



STRATEGIC PLAN 2024-2027

WHO WE ARE

MISSION: INVEST IN STUDENT SUCCESS

VISION: We contribute to the improvement of the overall quality of life in our community through investments in educational services and programs to assist Adams 12 students in achieving their full potential.

VALUES:

EQUITY, EMPOWERMENT, OPPORTUNITY, COLLABORATION

We believe that all students deserve equitable access to, and support with, quality education and community investment as they move along the pathway from childhood to adulthood.

ORGANIZATIONAL PRIORITIES:

- Partnership: Partner with the Adams 12 district and community organizations to support their delivery of top-notch education for ALL.
- Student Support: Aid district programs and schools that ensure EQUITABLE student readiness for the 13-year journey, their post-K-12 education and career readiness, including technological and content relevance.
- Community Building: Ensure the successful development of public and private partnerships that benefit our students including community awareness, engagement, and investment.

2024-2027 GOALS

Equitable Access and **Innovation in Education** through:

CAREER READINESS AND EXPLORATION:

All Students will have tools for Career exploration and development, including access to professionals in the industry, relevant tools for learning, and a clear education and career pathway to their future.

LEARNING READINESS

All students are physically, mentally, and emotionally prepared to learn.

CAPACITY BUILDING

We provide support for financial resource acquisition to fund district, local school, and program initiatives.



**HOW WILL
YOU
INVEST IN
STUDENT
SUCCESS?**

CONTACT THE FIVE STAR EDUCATION FOUNDATION TO LEARN HOW BE APART OF THE FIVE STAR COMMUNITY

WWW.5STARFOUNDATION.ORG

Program	Program Description and Timeline	Impacts/Benchmarks
Career Readiness and Exploration		
I See Me	Program expansion to grades 8-12 and targeted CTE pathways, including hands-on experiences, cohorts, mentorships and exploration opportunities.	Year One: Transition to a 6-program high-touch program for 10-12 grade, and implement program recruitment. The fall semester focuses on the first two programs and there will be a recruiting event the day of the Bollman Open House for all programs and grades. Near peer mentorship support through panels. Fall: focus on STEM, Spring: behavioral health. Year Two: All six programs are fully operational. Launch experiential programs and cohorts for targeted students in grades 7-9. Year Three: Analyze and affirm college/career recruiting pipeline. Set priorities for sustainability
Tiny House	Tiny House- subprogram of the I See Me Program- build houses 4-6 through 2027 to encourage non-traditional students in the program	Year One: Tiny House #4 completed with full permits and a new housing partnership established. Year Two: Tiny House #5 completed and improved plan created for the program in partnership with the school. 10% increase in non-traditional students in the construction program. A new student outreach program launched Year Three: Tiny House #6 is completed and the sustainability plan for the program is in place as well as long-term partnership
Five Star TRAIL	Five Star TRAIL- Tool to support exploration and experiences for grades 8-12, align for student impact	Year One: Relaunch with district priorities fall 2025 Year Two: aligned and embedded with counselors targeting transitions Year Three: Move to a district-managed process to best impact students
Pathways Fund	Support for FutureForward students to remove financial barriers for students to participate in programs	Year One: Providing funds for FRL students who need supplies to continue FF classes. Year Two: Focus on companies running PPE/donation drives for our students. Year Three: 100% funding from business partners in alignment with hiring practices and career pathways

Learning Readiness		
YES Fund	Support and invest in educator-driven initiatives to maximize innovation in the classroom	Year One: support a minimum of 25 classroom innovations Year Two: Seek sustainability opportunities as teachers test-prove-scale ideas and projects Year Three: Seek strategic partnerships for sustainability
Resource Closets	Evolving in the 2024-25 school year to the Resource Network. Set up as a hub and spoke model to provide triage human services support to students and their families so students can be learning-ready.	Year One: Asset mapping to grow partnerships and continuum of care for students and families Year Two: Provide true triage support, no longer ongoing from school sites, and evaluate the effectiveness of more sites with budget spread thin or fewer sites with more robust budgets Year Three: All the above steps are in place, with the goal of triage support in schools, with community partners providing all ongoing support.
Capacity Building		
Grant Support	Grant writing support for the district including supporting the stand-up of the grants department, expertise and training. Beginning January 2025. Target areas of this work of this work: • Learning Readiness • CTE • Social/Emotional/Mental Health Supports • School Transitions (5-6 and 8-9) • Newcomer Resources • Outdoor Education	Year One: More time spent researching new opportunities and building relationships with new and existing grantors Year Two: Continue to build relationships with grantors and focus on grant reports and updates with photos and stories Year Three: Transition Foundation grant writer to district team and evaluate organizational needs with the stand up of the district grants department
Match Making	Match Matching support for schools, programs and classrooms	Formalize tracking plan for match making support as well as growing opportunities for ongoing support of district programs