**Barrington Public Schools**

**Strategic Plan Draft**

|  |  |
| --- | --- |
| **Mission** | *Empower all students to excel* |
| **Potential Values** | Acceptance (Humanity, compassion, kindness, peace, tolerance, inclusion diversity)Communication Cooperation/ collaboration/ team workHigh expectations/ challenge/ excellence/ growthCommunityCreativity, Imagination, ArtsPositive attitude (joy, fun)BalanceTrust, supportHonesty, ethics, moralityMeaningful work |
| **Our Pillars of Excellence** | **All Students’ Success** | **A Culture of Empowerment** | **Collaboration & Community** | **Systems & Resources** |
| **Components** | * Support individual passions and provide opportunities for exploration
* Balance approach (soc/emotional - technology-academic-creativity-innovation)
* Failure's okay, "we're not perfect"
* Availability, opportunity, encouragement for choice, self-direction and different pathways
* Support individual passions and provide opportunities for exploration
* All students - not just those going to college, prepared students for college and career, excelling
* School/ organizational culture
* Citizenship
* Students are more engaged and empowered as goal-setters and self-advocates and less anxious, dependent, or driven by others’ expectations.
* Teachers and students have options to select from so that learning is meaningful, aligns to passion, meets individual needs, and ignites love for learning.
* Students and graduates attain life, social, and academic skills to enable them to excel
* “Excelling” includes academic and technological skills and being happy, healthy, self-confident, and self-aware
* We (schools, families, community) provide a balance of high expectations and individualized support to students
* Educational offerings integrate passion and interest to drive students’ love and ownership of learning
* We respect and support students and graduates to follow various paths (career, technical trades, college, etc.); families are supported to explore many options and students are empowered to decide what future they desire
* Project-based learning/ real life/ student driven learning
* Enrichment opportunities
* Consistency, support - social emotional, academic, resources.
 | * Reduced stress/ anxiety - want happy students. Social emotional learning
* Teachers will see self-directed students with more grit and less stress
* Freedom to encourage joy, creativity, and deeper learning
* Stress/ healthy environments
* Empowerment - teacher voice.
* Proactive v. reactive decisions.
* Student centered
* Support students to learn behaviors and strategies that support their mental, social, and physical health
 | * Parents, students and schools are partners in student success
* Highly engaged and trained teachers
* Teachers feel they have flexibility, empowerment and are trusted
* Direct teacher-student interaction - positive relationships.
* Enhance collaboration among different groups and build trust
* Listen to all stakeholders equitably, and demonstrate respect for teacher expertise
 | * Flexible learning environment
* Finances
* Recognitions
* Consistent and clear communication
* Consistency cross the board - clusters/ teaching practices
* Communication
* Celebrate success.
* Communications, 2-way, explain why.
* New initiatives/ too many
* Right tools and resources: technology, books, time
* Teachers and administrators collaborate, share decision-making and apply resources to a focused set of priority actions to achieve results.
* Increase consistency across grades, teachers, clusters, guidance, communication channels and with regard to field trips, use of technology in classes, reward and recognition
* Be consistent across buildings, in program implementation, in where we can find information, in what we say and what we do
* Communicate with WHY, keep it simple, and engage in 2-way communication with stakeholders
* Systematize – take what works well and spread it
* Celebrate success
* Address poor attendance, poor attitudes, or unwillingness to adopt practices that work
* Be decisive, and stick to decisions; conclude the school start time debate
* Establish and follow procedures for engaging stakeholders, making decisions, implementing change that will best support student success and employee satisfaction
* Communicate what people need to know, fairly across the system, using methods that are valued and accessible to all
 |