



Big Spring School District Strategic Plan 2022-2028

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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...



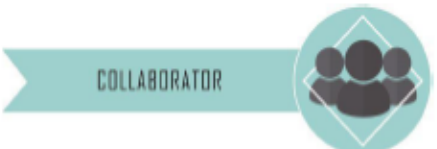



- All students can; learn, be kind, and successful.
- Students share the responsibility for their education and development of life-long goals.
- Family and community responsibility and involvement are essential to each child's educational success.
- Students benefit from and are encouraged to participate 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 that allows students to develop the tools and skills to think critically, manage their emotions, and apply their knowledge as problem solvers.
- 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 and reporting system that provides meaningful information to the entire school community.
- The District must utilize resources in a responsible, efficient, and effective manner.
- The 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 professional learning for all personnel based on identified needs and instructional initiatives.

Profile of a 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 Profile of a Graduate not only represent core beliefs of the school community, but key readiness skills for global competition by ensuring that our students are life ready. The six core profile areas include Global/Empathetic Citizen, Creator, Collaborator, Continuous Learner, Critical Thinker, and Communicator. Graphically, the District has depicted them as displayed below.



Profile of a Graduate

 <p>GLOBAL / EMPATHETIC CITIZEN</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Treat others as they would want to be treated • Recognize that all decisions impact others • Understand the rights and responsibilities of a citizen at the local, state, national, and global levels • Are informed citizens with an awareness of issues and events that impact people at local, state, national, and global levels • Make sensible financial choices
 <p>CREATOR</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Generate original ideas that serve a purpose • Utilize a design process to improve their own or others' ideas and work • Seek answers to questions or problems, explore ideas, and desire to learn • Develop their interests with a sense of purpose • Are capable of taking what was learned in one situation and applying it to a new situation
 <p>COLLABORATOR</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Work productively with others • Exercise flexibility to accomplish a common goal • Value individual contributions made by other team members • Establish and maintain healthy and supportive relationships • Show empathy and compassion when working with others • Offer and accept feedback
 <p>CONTINUOUS LEARNER</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Set goals, manage time, and work consistently to achieve them • Persevere through difficulties • Reflect on their work and experiences to gain useful insights for the future • Explore opportunities to expand and develop personal and shared interests • Recognize their own strengths and limitations • Manage their own emotions, thoughts, and behaviors in a healthy way
 <p>CRITICAL THINKER</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Analyze information • Solve authentic problems • Use reason and logic in a variety of situations • Make informed decisions and arguments • Ask questions that help find solutions • Make informed choices about personal behavior and social interactions
 <p>COMMUNICATOR</p>	<p>Bulldogs...</p> <ul style="list-style-type: none"> • Listen to understand • Communicate utilizing a variety of forms, including written, verbal, or through digital media • Communicate in any situation for a variety of audiences and purposes • Seek or offer support and help when needed • Participate in collaborative discussions • Understand the perspectives of others

Big Spring School District's Educational and Organizational Goals

The Strategic Planning Team identified two core goal areas for the District Strategic Plan. The core goal areas include:

1. Engagement (Student, Staff, Family/Community)
2. Well-Being (Student, Staff)

Big Spring School District – Strategic Plan Goals and Activities

Core Area One: Engagement

Engagement (Students)

Goal: Students will actively participate in authentic learning experiences and extracurricular experiences which contribute to their development of Profile of a Graduate skills.

Strategy: The Profile of a Graduate serves as the District's critical outcome of a well-rounded education.

- Activity: The District will ensure that the Profile of a Graduate elements are clearly defined and communicated to students, staff, and all stakeholders.
- Activity: Classroom learning experiences are designed to have students achieve the learning outcomes in the Profile of a Graduate through intentionally designed curriculum and instruction.
- Activity: Benchmarks will be developed for measuring student progress toward meeting the elements of the Profile of a Graduate by level and will be utilized to determine growth in each area as a student progresses through their educational career at Big Spring.
- Activity: Students will maintain a portfolio of artifacts and reflections that demonstrate their progress toward achievement of the characteristics listed in the Profile of a Graduate.
- Activity: The District will establish a committee to define and facilitate the processes through which students will present evidence of their Profile of a Graduate progress.
- Activity: The District will establish a system in which students periodically present evidence of their progress on the skills and characteristics contained in the Profile of a Graduate.

Strategy: Students are provided with quality learning experiences that are challenging, relevant, and interesting.

- Activity: The District will develop curriculum that reflects evidence of learning that focuses on challenging, relevant, and interesting work.

- Activity: The District will create opportunities for students to master foundational knowledge (literacy, mathematical) to allow them to pursue deeper understanding of curricular content.
- Activity: The District will provide learning opportunities tailored to align to students' unique needs and provide them choice in the products used to demonstrate their learning.
- Activity: The District will utilize instructional coaches and other internal experts to collaborate with teachers on creating meaningful lessons that are relevant, interesting, and meaningful work.
- Activity: The District will routinely gather feedback from students to determine if their work is relevant, interesting, and meaningful.
- Activity: District resources are routinely reviewed, analyzed, and deployed to facilitate challenging, relevant, and interesting work. (building schedules, policies, staffing, physical space, capital projects, curriculum plan, instructional resources and supports, report cards).
- Activity: The District will integrate unique learning opportunities into the core of its programming (Career and Technical, Cyber, Dual Enrollment, Internships, Work Experiences, Genius Hour, Clubs, STEM, FFA, etc.).
- Activity: The District will integrate financial literacy into educational programming at all building levels.

Strategy: Students are provided with quality extracurricular experiences, inside and outside of school hours, that are challenging, relevant, and interesting.

- Activity: The District will create opportunities for students to deeply explore and investigate areas of their interest. (genius hour, clubs, projects, etc.).
- Activity: The District will develop systems to measure student engagement in extracurricular activities and experiences and use this data to enhance programming.
- Activity: The District will work to maximize student participation in extracurricular activities by understanding students' needs and wants, building appropriate offerings, and removing barriers to participation as able.

Strategy: The District facilitates, promotes, and values the voices of our students.

- Activity: The District will nurture and focus on student strengths as the primary driver of teaching and learning efforts.
- Activity: The District will provide opportunities and activities for students to engage in community service as an extension of their learning experiences.
- Activity: The District will provide opportunities to gather input and feedback from students at both the District and building levels.
- Activity: The District provides leadership opportunities for students at all levels.
- Activity: The District will create opportunities for students to deeply explore and investigate areas of their interest

Engagement (Staff)

Goal: Staff actively participate in continuous learning experiences that build self-efficacy, which directly impacts dispositions to support student engagement.

Strategy: Staff are provided with quality professional learning that is relevant, interesting, and meaningful work.

- Activity: Staff have voice and choice in professional learning opportunities both within and beyond the District (content specific, grade level specific, etc.).
- Activity: Professional learning communities are leveraged to build capacity in staff to achieve building and District goals.
- Activity: Differentiated supervision is aligned with building goals and District goals.
- Activity: Learning walks are utilized as a process to help continuous learning both within buildings and across buildings.
- Activity: Professional learning is offered by individuals that have a strength or passion for the topic area (paraprofessionals, teachers, coaches, administration, etc.).
- Activity: Through intentional reflection, staff are supported by instructional coaches through the instructional coaching model.
- Activity: Training needs of all staffing groups will be evaluated and supported.

Strategy: The District facilitates, promotes, and values the voices and contributions of our staff.

- Activity: The District/School routinely and strategically gathers staff feedback and input from District departments and operations with the intent of regularly communicating how feedback informs decisions and initiatives.
- Activity: Building and District goals are developed collaboratively to include feedback and input from all staffing groups (building, District, departments, etc.).
- Activity: Innovative instructional approaches and strategies are celebrated and shared among staff.

Strategy: The Strategic Plan and the Profile of a Graduate are promoted, modeled, and nurtured as a critical piece of a well-rounded professional learning plan.

- Activity: Professional learning will be developed to ensure a District-wide understanding of the Profile of a Graduate as an outcome for learning experiences.
- Activity: Professional learning opportunities will be intentionally designed to build the Profile of a Graduate areas (attributes, competencies, etc.) in our teachers.
- Activity: Creativity among staff is nurtured through instructional flexibility and innovation in support of building/District goals.
- Activity: The Professional Development Committee will ensure the gathering and utilization of staff feedback to guide professional learning opportunities regarding engagement and well-being.
- All District leaders intentionally connect the Strategic Plan goals and the Profile of a Graduate to decisions and actions within buildings and departments.

Strategy: Recruitment, induction, and retention efforts are aligned with the vision, mission, and Profile of a Graduate.

- Activity: Interview processes, protocols, and training will be modified to reflect the recruitment of individuals that model Profile of a Graduate areas.
- Activity: The induction plan will be revised to focus on providing information and experiences that support understanding and ownership of the District's vision, mission, and the Profile of a Graduate.
- Activity: The District will establish avenues to express gratitude to all staff from administration, peers, students, and families.
- Activity: In an effort to retain staff, the District will support staff by helping them achieve their professional goals.

Engagement (Family/Community)

Goal: Families and the community are valued and included, resulting in a strong partnership that supports the development of Profile of a Graduate skills within our students.

Strategy: The District engages families / the community in understanding the District's mission and partnering for their benefit in a manner that provides for communication both to and from stakeholders.

- Activity: The District leverages effective tools (website, student management system, messaging, applications, newspaper, social media, etc.) to inform and communicate with families/the community.
- Activity: The District will develop a communication plan to support District and School communications (balanced building highlights/events, plan to include timing and frequency of communications, ensure a closed feedback loop when soliciting input to include actions taken, etc.)
- Activity: The District will develop a cohort of key communicators within the community that can support the dissemination of information.

Strategy: The District creates meaningful family/community collaborations in support of student benefit.

- Activity: The District engages families/communities in collaborative opportunities (District Improvement Committee, Title I Events, service organizations, etc.).
- Activity: The District will gather input and feedback to make enhancements to student family and community engagement opportunities (events/parent evenings).
- Activity: The District will leverage tools (ThoughtExchange, YouthTruth, etc.) to gather family/community feedback and input into processes.

Strategy: The District develops students capable of, and who participate as citizens engaged in the future of their communities.

- Activity: The District will integrate community service into the core programming (Day of Service, authentic learning experiences, etc.).

- Activity: The District will place an emphasis on student leadership and voice/choice at all levels of the organization in order to foster self-advocacy and participation in District decision making.

Core Area Two: Well-Being

Well-Being (Students)

Goal: Students have access and contribute to an environment where they belong, feel safe, valued, supported, and included.

Strategy: The District supports a sense of belonging as part of all students' experience.

- Activity: The District will systematically measure student's perceptions of belonging using a variety of tools (surveys, focus groups, one question survey, etc.).
- Activity: The District will provide high quality professional learning experiences on building classroom environments/cultures that honor belonging and preserve dignity.

Strategy: Students feel safe in their learning environment (safe, conducive learning spaces).

- Activity: The District will outline expectations and ensure all buildings and individuals understand and follow safety protocols.
- Activity: The District will conduct regular safety walks of all buildings throughout the year.
- Activity: The District will establish avenues for students to provide feedback on perceived safety using a variety of tools (focus groups, surveys, etc.)
- Activity: The District will ensure policies and practices that honor student dignity, repairs harm, and restores relationships.

Strategy: The District will have systems and resources in place to support student physical and mental health.

- Activity: The District will conduct student surveys focused on physical and mental health in order to provide supports.
- Activity: The District will offer flexible learning environments and spaces to support student mental and physical health.
- Activity: The District will continue to provide health supports to students (SAP, Care Team, Safe to Say, etc.).

Strategy: The District will cultivate and model a culture that embraces the concept of treating others as one would wish to be treated.

- Activity: The District will develop a multi-tiered system of supports to allow students to develop and manage their social and emotional skills.
- Activity: The District will provide resources and training to staff to be able to provide instruction on developing social and emotional skills.

Well-Being (Staff)

Goal: Staff will have access and contribute to an environment where they belong, feel safe, valued, supported, and included.

Strategy: Staff feel safe in their learning environment (safe, conducive learning spaces).

- Activity: The District will provide training (MG Tactical, Safety Cares, multi-tiered system of behavioral support, etc.) that promote physical and environmental safety and support a positive learning environment.
- Activity: The District will engage with local, state, and national safety experts to refine and enhance safety protocols.
- Activity: The District will employ resources to support best practices to ensure a safe environment (security cameras, visitor management, building safety protocols, clearances, etc.).

Strategy: The District will have systems and resources in place to support staff health.

- Activity: The District will use tools to help staff evaluate their physical and mental health.
- Activity: The District will provide opportunities for staff to reflect on and build their own physical and mental health (EAP, Care Solace, Terrace Metrics, etc.).
- Activity: The District will utilize meaningful feedback and data to support valuable opportunities for staff to address their physical and mental health.
- Activity: The District will engage with local, state, and national safety experts to refine and enhance well-being supports.

Strategy: The District will cultivate and model a culture of belonging for staff.

- Activity: The District will design opportunities for team building across various roles (professional staff, paraprofessionals, classified staff, etc.).
- Activity: The District will foster, design, and celebrate connections/collaboration across buildings.
- Activity: The District will evaluate and refine the Induction Plan to support collaboration and belonging of staff new to the District.
- Activity: The District will train, model, and support the use of activities that promote belonging and connections.