



Big Spring School District Strategic Plan 2016-2022

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MISSION

The Mission of the Big Spring School District is to provide challenging curricular and extracurricular opportunities, within a safe environment, that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with knowledge, skills, and character essential to become a responsible citizen of our community, our nation, and the world.

VISION

Shaping the future, one student at a time.

BELIEF STATEMENTS

We believe...

- All students can learn.
- Students share the responsibility for their education and development of life-long goals.
- Family responsibility and community involvement are essential to each child's educational success.
- Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience.
- Learning experiences that foster creativity, critical thinking, collaboration, and effective communication provide significant benefit to students.
- In a comprehensive curriculum.
- Our community prospers from the educational experiences of its children.
- The entire community is responsible for a safe school environment.
- In a district-wide accountability system that provides data to make instructional decisions.
- Literacy is a broad term that includes literacy with technology, media, and global skills.
- The school district must utilize resources in a responsible, efficient, and effective manner.
- The school district should enlist the expertise of families, businesses, community groups, higher education, and other agencies to foster the knowledge, skills and attitudes of life-long learning.
- In providing and maintaining quality educational resources, equipment and facilities.

- In providing high quality staff development for all personnel based on identified needs and instructional initiatives.

Attributes of a Big Spring Graduate

As a result of effectively delivering an educational program to our students rooted in the aforementioned core beliefs, critical attributes will be targeted for installation into each and every graduate. The attributes not only represent core beliefs of the school community, but key readiness skills for global competition and success. Those attributes of Big Spring Graduates include:

- Responsible and involved citizen;
- Clear and effective communicator;
- Critical thinker and creative problem solver;
- Productive individual who works independently and collaboratively;
- Respectful of others in a diverse society;
- Digitally literate;
- Self-directed and lifelong learner;
- Involved in community service/humanitarian efforts;
- Knowledgeable practitioner of wellness behaviors;
- Informed consumer and effective manager of finances;
- Responsible steward of the environment; and a
- Supporter of the arts.

Big Spring School District's Educational and Organizational Goals

The Strategic Planning Team identified four primary goal areas for the District Strategic Plan. For the 2016 – 2017 school year, tasks/projects were placed into each goal area by the Strategic Planning Team for consideration as priorities.

The goal areas include:

1. Collaborative Culture
2. Continuous Growth
3. Healthy and Safe School Environment
4. Learning

Big Spring School District – Strategic Plan Goals and Activities

Collaborative Culture

Goal: To cultivate a collaborative, engaging culture where district stakeholders (i.e., parents, staff, and administrators) provide learning opportunities as well as communicate with each other and society at large to support student success and innovation.

Strategy: Connect with families using digital communication tools.

- Activity: Offer and provide training to families on district communication tools/devices.
- Activity: Open parent portal in Aspen.
- Activity: Utilize social media tools, website, Blackboard Connect, local media to share information.

Strategy: Facilitate learning with district stakeholders in how to connect to the global community using digital communication tools.

- Activity: Use social media tool, such as Facebook, Twitter, LinkedIn, etc. to develop a personal learning network.
- Activity: Educate stakeholders on digital citizenship and how social media can be used to promote learning.
- Activity: Educate stakeholders on how to locate Webinars, websites and other Digital reference information and evaluate its validity.
- Activity: Increase staff comfort, control, and content with digital resources.
- Activity: Leverage the tools effectively to foster positive and optimal learning experiences.
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Strategy: Increase families and community partnerships

- Activity: Form educational connections with local business leaders and community organizations.
- Activity: Increase community participation on school and district committees.
- Activity: Expand relationships with local business leaders to provide increased opportunities for job shadowing, internships, co-op and other work experiences.
- Activity: Communicate and reinforce the importance of family partnerships with the school district.
- Activity: Provide opportunities for family partnerships with the school district.
- Activity: Gain an understanding of the needs of the community by gathering informal information to determine what the communities priorities are, what resources exist, and who are the key leaders.

Strategy: Engage students in collaborative practices.

- Activity: Increase collaboration within classrooms.
- Activity: Establish cross district collaborative opportunities.
- Activity: Increase collaboration with students and staff to enhance learning including professional learning communities and cross classroom, cross building, and cross district collaboration.

Strategy: Engage the community in collaborative practices geared toward student learning

- Activity: Define the core learning and metrics for determining progress / goal attainment.
- Activity: Define a data tool that helps us communicate District focus areas.

Continuous Growth Mindset

Goal: Students, staff, and administration will develop a growth mindset through a cyclical process of data review/reflection, feedback, plan development / implementation, and assessment.

Strategy: Develop a process for teacher - teacher walkthroughs (Staff reflective)

- Activity: Develop a culture that is supportive of teacher-teacher walkthroughs.
- Activity: Build collaborative tool to utilize for teacher walkthroughs targeting key focus areas (including common and building-specific foci).
- Activity: Identify time for walkthroughs to be completed.
- Activity: Identify frequency of walkthroughs.
- Activity: Identify feedback mechanism and process.
- Activity: Identify a process for gathering feedback from teachers on the process.

Strategy: Establish advisement-like processes in grades 4-12. (Student reflective)

- Activity: Explore other advisement programs at the elementary and middle school level (visit).
- Activity: Develop an elementary and middle school model.
- Activity: Start implementation of the elementary and middle school model in the 2016-2017 school year.
- Activity: Continue to refine and expand the HS advisement program to full implementation.

Strategy: Develop partnerships with local school districts in which teacher/administrators conduct classroom walkthrough observations.

- Activity: Define the purpose for the cross district observations.
- Activity: Forge partnerships with local districts.

- Activity: Conduct walkthroughs around defined purpose.

Strategy: Data is used regularly to determine effectiveness, set future goals, and ensure efficient utilization of resources.

- Activity: Set goals and benchmarks for the year or multi-year.
- Activity: Determine measurements of progress / success.
- Activity: Establish timeframe for feedback / reporting.
- Activity: Determine return on investment for educational program.

Strategy: Establish collaborative opportunities for teachers (faculty meetings, common planning time etc.) to discuss / share instructional strategies and collaboratively work on building level initiatives.

- Activity: Utilize best practices groups in support of building / district goals.
- Activity: Utilize faculty meetings support of building / district goals.
- Activity: Collaboratively develop expectations for grade level/department planning.
- Activity: Leverage differentiated supervision (CD, SD) to focus on building / district goals.
- Activity: Capture information from collaborative session to ensure necessary support / accountability of building / district goals.
- Activity: Provide a competency-based personalized professional learning model.
- Activity: Leverage building goals to set the annual focus for these collaborative sessions.

Strategy: Enlist parental input (PTO's, Parent Advisory Groups, etc.) regarding school goals as well as have parents share school/community concerns and suggestions for growth

- Activity: Continually recruit parent volunteers to engage in advisory groups and feedback groups.
- Activity: Gather parental input on future school and district focus areas.
- Activity: Solicit feedback on specific programs and the effect.

Strategy: Form student advisory opportunities in each building.

- Activity: Establish student groups to gain school improvement input.
- Activity: Solicit input from students to discuss building concerns and/or gather suggestions for school improvement
- Activity: Embed advisory opportunities to build resilience in students and also to enhance personal responsibility.

Healthy / Safe School Environment

Goal: Ensure a safe and positive learning environment that respects the individual rights of all students.

Strategy: Utilize Positive Behavioral Interventions and Supports (PBIS) or a similar philosophy

at all levels K-12.

- Activity: Identify and communicate common tiered system of supports to include a common language, focus, and philosophy.
- Activity: Development common behavior expectations.
- Activity: Implement strategies.
- Activity: Measure effect of program through defined data sets.

Strategy: Build and enhance digital citizenship

- Activity: Develop common expectations for cyber interactions.
- Activity: Ensure curricular component that addresses development of interpersonal and digital skills.
- Activity: Monitor and protect digital presence.

Strategy: Enhance the overall health and wellness of our students and staff

- Activity: Provide targeted drug and alcohol programs in partnership with local organizations.
- Activity: Align procedures and practices with policy for education, intervention, and discipline.
- Activity: Promote a culture of student and staff ownership in care of school facilities and the greater community.

Strategy: Continue to refine and provide safety training to administrators and staff.

- Activity: Continue engagement with the Cumberland County Safe Schools Consortium.
- Activity: Hold routine table top exercises for administrators.
- Activity: Hold routine safety drills and exercises in school buildings.
- Activity: Determine and communicate appropriate skills for students and teachers to participate safely and successfully in personalized learning (i.e. digital citizenship, cyber safety)

Strategy: Utilize the District monitoring system to monitor and secure the school / district environment.

- Activity: Develop an alarm / alert hierarchy.
- Activity: Train leaders on use of the monitoring system.
- Activity: Develop procedures for actions on alert.
- Activity: Develop procedures for coordination and sharing of monitoring information with the appropriate first responders.
- **Strategy:** Provide systematic review and take necessary measures to ensure cyber security.
- Activity: Deploy anti-virus and intrusion detection software.
- Activity: Develop requirements for strong personal credentials.
- Activity: Coordinate secure single sign on and credential security for all programs.

- Activity: Continue diligence in proactively monitoring network and cyber security.

Strategy: Hold a cyclical review of District facilities and utilization.

- Activity: Conduct an annual threat assessment (Pennsylvania State Police and/or local law enforcement).
- Activity: Aggregate feedback from the threat assessment and address needs.

Strategy: Develop data governance policies and procedures which ensure privacy, safety, and security.

- Activity: Investigate the components of widely accepted industry best practices and discuss how these provisions might be modified and adopted for our context.
- Activity: Adopt formal governance structures (policies and procedures) related to data usage, privacy, and security.
- Activity: District and building leaders ensure common understanding among district staff on the topic of data usage, privacy, and security.
- Activity: Establish a review cycle to stay current with federal state and local laws.

Learning

Goal: Provide relevant and rigorous learning experiences to all students.

Strategy: Define and establish relevant (personalized) learning at each level within and beyond the school day.

High School:

- Activity: Provide diploma options that maintain high standards for all while capitalizing on unique interests and aptitudes.
- Activity: Routinely analyze and revise pathway offerings to best meet student needs.
- Activity: Develop certificate offerings for students in all pathways that can yield meaningful employment.
- Activity: Research and utilize best practices for integrating technology in support of personalized learning.

Middle School:

- Activity: Research and utilize best practices for integrating technology in support of personalized learning.
- Activity: Provide dedicated time for students to engage directly in creative and authentic learning experiences (Genius Hour).

Elementary

- Activity: Research and utilize best practices for integrating technology in support of personalized learning.
- Activity: Provide dedicated time for students to engage directly in creative and authentic learning experiences (Genius Hour).

Strategy: Redefine the curriculum process to better engage teachers in a cyclical and routine professional learning process.

- Activity: Define rigorous common unit assessments/performance tasks, mid-term, and final exams.
- Activity: Define enduring understandings / transfer goals through the curriculum development process.
- Activity: Engage teachers in the process of defining key content, pedagogy, and resources to support learning
- Activity: Provide for time during summer institutes or inservice for cyclical review of curriculum, resources, and pedagogy.
- Activity: Develop instructional models that support differentiated and personalized learning.

Strategy: Provide for consistent and pervasive instruction (Rigor and Authentic experiences).

- Activity: Through collaborative planning, provide rigorous and authentic learning experiences for students adhering to an instructional model of EATS with embedded assessment prompts.
- Activity: Provide accountability with the monitoring of curriculum through lesson plans
- Activity: Monitor instruction and rigor through a routine and systematic walkthrough process, including both district-wide walkthroughs and building walkthroughs.
- Activity: Build collaborative and authentic learning experiences at each level (problem based learning, internships, etc.).

Strategy: Provide and refine effective safety nets for student success.

- Activity: Provide for targeted assessments and a process of effective identification of students in need of safety nets.
- Activity: Deliver research-based interventions to students identified as in need.
- Activity: Continue to analyze and refine WIN / Dawg Time.
- Activity: Analyze and refine before and after school programming to ensure high effect for remediation and enrichment efforts.
- Activity: Identify and provide professional learning on research-based math strategies and instruction.
- Activity: Develop and implement a framework for providing math support.

Strategy: Assess, report and showcase student attainment of 21st century learning skills.

- Activity: Develop tools for assessing 21st century learning skill.
- Activity: Provide feedback to students on 21st century skill development and growth.
- Activity: Report/showcase student progress on 21st century learning skills (e.g. Spotlight on Learning, report cards, etc.)