



**GUNNISON
WATERSHED
SCHOOL DISTRICT**

STRATEGIC PLAN 2025-2030



MOTTO Driven To Be the Difference

MISSION Inspire Growth and Success for All Students

VISION We create opportunities for students to excel and connect to something bigger than themselves. By fostering curiosity, inspiring growth, and preparing students with the tools to succeed, we ensure they are ready to make a lasting impact at home and around the world

STRATEGIC PLAN SNAPSHOT

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.

FOCUS AREAS



Holistic Learner Experience

PRIORITIES

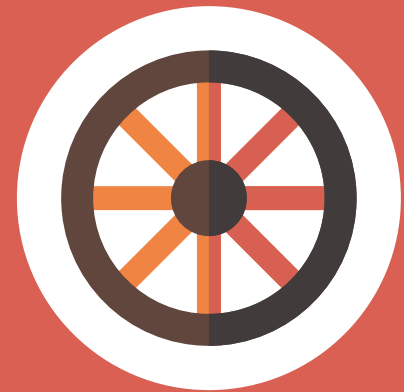
- Exceptional Academic Growth
- Learning with Purpose and Relevance
- Well-Being



Caring and Exceptional Staff

PRIORITIES

- Collaborative Structures
- Instructional Coaching



Strong Family and Community Partnerships

PRIORITIES

- Family Partnerships
- Community Partnerships

WHAT WE HEARD FROM OUR COMMUNITY

WHAT ARE THE STRENGTHS OF THE GUNNISON WATERSHED SCHOOL DISTRICT (GWSD)?

HIGH-QUALITY TEACHERS, LEADERS, AND STAFF:

The dedication, quality, and care demonstrated by teachers and staff in GWSD came up frequently in interviews. Teachers especially were described as integral to student success and were noted for creating relationship-rich classroom communities.

FAMILY AND COMMUNITY PARTNERSHIP: GWSD's two-way partnerships with the communities it serves are seen as a major strength. Several interviewees noted higher than average family engagement and that the broader community is actively involved in school activities and is supportive of the schools and their needs.

OUTDOOR EDUCATION PROGRAMS AND EXTRACURRICULAR OPPORTUNITIES: A number of interviewees noted GWSD's outdoor education programs and extracurricular activities, such as athletics, music, the arts, and student clubs/groups, as important strengths. These opportunities provide students with valuable learning experiences beyond the classroom, helping them grow holistically.

RESPONSIVE TO STUDENT NEEDS: GWSD was noted for being responsive to the diverse needs of many of its students, providing academic, emotional, and personalized support. Combined with high-quality employees, partnerships with families and businesses, and outstanding student activities, the small size of the district lends substantial character to the personalized environment, where many students feel understood and supported.

WHAT ARE THE CHALLENGES AND/OR POTENTIAL OPPORTUNITIES FOR THE GUNNISON WATERSHED SCHOOL DISTRICT?

BALANCING THE NEEDS OF GUNNISON AND CRESTED BUTTE: The "up and down the valley divide" surfaced in multiple interviews. There is an existing perception that these communities have different needs and require different supports, and

a few interviews cited class sizes, allocation of resources, and differences in student experiences across communities as opportunities for the district to further explore. However, several interviews suggested that these differences could serve as a unifying factor, viewing the diversity of each community as an asset that could offer GWSD students greater opportunities.

MEETING STUDENTS' NEEDS, ESPECIALLY FOR MULTILINGUAL LEARNERS AND STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS): GWSD has an opportunity to expand support for students with diverse needs, including multilingual learners and students with IEPs. To better serve these populations, interviews highlighted the importance of staff training and addressing ongoing staffing shortages for specialists working with these populations. As the district's student demographics continue to shift, the need for targeted resources and intentionally designed supports for these students has become even more critical.

COST OF LIVING AND STAFF RETENTION: The cost of living and limited affordable housing options affect the GWSD community, making it difficult for educators and families to stay in the district long-term. Since interviews surfaced high-quality staff as one of the district's greatest strengths, there's a desire to retain these valuable employees by addressing housing affordability. Current district staff housing options were recognized in several interviews as a good, though limited, foundation to build from, but broader community efforts are needed to truly address these challenges.

SCHEDULING AND CALENDAR CHALLENGES: Scheduling issues, particularly around early release days on Wednesdays, were frequently mentioned in interviews with staff and families, citing difficulties in coordinating time around this. Differences in calendars across Gunnison and Crested Butte schools were noted as obstacles for some families and staff.



AS GUNNISON WATERSHED SCHOOL DISTRICT LEARNERS... ESTUDIANTES DEL DISTRITO ESCOLAR DE GUNNISON WATERSHED...

SELF-AWARENESS | ACADEMIC FOUNDATION • AUTOCONCIENCIA | FUNDACIÓN ACADÉMICA

We start at the source!

Juntos empezamos en la raíz

HEALTHY RELATIONSHIPS | SELF-EFFICACY • RELACIONES SALUDABLES | AUTOEFICACIA

We care!

Juntos nos importa

COMMUNICATION | LEADERSHIP • COMUNICACIÓN | LIDERAZGO

We lead and connect!

Juntos liderar y conectar

RISK-TAKING | PERSEVERANCE • TOMAR RIESGOS | PERSEVERANCIA

We are prepared!

Juntos preparados

INNOVATION | CAREER AWARENESS • INNOVACIÓN | CONCIENCIA PROFESIONAL

We trailblaze and thrive!

Juntos ser pionero y tener prosperidad

We start at the source!

Juntos empezamos en la raíz

Learners are grounded in a strong academic foundation, skilled in information literacy, and find and utilize necessary resources in order to succeed.

Los estudiantes tienen una sólida base académica, son competentes en lectura informativa y encuentran y utilizan los recursos necesarios para tener éxito.

SELF-AWARENESS | ACADEMIC FOUNDATION • AUTOCONCIENCIA | FUNDACIÓN ACADÉMICA

We lead and connect!

Juntos liderar y conectar

Learners communicate effectively, critically evaluate, lead with confidence, and build strong, healthy, community-minded teams.

Los estudiantes se comunican de manera efectiva, evalúan críticamente, lideran con confianza y construyen equipos sólidos, saludables y con conciencia comunitaria.

COMMUNICATION | LEADERSHIP • COMUNICACIÓN | LIDERAZGO

We care!

Juntos nos importa

Learners embody integrity, respect, and personal responsibility. They demonstrate empathy, cultural awareness, openness to new ideas, and a solutions-based mindset.

Los estudiantes encarnan la integridad, el respeto y la responsabilidad personal. Demuestran empatía, conciencia cultural, apertura a nuevas ideas y una mentalidad orientada a soluciones.

HEALTHY RELATIONSHIPS | SELF-EFFICACY • RELACIONES SALUDABLES | AUTOEFICACIA

We are prepared!

Juntos preparados

Learners persevere through challenges, embrace risk-taking as a learning opportunity, and adapt to navigate the unexpected.

Los estudiantes perseveran a través de los desafíos, abrazan la toma de riesgos como una oportunidad de aprendizaje y se adaptan para navegar lo inesperado.

RISK-TAKING | PERSEVERANCE • TOMAR RIESGOS | PERSEVERANCIA

We trailblaze and thrive!

Juntos ser pionero y tener prosperidad

Learners embrace curiosity and innovation, explore new ideas, forge unique paths, and navigate multiple pathways to success.

Los estudiantes abrazan la curiosidad y la innovación, exploran nuevas ideas, forjan caminos únicos y navegan por múltiples rutas hacia el éxito.

INNOVATION | CAREER AWARENESS • INNOVACIÓN | CONCIENCIA PROFESIONAL



FOCUS AREA ONE:

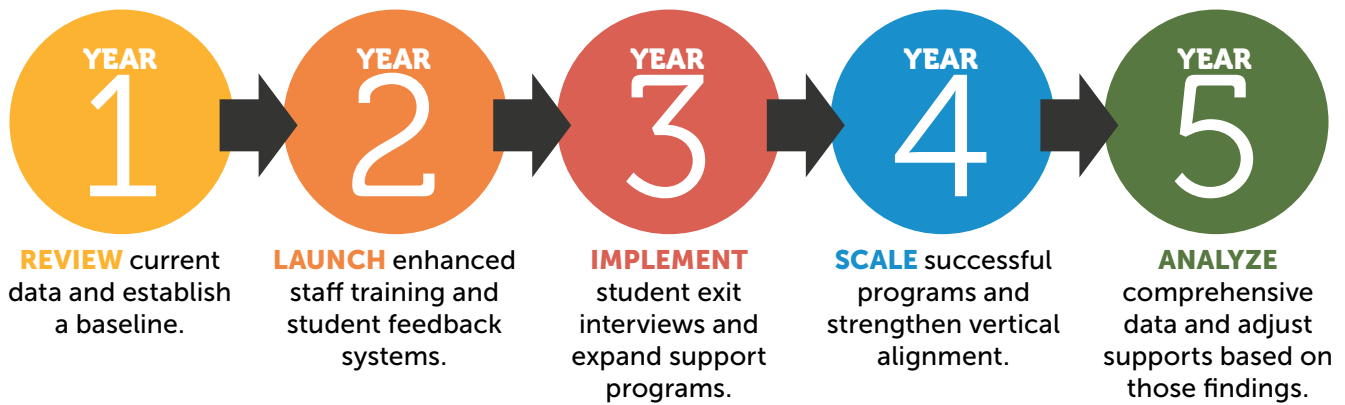
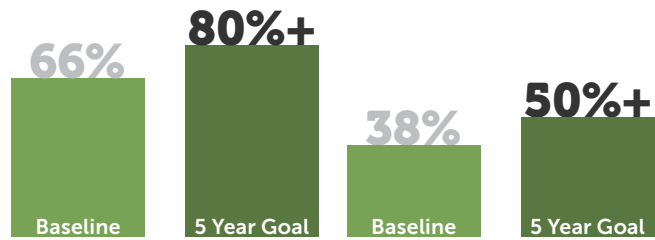
Holistic Learner Experience

PRIORITIES:

- 1) STUDENT WELL-BEING:** GWSD students will learn in supportive, safe learning environments that foster belonging and engagement.
- 2) LEARNING WITH PURPOSE AND RELEVANCE:** GWSD students will access career-connected learning experiences that drive curiosity and self-awareness.
- 3) EXCEPTIONAL ACADEMIC GROWTH:** GWSD students will thrive academically and demonstrate growth in essential academic skills and knowledge.

PRIORITY 1: Well-Being

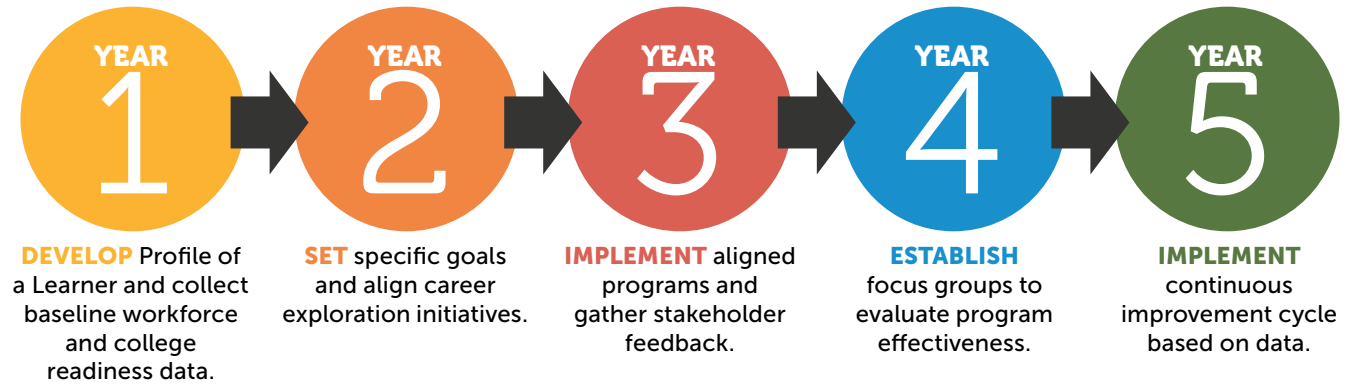
GOAL: By 2030, 80% or more of GWSD students will report they agree or strongly agree on the Healthy Kids Colorado Survey (HKCS) perception question "I belong at school." 50% or more of GWSD high school students will report agreeing or strongly agreeing with the HKCS "I enjoy being at school most of the time or always in the last year."



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
District and building leaders will do a holistic data review including: the HKCS (Healthy Kids Colorado Survey) data, health education standards, restorative practices data (to be identified), and program offerings (extra-curricular and mental health programs and participation) to set goals and align approaches.	Build stronger health and restorative practice programs by: <ul style="list-style-type: none"> - Training staff in both areas. - Establish a progress monitoring system to measure program success - participation and student focus groups. - Solicit feedback from students around what's working and what's not. - Increase participation in HKCS survey. 	Improve health education and restorative practices by: <ul style="list-style-type: none"> - Pilot exit interviews with students (5th, 8th, and 12th grades), making sure to include students from different backgrounds. - Using feedback from students and interest from staff to improve programming opportunities and increase participation rates. - Set up a system for staff, including counselors and mental health providers, to engage in collaborative planning. 	Increase the number of participants in the exit interview process and develop structures for vertical alignment on health education and restorative practices.	District and school leaders will: <ul style="list-style-type: none"> - Compare exit interview data with HKCS data and goals set in year one. - Identify gaps in data and develop needed supports/structures.

PRIORITY 2: Learning with Purpose and Relevance

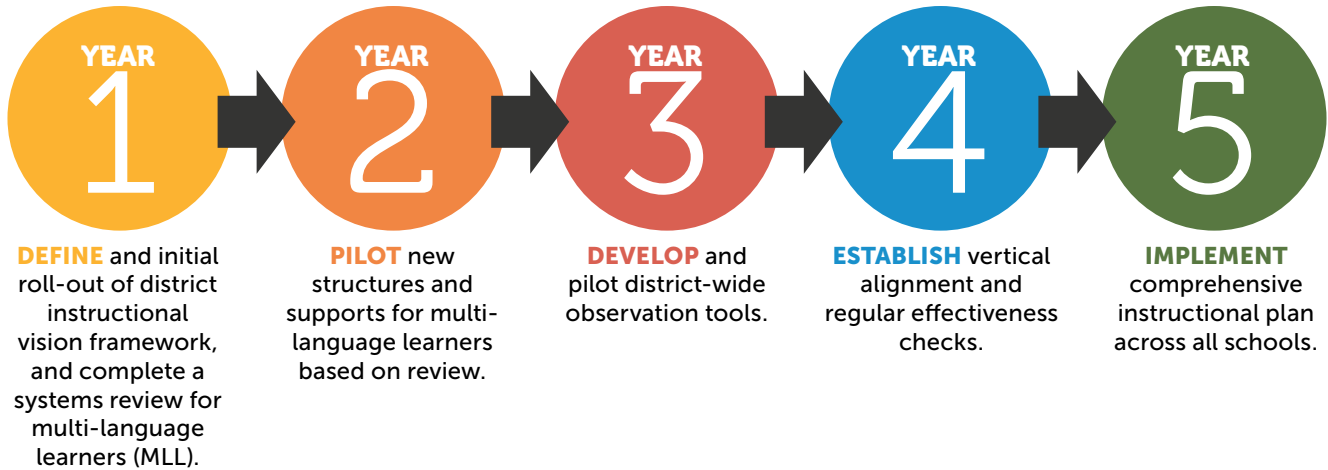
GOAL: By 2030, increase the percentage of GWSD high school graduates participating in workforce and college readiness experiences based on collected baseline data.



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<p>Collect data on workforce and college readiness programs to identify gaps in what's offered and who is participating (by demographic).</p> <p>Develop a portrait of a learner as part of the strategic planning process. Share initial information with staff, families, and the community about the Graduate Profile. Identify any challenges in rolling it out.</p>	<p>Based on collection of baseline data, establish a goal to increase participation in workforce and college readiness programs and align secondary Individual Career and Academic Plan (ICAP) and primary career exploration initiatives to the goal.</p> <p>Crosswalk existing systems with a portrait of a learner's skills and traits with a focus on aligning each school's Positive Behavior Intervention Support (PBIS) system to the portrait.</p> <p>Establish a committee to lead the effectiveness of the workforce and college readiness plan. Include external partners (Western Colorado University, community organizations, and businesses). The focus group will make recommendations for workforce readiness plans.</p> <p>The board reviews recommendations from the committee. Based on recommendations, the board will consider possible policy updates for graduation requirements.</p>	<p>Launch refreshed Individual Career and Academic Plan (ICAP) and career exploration programming by:</p> <ul style="list-style-type: none"> – Implementing the plan for Individual Career and Academic Plan (ICAP) alignment. – Expanding career exploration in the elementary grades. – Seeking input from GWSD staff and students regarding changes. – Developing structures to allow collaboration amongst counselors, the pathways director, and administrators regarding data review and findings. <p>All programming will align with workforce and college readiness goals.</p> <p>Workforce and college readiness committee recommendations will be piloted and implemented.</p>	<p>Implement refined Positive Behavior Intervention Support (PBIS) and portrait of a learner systems and practices across all schools.</p> <p>Allocate collaborative planning time for staff to implement Individual Career and Academic Plan (ICAP), career exploration, and college readiness support and programming.</p> <p>Monitor participation rates for workforce and college readiness to identify gaps and new programming opportunities.</p>	<p>Committee and district leadership will engage in a continuous improvement cycle to ensure workforce and college readiness goals, Individual Career and Academic Plan (ICAP) programming, and career exploration initiatives are achieved across all schools.</p>

PRIORITY 3: Exceptional Academic Growth

GOAL: By 2030, all GWSD schools will sustain the accreditation of 'performance' on the School Performance Framework (SPF), and all schools will receive 'meets expectations' on the growth indicator measurement on the SPF. Each school will develop goals with a % increase based on last year's results.



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<p>Develop a shared district instructional vision, which includes clarity around the Universal Design for Learning (UDL) framework, standards-based instruction, differentiation, and alignment of curriculum.</p> <p>Review current structures, systems, and practices specific to multi-language learners (MLL).</p>	<p>Identify which instructional strategies (including assessments) are strengths and areas for growth across schools. Solicit feedback from staff about their needs, communicate the roll-out plan with staff, and align professional development to the district vision of instruction.</p> <p>Utilize findings of review for the multi-language learners (MLL) population to launch new structures and supports.</p>	<p>Create and test a classroom observation system based on the district vision of instruction and framework. Solicit feedback from staff and include self-reflection on the observation tool. Train all instructional leaders on identified observation and feedback systems.</p> <p>Pilot a vertical alignment collaborative structure in each school.</p>	<p>Establish vertical alignment in instruction and assess the effectiveness of the vision of instruction framework by allocating time for teachers to provide feedback on targets, plans, and instruction through regular check-ins.</p> <p>Implement a comprehensive strategy plan for multi-language learners (where needed*).</p>	<p>All GWSD schools will have a comprehensive instructional plan that streamlines systems of assessments, curriculum resources, progress monitoring tools, coaching, and communication to stakeholders.</p> <p>Engage in a continuous improvement process to refine instructional tools, strategies, and feedback systems.</p> <p>Structure to review the effectiveness of multi-language learners (MLL) strategy plan – include GWSD staff feedback and data review.</p>



FOCUS AREA TWO:

Caring and Exceptional Staff

In Crested Butte and Gunnison, our teachers and staff are as impressive as the mountain views. Devoted educators with decades of experience consistently go above and beyond to meet every student's needs. Investing in the development and implementation of collaborative structures and a district-wide instructional coaching model will lead to the collective belief of educators' ability to positively influence student outcomes (collective efficacy).

PRIORITIES:

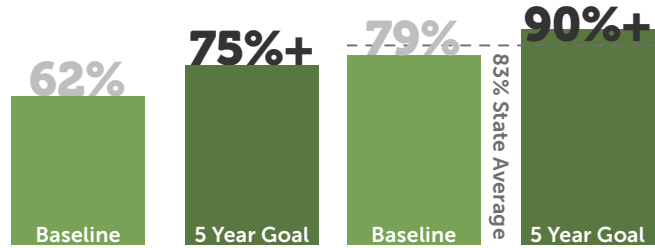
1) COLLABORATIVE STRUCTURES:

GWSD will create and implement a professional development plan focused on purposeful planning, evidence-based instruction, and assessment practices.

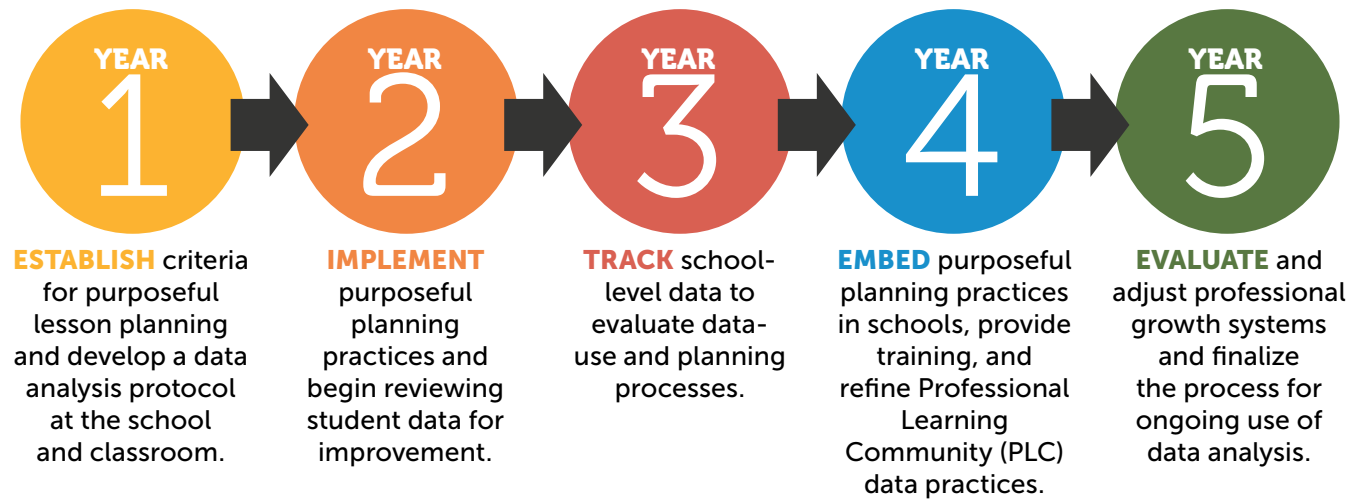
2) INSTRUCTIONAL COACHING: GWSD will strengthen instructional coaching support to enhance teaching practices and student outcomes.

PRIORITY 1: Collaborative Structures

GOAL: By 2030, at least 75% of GWSD educators will respond favorably to the question, "Our school's systems of support help me support my students' needs." on the Teaching and Learning Conditions Colorado (TLCC) survey and an overall 90% favorable response rate for 'instructional practices and support.'



IMPLEMENTATION TIMELINE:

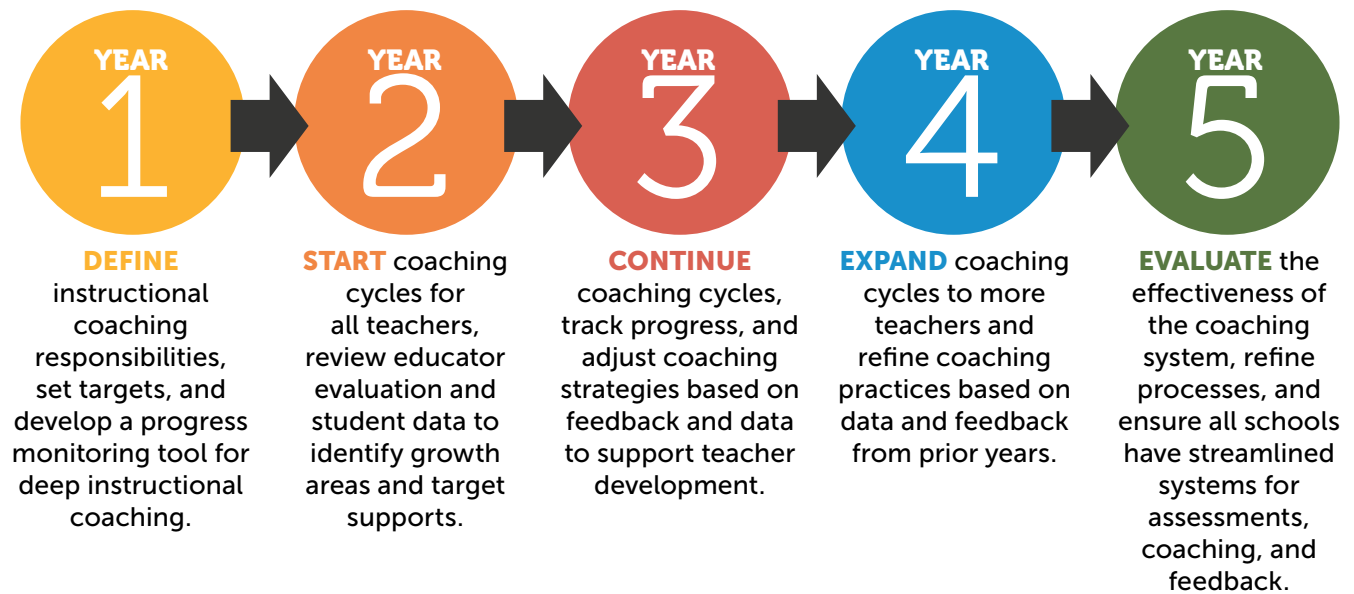


YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<p>GWSD will establish criteria for purposeful lesson planning that includes learning targets, evidence-based instruction, and assessment practices, which will be aligned with the district instructional vision.</p> <p>Solicit feedback from participants in the new teacher induction program and adopt changes for next year's program. District will incentivize teachers who support the induction program through facilitation and planning.</p>	<p>The committee of leadership, teachers, and coaches will develop a protocol for data analysis at the school and classroom levels.</p> <p>Professional learning communities (PLCs) will review student data and use new methods to identify what's working and what needs improvement to support student growth and academic success.</p>	<p>Purposeful lesson planning practices will be embedded at schools and within grade-level teams, and ongoing progress monitoring and training will be facilitated by school leadership teams.</p>	<p>School leadership teams and professional learning communities (PLCs) will track school-level data to identify gaps in student learning growth and provide timely intervention to support tier one instruction and differentiation at the classroom level.</p>	<p>The district leadership team will evaluate purposeful planning and data use processes to ensure fidelity of implementation across classrooms and schools.</p>

PRIORITY 2: Instructional Coaching

GOAL: By 2030, at least 75% of GWSD educators will respond favorably to the question, “Our school’s systems of support help me support my students’ needs.” on the Teaching and Learning Conditions Colorado (TLCC) survey and an overall 90% favorable response rate for ‘instructional practices and support.’

IMPLEMENTATION TIMELINE:



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<p>District leaders and current instructional coaches will identify responsibilities and targets for instructional coaches.</p> <p>The district team will improve interest and needs based professional learning opportunities to ensure professional development (PD) is targeted to the needs of the district and is differentiated based on staff experience and needs.</p>	<p>Instructional coaches and leaders will support staff to identify purposeful planning practices, feedback practices, and high-quality instructional strategies aligned with the district instructional vision.</p> <p>Teacher-led professional learning will be enhanced to reflect increased teacher leadership in the district.</p>	<p>Coaches and school leadership will review educator evaluation data, teacher and student perception data, and student learning outcome data to identify the areas for growth in instructional practice and target supports.</p>	<p>GWSD will establish a progress monitoring tool for educators who received instructional coaching and development. District leaders will track and make strategic adjustments regarding feedback and progress monitoring.</p>	<p>Instructional leaders and district leaders will engage in a structured review of the district coaching support plan and implementation. Identify priorities for improvement and ensure all staff receive a coaching cycle.</p>



FOCUS AREA THREE:

**Strong
Family and
Community
Partnership**

PRIORITIES:

- 1) FAMILY PARTNERSHIP:** GWSD students will learn in supportive, safe learning environments that foster belonging and engagement.
- 2) COMMUNITY PARTNERSHIP:** GWSD will build a network of community partnerships that meet the needs of students, families, and staff - including prioritizing alignment with workforce and college readiness goals.

PRIORITY 1: Strong Family Partnership

FIVE YEAR GOAL: District develop and roll-out family perception survey. **Based on results, a five year goal will be established to show an increase in results.**



IMPLEMENTATION TIMELINE:

- Create a family survey in English and Spanish to understand family needs.
- In partnership with DAC (District Accountability Committee) and SAC (School Accountability Committee), form a family feedback committee that represents the community. Review last year’s activities and discuss what worked and what to improve.
- Identify effective strategies for family involvement in academics.
- Establish a communication plan to increase family engagement and opportunities for partnership.
- Implementation of communication plan and continue to solicit feedback to ensure family needs are being met.

BY 2030				
<p>District leadership will establish a family partnership survey in English and Spanish to build a deeper understanding of the needs of the families in the district.</p> <p>GWSD will establish a family feedback and partnership committee that is representative of the communities in GWSD – this will be in partnership with the District Accountability Committee (DAC) and School Accountability Committee (SAC).</p>	<p>District leaders, with support from staff, will review programming and opportunities for family engagement from last year and establish priorities to improve.</p> <p>District leaders will set priorities and goals based on family survey results.</p>	<p>The district leaders will identify high-impact family partnership strategies and structures, to increase academic and engagement opportunities for students.</p>	<p>Establish a communication plan with aligned events, opportunities for families, and resources. Ensure equitable vehicles of communication</p>	<p>Implement a communication plan. District leadership and school leadership will monitor survey results and committee priorities.</p>

PRIORITY 2: Strong Community Partnership

DESIRED OUTCOME: Community partnerships align with district-wide goals. Collaborative approach to addressing the diverse needs of our community and development of a strong network of partnerships that meet the needs of students, staff, and families in our district. Partnerships will align with our workforce and college readiness goals.



IMPLEMENTATION TIMELINE:

- Map current community partnerships and district needs.
- Create a plan to reach out to new community partners, aligned with district needs.
- Form a committee of community organizations, businesses, and agencies to guide partnerships.
- Set up a communication plan to share events and collaborate on grants.
- Review and discuss what worked and what needs improvement.

BY 2030				
GWSD will map existing partnerships with community organizations and map the needs of the district (student, staff, and family needs) that can be supported by community partnerships – this will be in partnership with the District Accountability Committee (DAC) and School Accountability Committee (SAC).	GWSD will develop a community outreach plan that targets partnerships aligned with the needs of the district: students, staff, and families of GWSD. This includes career-connected partnerships.	Develop a community support committee composed of community organizations, businesses, government agencies, and higher education partners that will guide the community partnership work of the district.	GWSD will implement a communication strategy with community partners to create or contribute to existing “event calendar(s)” and consolidate family engagement events. Use this communication pipeline to collaborate on grant opportunities.	Leadership teams will monitor the prior year’s activity and discuss what worked and what needs improvement.



**GUNNISON
WATERSHED
SCHOOL DISTRICT**

STRATEGIC PLAN PLEDGE

Gunnison Watershed 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 GUNNISON
WATERSHED SCHOOLS TO
SUCCESSFULLY IMPLEMENT**

(Focus area)

by _____.

(How you will help Gunnison Watershed Schools)