Resilience
- Critical Thinking and Analysis

SSSD students know how to read, write, and solve math problems. They are socially strong, emotionally resilient advocates, and self-determined. They know how to build quality relationships with each other as critical thinkers and life-long learners.



- Self-Awareness
- Cultural and Global Awareness

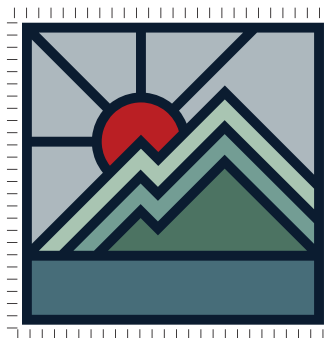
SSSD learners seek to understand the experiences and perspectives of those different from them and proactively foster inclusivity in their community. They embrace local, national, and global issues and understand the world around them.



- Interpersonal Communication
- Collaboration and Teamwork

SSSD learners are inclusive, empathetic, community-minded leaders. They are curious about the world and contribute to their local community. They create a collaborative and safe environment to foster creative solutions in partnership with others.

GOALS:



FOCUS AREA ONE:

Learning Experiences that Support Students to Reach their Fullest Potential

PRIORITY ONE: *Reaching Academic Potential*

Steamboat Springs School District has strong and diverse programming that meets the needs of all students including Special Education (SpEd), Gifted and Talented (GT), preschool, and emerging bilingual learners.

STRATEGIC GOALS: By June 2027, at least 80% of SSSD students will meet or exceed expected academic achievement and academic growth is above the 50th percentile (SAT Suite and CMAS [Median Growth Percentile = CMAS, Growth Measures = SAT Suite]). We also will meet or exceed national averages for achievement and growth where this is measurable.

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

By June 2025	By June 2026	By June 2027
At least 75% of SSSD students will meet or exceed expected academic achievement and above 50th percentile Academic Growth Measures according to assessments. (SAT Suite, NWEA, iReady and CMAS).	A least 78% of SSSD students will meet or exceed expected academic achievement and above 50th percentile Academic Growth Measures according to assessments. (SAT Suite, NWEA, iReady and CMAS).	At least 80% of SSSD students will meet or exceed expected academic achievement and above 50th percentile Academic Growth Measures according to assessments. (SAT Suite, NWEA, iReady and CMAS).

STRATEGIC INITIATIVES: **Strategic Initiatives and intermediate goals (years one through four) will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
SYSTEMS ENHANCEMENT: Leverage enhanced data systems to improve data sharing across levels to track student learning and progress more effectively through transitions. CURRICULUM ENHANCEMENT: District begins developing a comprehensive mapping structure using the format created in the 2024/ 2025 school year.	SYSTEMS ENHANCEMENT: Ongoing review of student growth through PLC structures and school and district data reviews. CURRICULUM ENHANCEMENT: Consensus Maps, Yearly Maps, and Instructional Maps continue to be monitored and developed for all content levels.	SYSTEMS ENHANCEMENT: Assess sustainability of data reporting, analysis, and use at all levels (educator, school, and district). CURRICULUM ENHANCEMENT: Consensus Maps, Yearly Maps, and Instructional Maps are aligned vertically - K-12.

Priority One Strategic Initiatives (continued)

By June 2025	By June 2026	By June 2027
PROGRAM ENHANCEMENT: GE, SpEd, emerging bilingual and early literacy programming effectiveness will be reviewed and assessed. The programs will be adjusted based on the review of program effectiveness.	PROGRAM ENHANCEMENT: Progress monitor program effectiveness for emerging bilingual, GE, SpEd, literacy and numeracy.	PROGRAM ENHANCEMENT: Progress monitor program effectiveness for emerging bilingual, GE, SpEd, literacy and numeracy.

By June 2025	By June 2026	By June 2027
PROFESSIONAL LEARNING: Depth and Complexity training will be offered to all interested teachers to expand rigor and application of learning at all levels. Additionally, all new staff will receive this training to promote data-driven instruction and evidence-based strategies. A reevaluation of the implementation of Depth and Complexity practices will be conducted, ensuring alignment with differentiation needs as part of the Curriculum Enhancement process.	PROFESSIONAL LEARNING: Targeted coaching for educators to support implementation of curriculum and instruction focused on enhanced depth and complexity and data-driven differentiation.	PROFESSIONAL LEARNING: Assess educator needs for additional support in Depth and Complexity, Multi-Tiered System of Supports (MTSS), and data-driven instructional approaches to meet individual student needs.

PRIORITY TWO: Inclusive Communities of Learning

SSSD learning communities are inclusive and reflect the diverse cultures and abilities, identities, and experiences of all the students in each classroom.

STRATEGIC GOALS: By June 2027, 1100% of teachers are authentically engaged and are intentionally implementing culturally responsive teaching.

By June 2025	By June 2026	By June 2027
By June 2025, 100% of teachers and building administrators have engaged in one training and working toward purposeful implementation.	100% of SSSD new hires have engaged in one training and working toward purposeful implementation.	100% of teachers are authentically engaged and are intentionally implementing culturally responsive teaching.

STRATEGIC INITIATIVES: **Strategic Initiatives will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
PROFESSIONAL LEARNING: SSSD teachers and staff will be trained in culturally responsive teaching practices. HOME VISIT PROGRAM: SSSD will continue to build on the Home Visit program. STUDENT ACCESS: SSSD will continue to research strategies (including student identification tools and strategies) to increase diverse representation in advanced and Gifted and Talented (GT) courses, CTE programs, extracurricular programs/sports, and post-secondary enrollment.	PROFESSIONAL LEARNING: SSSD new hires will be trained in culturally responsive teaching practices. HOME VISIT PROGRAM: SSSD will continue to build on the Home Visit program STUDENT ACCESS: SSSD will monitor and continue to develop stronger, more diverse representation in high school Advanced Placement courses, GT, CTE programs, and extracurricular programs/sports, and post-secondary education participation.	PROFESSIONAL LEARNING: All SSSD staff will be trained in culturally responsive teaching practices. HOME VISIT PROGRAM: SSSD will continue to build on the Home Visit program STUDENT ACCESS: SSSD will monitor and continue to develop stronger, more diverse representation in high school Advanced Placement courses, GT, CTE programs, and extracurricular programs/sports, and post-secondary education participation.

FOCUS AREA TWO:



Building Skills for Students' Lives and Futures

PRIORITY ONE: Thriving Students

Steamboat Springs School District students build social and emotional skills that foster student accountability, respect for differing opinions, opportunities to learn in relationship-rich environments, and have a mental and behavioral system of support.

STRATEGIC GOALS: SSSD will have a consistent and comprehensive mental and behavioral health system that leverages the evidence-based data from a universal screener to consistently identify and address Social Emotional Learning (SEL) challenges and celebrations.

By June 2025	By June 2026	By June 2027
One grade level will have participated in the pilot of the universal screener. Additionally, a system will be established to use the screener universally in the 2025/2026 school year along with comprehensive mental health supports.	Data collected from the system will be used to monitor social-emotional learning and identify any needed behavior interventions.	SSSD will have a consistent and comprehensive mental and behavioral health system that leverages the evidence-based data from a universal screener to consistently identify and address SEL challenges and celebrations.

STRATEGIC INITIATIVES: **Strategic Initiatives will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
DATA USE: With one grade level completing the pilot of the universal screener, the BIMAS-2 screener will be ready to be used universally in alignment with sustainable comprehensive mental health supports. PROFESSIONAL LEARNING: Train and support educators in social / emotional curriculum implementation.	DATA USE: Embed social/ emotional learning data use in school improvement structures. PROFESSIONAL LEARNING: Ongoing training for SEL data use in Professional Learning Communities and school improvement planning.	DATA USE: Assess sustainability of data collection and use at all levels (classroom, school, district). PROFESSIONAL LEARNING: Assess gaps in comprehensive behavioral and mental health support systems for additional training as needed.

PRIORITY TWO: *College and Career Readiness*

Steamboat Springs School District students will have access to meaningful and relevant experiences that align to local, state, national, and global college & career opportunities.

STRATEGIC GOALS: By June 2027, 100% of SSSD students K-12 have access to a meaningful and relevant curriculum and experiences that aligns to local, state, national, and global college & career opportunities including STEM, Career and Technical Education (CTE), Performing/Visual Arts, Business/Entrepreneurship, Medical, Sustainability, etc.

By June 2025	By June 2026	By June 2027
100% of SSSD students will have individual career and academic plans that support them to access high-quality career pathways.	SSSD will have fully implemented multiple career pathways program opportunities across in-demand fields that provide access to college and career entrance requirements.	100% of SSSD students K-12 have access to meaningful and relevant curriculum/ experiences that align to local, state, national, and global college & career opportunities, including STEM, trades, performing/ visual arts, business/ entrepreneurship, medical, etc.



STRATEGIC INITIATIVES: **Strategic Initiatives will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
K-12 ALIGNMENT: Develop and launch Individual Career and Academic Plan (ICAP) process that includes exploration and planning aligned with career pathways at the middle school level. PATHWAY DEVELOPMENT: Develop the remaining pathways based on in-demand careers and skills in the community and industry. COMMUNITY AND INDUSTRY PARTNERSHIP: Align college & career pathways to community partnerships including local business and Colorado Mountain College (CMC), field trips, internships, apprenticeships, concurrent enrollment, etc. Launch communications effort to educate students, families, and community partners about career pathway and credential opportunities and K-12 alignment. PROFESSIONAL LEARNING: Train SSSD educators on career pathways to ensure supportive exploration, planning, and alignment to career pathways.	K-12 ALIGNMENT: Review and revise ICAP processes and map remaining pathways to K-12 programming and learning opportunities. PATHWAY DEVELOPMENT: Launch all career pathway opportunities. COMMUNITY AND INDUSTRY PARTNERSHIP: Establish industry and community advisory groups for all career pathways. PROFESSIONAL LEARNING: Ongoing evaluation of training and certification needs to ensure high-quality career pathway education.	K-12 ALIGNMENT: Review graduation guidelines to ensure alignment to pathways and rigorous graduation expectations in the district. PATHWAY DEVELOPMENT: Evaluate pathway quality and demand for sustainability of the programs. COMMUNITY AND INDUSTRY PARTNERSHIP: Solidify expanded partnerships for internships and apprenticeships with community organizations and industry partners. PROFESSIONAL LEARNING: Ongoing evaluation of training and certification needs to ensure high-quality career pathway education.



FOCUS AREA THREE:

Thriving Educators and Community

PRIORITY ONE: *Positive Culture of Teaching and Learning*

Steamboat Springs School District has a positive culture of trust and transparency for educators and staff.

STRATEGIC GOALS: By June 2026, 90% of SSSD teachers and staff will respond favorably to the question “I would recommend this school as a good place to work,” on the Teaching and Learning Conditions Colorado (TLCC) survey (83% responded positively in school year 2021-2022).

By June 2025	By June 2026	By June 2027
No Survey Administered	90%	No Survey Administered

STRATEGIC INITIATIVES: **Strategic Initiatives will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
SCHOOL AND DISTRICT LEADERSHIP: School and district leadership will adjust strategies for culture building.	SCHOOL AND DISTRICT LEADERSHIP: School and district leadership will implement culture initiatives identified in June 2025 and review new TLCC results for additional insight into teacher needs.	SCHOOL AND DISTRICT LEADERSHIP: School and district leadership will adjust strategies for culture building.



PRIORITY TWO: Enhanced Learning Experiences through Community Partnerships

Steamboat Springs School District creates and expands partnerships and communication pathways with families, businesses, community, and regional/national organizations to expand learning opportunities for students.

STRATEGIC GOALS: By June 2027, 100% of Steamboat Springs School District schools will provide access to local, regional, and national organizations to provide students with opportunities to experience learning through embedded partnerships in the curriculum framework at all levels.

By June 2025	By June 2026	By June 2027
SSSD will continue work on curriculum frameworks and develop partnerships to support new expanded learning opportunities.	SSSD will continue work on curriculum frameworks, develop partnerships to support new expanded learning opportunities, and pilot programs as needed.	100% of Steamboat Springs School District schools will provide access to local, regional, and national organizations to provide students with opportunities to experience learning through embedded partnerships in the curriculum framework at all levels.

STRATEGIC INITIATIVES: **Strategic Initiatives will change and grow as the district implements strategies and learns through continuous improvement processes and data reviews.*

By June 2025	By June 2026	By June 2027
STRATEGIC PARTNERSHIP DEVELOPMENT: Create a centralized database of community partnerships to be available for all instructional staff within SSSD.	STRATEGIC PARTNERSHIP DEVELOPMENT: Share the centralized database of community partnerships with all instructional staff within SSSD.	STRATEGIC PARTNERSHIP DEVELOPMENT: Evaluate impact of partnerships and structures for partnership across schools and partners.

STEAMBOAT SPRINGS SCHOOL DISTRICT

Invitation for Support

Steamboat Springs 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 Steamboat
Springs School District to
successfully implement

(Focus area)

by

(How you will help Steamboat Springs schools?)

Questions? Contact: [email
strategicplan@ssk12.org](mailto:emailstrategicplan@ssk12.org)