



SPRING HILL SCHOOL DISTRICT

# 2021-2026 **STRATEGIC PLAN**

SPRING HILL SCHOOL DISTRICT

# 2021-2026 STRATEGIC PLAN SUMMARY



## ACADEMIC EXCELLENCE

*Each student will meet or exceed grade-level academic expectations in order to achieve academic excellence.*

**Goal:** Student growth and achievement in academic areas will improve as evidenced by multiple standard assessments.

**Project:** Implement a multi-tiered system of supports (MTSS) for academic learning.

**Measure:** Spring Hill School District will reduce the percentage of students who achieve below grade level (31st percentile on NWEA Measures of Academic Progress - MAP) by 50% over a 5-year period.

**Project:** Create Real-World Learning opportunities in order to help students develop the characteristics of successful students.

**Measure:** Students' "Real World Learning" scores on assessments designed to measure the characteristics of successful students will increase by 20% from the baseline measures over a 5-year period.

## PERSONAL DEVELOPMENT

*In partnership with families, each student will develop purpose and social-emotional skills in order to contribute to society.*

**Goal:** Students will demonstrate improvement on social-emotional skills as evidenced by district assessments and evaluations.

**Project:** Implement a multi-tiered system of supports (MTSS) for social-emotional learning and behavior.

**Measure:** Spring Hill School District will reduce the percentage of students who require behavior intervention by 20% over a 5-year period.

**Project:** Create a district social-emotional learning framework that is vertically articulated K-12 so that schools may provide a continuum of social-emotional learning and families can help develop social-emotional learning in the home.

**Measure:** The percent of students not meeting grade-level social-emotional expectations as evidenced by teacher evaluation (rubric) will decrease by 20% over a 5-year period.

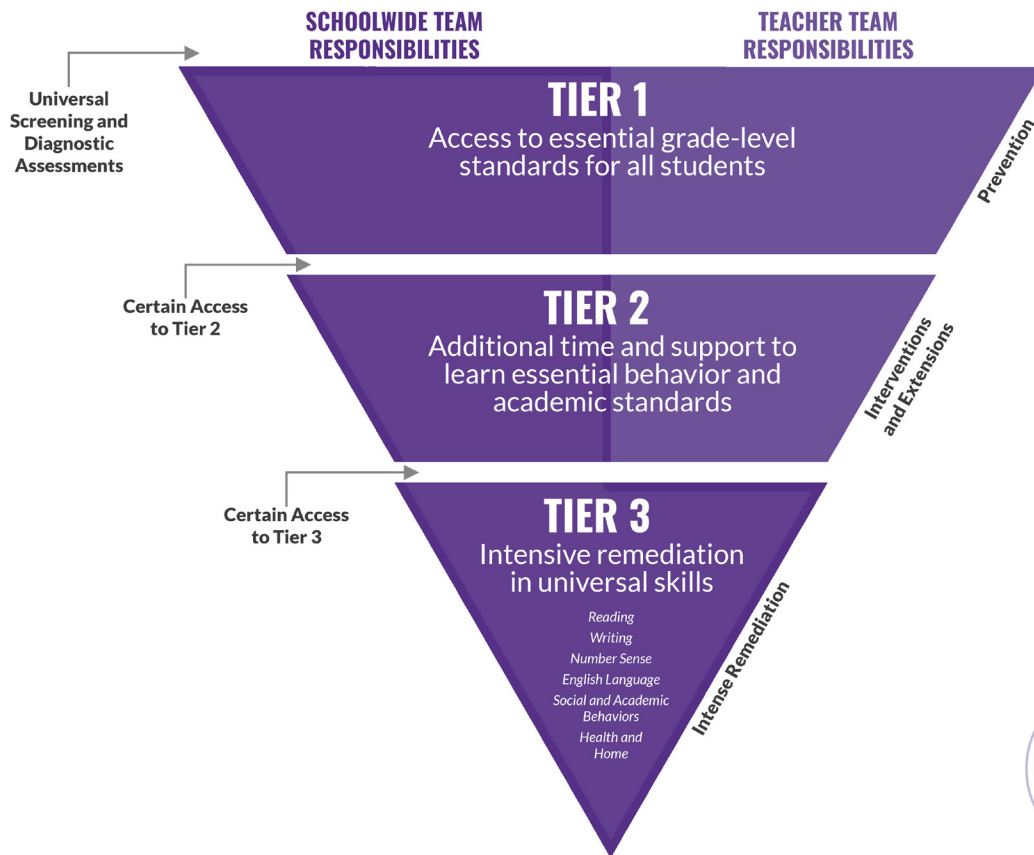
## DISTRICT INITIATIVES

# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our Strategic Plan 2026 aims to build future-ready students, both in academic excellence and personal development. To implement MTSS, our district will provide the personnel, assessments, instructional resources, professional learning, and time to address the learning needs of all students through a comprehensive system.

During the 2021-22 school year, we added math and reading interventionists to each elementary school to support classroom teachers in providing intervention lessons to students with essential skill deficits. In addition to Math and Reading universal screeners, the district is implementing diagnostic and progress-monitoring assessments to identify specific instructional areas and track learning.

## FRAMEWORK FOR MULTI-TIERED SYSTEM OF SUPPORTS



## DISTRICT INITIATIVES

# REAL WORLD LEARNING

Spring Hill School District and the Kauffman Foundation have partnered around Real World Learning, an initiative to better prepare students for life after high school. Through the partnership, students gain immersive experiences in careers through client-connected projects and internships. High school students graduate with Market Value Assets that ensure they are ready for future work and learning. We are working closely with the Kauffman Foundation to engage in learning, working, and being accountable together toward a common goal:

By 2030, all high school students across our region graduate with skills and experiences (MVAs\*), in addition to their diploma, that prepare them for future work and learning.

### Regionally Adopted Market Value Assets (MVAs)

#### Work Experiences

Internships: Learners perform meaningful job tasks under the guidance of a qualified supervisor.  
Client-Connected Projects: Learners analyze and solve authentic problems, working in collaboration with a qualified supervisor.

#### College Credit

High School learners earn nine or more hours of college-level credit, ideally representing a sequence of courses toward an industry-recognized degree or credential.

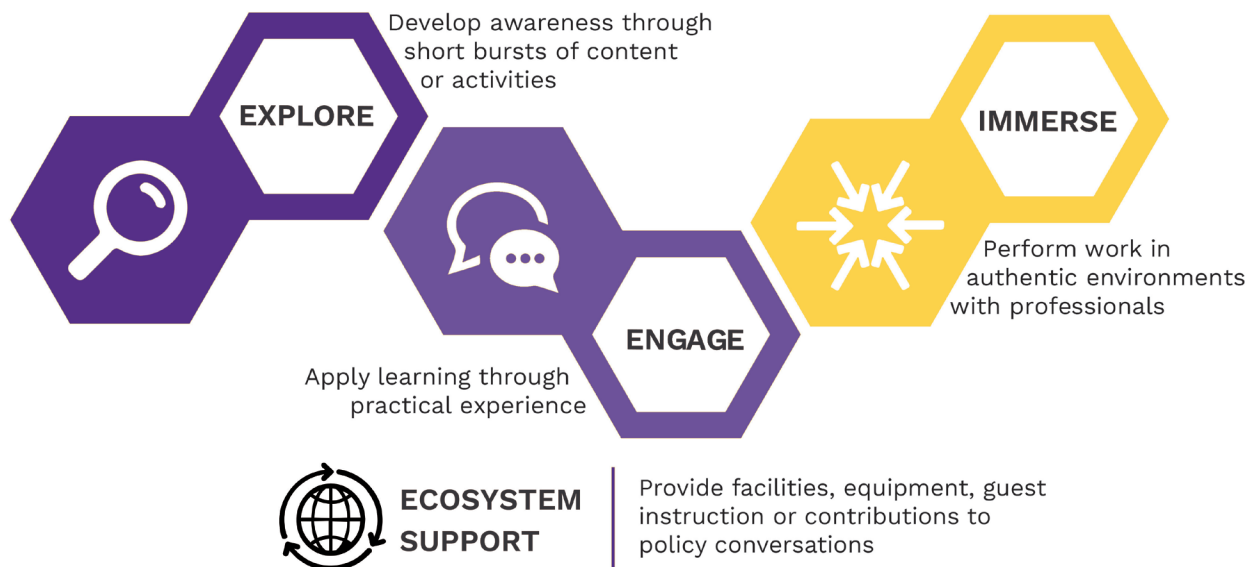
#### Regionally Vetted Industry-Recognized Credentials (IRCs)

Learners earn IRCs based on current lists published by state education departments and will be reviewed with employers and validated for applicability and relevance.

#### Entrepreneurial Experiences

Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect, and adapt potential solutions.

### Real World Learning Framework



## DISTRICT INITIATIVES

# SOCIAL EMOTIONAL LEARNING



Social Emotional Learning supports childrens' acquisition and application of the knowledge, skills, and attitudes needed to manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

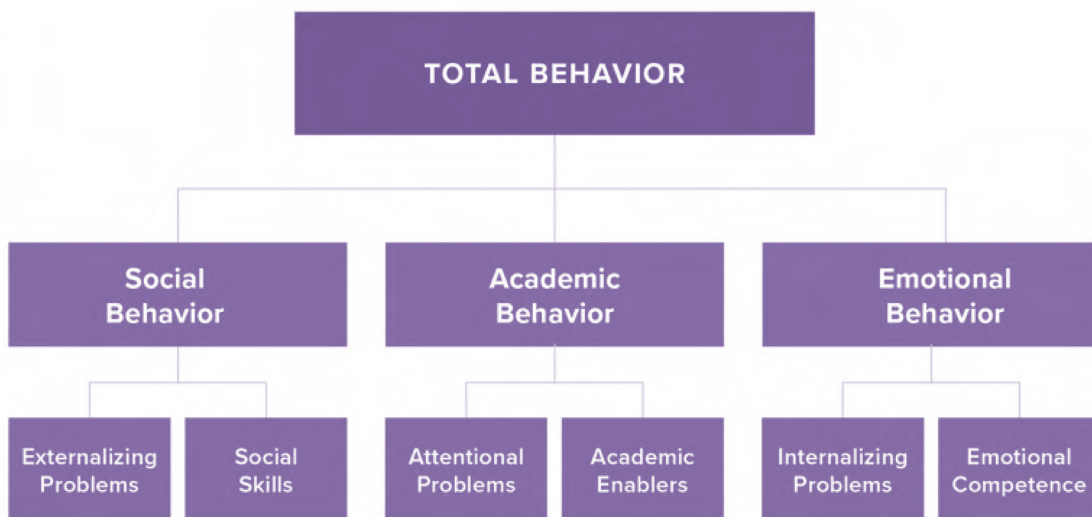
In Spring Hill, students are engaged in programs such as Leader in Me and Habitudes to develop and apply their social emotional skills. High school students receive support within their advisory course.

To ensure students' needs in the area of SEL are met, Spring Hill Schools will implement assessment tools called SAEBRs and mySAEBRs. The tools include both teacher perception and student perception for a complete picture of a students social-emotional functioning and overall well being.



## Social, Academic, and Emotional Behavior Risk Screener

SAEBRS contains one broad scale and three subscales to measure students' social-emotional competencies.



### 19-ITEM SCALE FOR OVERALL BEHAVIOR

- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

Kilgus & von der Embse, 2014

# INSTRUCTIONAL FRAMEWORK



*Professional Learning Communities (PLC) is the ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLC drives the learning experience by placing a focus on intentional curricular design, quality classroom instruction, analysis of student data and responding to individual student needs. PLCs work collectively to ensure the best outcomes for students as teaching and learning occurs.*

