



Spring-Ford Area School District
 2023-2024 School Year
 Superintendent/Assistant Superintendent Goals
 Kelly Murray

Goal Area 1	Climate and Culture
Rationale	Spring-Ford is recovering from the impact of the pandemic and resulting pressures placed on the district. The focus on climate and culture is multifaceted which includes areas such as recruitment and retention of staff, engaging with staff, staff and student wellness, investment in community, training in the CR-SE and Professional Ethics standards, and parental involvement.
Action Step(s)	<ul style="list-style-type: none"> ● Develop a collaborative understanding of Social Emotional Learning in Spring-Ford and identify what skills are most critical to provide age-appropriate instruction. ● Establish a means of increasing parental involvement throughout the district as it pertains to social emotional learning needs. ● Seek ways to further support staff wellness.
Indicators of success	<ul style="list-style-type: none"> ● Increased clarity among the staff and community regarding how Spring-Ford addresses Social and Emotional learning. ● Board, community and teacher support.
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Evidence of parental involvement opportunities. ● Documented plan for addressing Social Emotional Learning.
How will the goal be supported?	<ul style="list-style-type: none"> ● Opportunities for families and community to provide input. ● Clear and transparent drafts of documents that are shared and opportunity for input is encouraged. ● Documents developed in language that is easily understood by all.

Goal Area 2	Facilities Operations Review and Planning
Rationale	The Spring City project is underway and we are now at a point where we must consider what is best for students as they proceed along their educational pathways. Critical components of this discussion include transitions between buildings, population leveling in our K-4 buildings, providing the best educational model with respect to grade level realignment, and condition of existing buildings. The primary focus will initially be placed on the 8th Grade Center and misaligned schedules at the 5th/6th/7th grade center.
Action Step(s)	<ul style="list-style-type: none"> ● Participate in 90% of all administrative user groups meetings relative to the Spring City project. ● Participate in 90% of all Project Oversight Committee meetings relative to the Spring City project. ● Engage in leadership team discussions pertaining to district facilities and potential realignment.

	<ul style="list-style-type: none"> ● Support the Spring-City Project by providing input to advance the shared educational spaces to bring innovation to the future of our educational system. ● Support the Office of Teaching and Learning in the process of systematically reviewing curriculum documents to ensure alignment. Support professional development needs as recommended for areas of improvement. ● Develop a plan to address the Full-Day Kindergarten discussion.
Indicators of success	<ul style="list-style-type: none"> ● Board and community support ● Vision for next steps
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Meeting minutes ● Board/Committee Presentation
How will the goal be supported?	<ul style="list-style-type: none"> ● Regular meetings with ICS ● Site visits to buildings outside of the district

Goal Area 3	Defining and Promoting Success
Rationale	An easy way to measure and compare districts is to simply review standardized testing data. While standardized testing data is a valuable metric to utilize when comparing performance to the state standards for academics, it does not capture the full scope of what makes Spring-Ford students successful. The work that focuses on defining success creates a shared vision within the district. Having clear and concise procedures for supports for when students struggle help to quickly identify student needs and begin using strategies to support all learners where they are.
Action Step(s)	<ul style="list-style-type: none"> ● Co-Lead Professional Development with administrators that focuses on defining success. ● Facilitate discussions with the MTSS planning team to examine current research and draft procedures. ● Provide professional development on the use of data in Linkit! to ensure that teams are equipped to make data-driven decisions. ● Support the work of the Office of Teaching and Learning in the building-based data team professional development. ● Examine tools that could be used to better understand when students are struggling with non-academic skills.
Indicators of success	<ul style="list-style-type: none"> ● Stronger understanding from staff on what to do when a student is struggling in their classroom.
How will the goal be evaluated?	<ul style="list-style-type: none"> ● Documented handbook that outlines Tier 1, 2 and 3 interventions.
How will the goal be supported?	<ul style="list-style-type: none"> ● Frequent meetings with the MTSS team ● Linkit! Administrator Professional Development Series ● Participation in the IU MTSS professional development