



Keystone Oaks School District Strategic Plan 2020-2027



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 Mr. William Eibeck - High School Music
 Mr. Patrick Falsetti - Sixth Grade Mathematics
 Mrs. Sarah Fontanassi - Seventh Grade English/Language Arts
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Executive Summary

Overview

In the summer of 2017, the Administrative Team, consisting of the Superintendent's Executive Council and the buildings principals, began a book study of *Total Leader 2.0: Leading in the Age of Empowerment*, by Charles Schwahn and William Spady (2010). During this study, the administrators had the opportunity to reflect on their leadership skills and learned how to apply those skills to an organization that was moving in the direction of empowerment and defining what personalized learning means for the Keystone Oaks School District. This same book was used for a book study with the Teacher Leadership Team during the 2018/2019 school year.

During the 2018/2019 school year, the Administrative Team participated in a book study of *Inevitable: Mass Customized Learning in the Age of Empowerment*, by Charles Schwahn and Beatrice McGarvey. The Administrative Team focused on using leadership skills to move the school district from one that has continued to operate in the Industrial Age to one that is student-focused and involves customized-learning, personalized-learning, competency-based learning, and project-based learning.

In addition, the Administrative Team spent a full day in July 2019 with Mr. Thomas Murray, the Director of Innovation for Future Ready Schools, a project of the Alliance for Excellent Education, located in Washington, DC. Mr. Murray worked with the Administrative Team to begin the redesign process of the learning experiences in the District, which is a foundation of this Strategic Plan.

The focus of this Strategic Plan is on the District's greatest asset, the students. From the Mission Statement, Core Values, Guiding Principles, and Visions for Learning, Curriculum, Instruction, Assessment, Technology, Personnel, Leadership, and Stakeholders, it is the District's goal to provide an education to all students that is personalized, competency-based, and provides opportunities for students to grow through real experiences that will allow every student to be:

A well-balanced person.

A self-directed, life-long learner.

A caring, compassionate person.

A civic-minded person.

A responsible global citizen.

A quality producer and resource manager.

A culturally aware person.

The priorities of the District are to:

- Ensure that all students are equipped with the knowledge, skills, and mindsets for a healthy and prosperous future beyond Keystone Oaks.
- Provide engaging interactions that are based on mastery and growth.
- Tailor learning for every students' strengths, needs, and interests, including empowering student voice and choice in what, how, when, and where they learn.
- Provide accountability systems for continuous improvement to achieve equity and excellence, empowering all with multiple, balanced measures and processes.
- Build systems of assessments to certify student mastery of knowledge and skills and provide timely feedback on where students are in their learning.
- Develop educator capacity by providing professional development for a new generation of learning.
- Build leadership capacity for creating and sustaining change for personalized and project-based learning.
- Create innovative learning designs and multiple pathways for students to learn.

It is the District's goal, that through this Strategic Plan, all graduates of the Keystone Oaks School District will have definable skills as they walk through the doors of our schools and continue with their life beyond Keystone Oaks. Those characteristics are represented in the Word Cloud, our Portrait of a Graduate.



Strategy Statements

Strategy Statements are statements of achievement for which a series of action plans can be developed so as to live the Mission and achieve the Visions set forth in this Strategic Plan. The Strategy Statements will be accomplished during the implementation phase of the Strategic Plan process.

Strategic Planning is a process that takes a framework, implements it, and continuously reflects on the implementation to make improvements for the better of the organization. For this Strategic Plan, the improvement is focused on the students' experiences and interactions for becoming prepared to meet the expectations of tomorrow.

Committees of parents, teachers, and administrators developed strategy statements that will allow the District to meet its Mission and Visions. While not printed in this report as a part of the Strategic Plan, each Strategy Statement will be overseen by an Administrator in the District, who will be responsible for developing an action plan to provide a focus for the work needed to accomplish the Strategy Statement. The action planning involves translating the strategic intent into an operation format, thereby ensuring the District is meeting the Mission, Core Values, Guiding Principles, and Visions as set forth in this Strategic plan.

Overall, it is the Superintendent's, Administrative Team's, and teachers' role to implement each action plan to seek excellence, build capacity through engagement, and improve the learning of every student in the District, at his/her capacity for learning.



Keystone Oaks School District Strategic Plan 2020-2027

Mission Statement:

Excellence in engaging, empowering, and enriching today for tomorrow's expectations

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Core Values:

Communication: Expressing, receiving, and sharing information

Empathy: Acknowledging the perspective, emotions, and experiences of all stakeholders

Global Competence: Responding to and understanding diverse cultural practices and world viewpoints

Imagination: Envisioning creative and innovative ways to take risks and solve problems

Integrity: Making ethical choices and doing the right thing regardless of personal gain

Learning: Acquiring, processing, and retaining information for life-long use

Motivation: Achieving goals through personal drive

Ownership: Having pride and taking responsibility for one's actions and their outcomes

Passion: Sparking the emotional connection that ignites one's purpose

Work: Being accountable and persevering

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Beliefs & Guiding Principles

Students . . .

- Learn when their instructional, social, and emotional needs are addressed.
- Participate in relevant, rigorous, and authentic learning experiences.
- Respect themselves, adults, peers, and their school environment.
- Engage in future-focused and interdisciplinary learning.
- Exhibit curiosity and explore individual learning interests.
- Demonstrate growth and/or mastery while advancing their learning.
- Experience learning through diverse environments.
- Participate in challenging experiences.

Teachers . . .

- Are life-long learners who prepare through continuous, meaningful professional development.
- Enhance instruction using students' needs and interests.
- Encourage self-reflection and questioning.
- Maintain high expectations.
- Develop a positive rapport with all stakeholders.
- Embrace innovation, experimentation, and risk-taking.
- Support students' academic, social, and emotional well-being.
- Build knowledge, skills, community, and connections.

Learning Communities . . .

- Take risks and share successes.
- Invest in common goals.
- Align policies and practices.
- Provide real-world experiences.
- Encourage new and diverse ideas.
- Collaborate to support students' academic, social, and emotional well-being.
- Embrace innovation, experimentation, and growth.
- Demonstrate patience and understanding while implementing policies and practices.

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

- John Dewey,
author, Democracy and Education



Learning Vision

The District strives to hear the voice of every child describing his/her learning through meaningful, engaging encounters.

Students . . .

- Learn in an environment that is safe and inviting.
- Utilize technology that promotes success in a dynamic world.
- Cultivate pride in themselves, peers, and their school through authentic experiences.
- Demonstrate ownership of learning.
- Develop skills to work both independently and collaboratively.
- Participate in customizable and responsive learning activities and projects.
- Are empowered to be confident critical thinkers and engaged, lifelong learners.
- Self-advocate.

“Personalized learning is a progressively student-driven experience where students have a role in co-creating investigations and ideas.”

- Allison Zmuda
author, Learning Personalized



Curriculum Vision

The District promotes excellence in the academics, arts, activities, and athletics, while providing opportunities for all students that will prepare them for a successful future beyond Keystone Oaks.

The District's Curriculum . . .

- Encourages active engagement and depth of understanding.
- Develops critical thinking and collaboration.
- Offers opportunities to apply knowledge beyond the classroom.
- Fosters emotional intelligence, including trust and collaboration.
- Promotes active listening, flexible thinking, and empathy.
- Inspires resilience, persistence, and risk-taking.
- Develops passions to discover purpose for learning.
- Provides rigorous, relevant knowledge and skills.
- Meets local, state, and national standards.

Instruction Vision

Students are motivated to learn at their individual, maximum pace while their developmental levels and interests are being considered in their programs of study.

The teachers . . .

- Emphasize the importance of students participating in their own learning.
- Personalize questioning techniques and instruction to engage students.
- Teach students how to have academic discussions and debates through active listening.
- Offer instruction in a setting that meets the needs of the students.
- Afford opportunities for self-assessment and reflection.
- Encourage students to be self-advocates.
- Foster students' retrieval of prior knowledge through learning experiences.
- Utilize meaningful and effective technology to support student engagement.
- Build a culture where students learn and achieve through a growth mindset.
- Engage students with relatable content to solve problems.
- Challenge students with rigorous expectations and opportunities.
- Establish attainable and personalized goals.
- Encourage creativity.



“The one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school.”

- Robert Marzano
author,
The Art and Science of Teaching



Assessment Vision

Students are allowed and encouraged to demonstrate their learning in a variety of ways.

Assessment will . . .

- Guide the next steps in learning, based on learning outcomes.
- Include flexible pacing based on ability level.
- Afford students and staff opportunities with various forms of assessments.
- Measure progress through growth and/or mastery in relationship to standards.
- Reflect a student's knowledge and growth through qualitative analysis and not just through quantitative analysis such as letter grades and percentages.
- Utilize data to personalize learning.
- Engage math and literacy coaches at the elementary and middle level to assist with data analysis and designing intervention.
- Allow students to demonstrate learning through formative and summative methods.
- Encourage growth and improvement through specific feedback.
- Offer students and staff opportunities for self-assessment and reflection.





Technology Vision

All stakeholders enrich education through the thoughtful and responsible use of technology within a cycle of utilization, application, and evaluation.

The students will . . .

- Utilize technology that enhances their learning experience.
- Apply technology to help them solve problems and personalize their learning experience.
- Evaluate and provide feedback on the types of technology they use and how they work.

The parents will . . .

- Utilize technology that enhances communication between the District and families.
- Apply technology to help them play an active role in their child's educational process.
- Evaluate and provide feedback on the types of technology used in the educational process.

The faculty/staff will . . .

- Utilize technology to engage students within their learning experiences.
- Apply technology to help enhance their curriculum and communication with students and families.
- Evaluate and provide feedback on usage, professional development, and future needs of the District.

“Never in human history have we seen so many technologies moving at such a pace...and everything is being disrupted in the process.”

- Salim Ismail
Canadian Entrepreneur

Personnel Vision

Personnel provide an engaging and nurturing environment that promotes the personal well-being of each student and every employee.

All personnel will . . .

- Remain current with the latest practices in their fields.
- Demonstrate decision making that is in the best interest of the students.
- Respect and acknowledge the diversity of all.
- Promote an environment where all stakeholders feel safe and are valued.
- Embrace and initiate opportunities that allow for continuous growth.
- Communicate effectively with all stakeholders.
- Contribute to a culture that motivates and promotes excellence daily.
- Exhibit pride in the Keystone Oaks School District.
- Adapt to the ever-changing needs of the District.



“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

- Jiddu Krishnamurti
Philosopher

Stakeholder Vision

The stakeholders support the active involvement of guardians, District personnel, and community members in providing an environment that engages, empowers, and enriches every Keystone Oaks student.

All stakeholders will . . .

- Foster an environment where education is a shared responsibility of the student, parents/guardians, school district, and the community.
- Inspire and empower everyone to take risks and to embrace leadership opportunities.
- Promote an environment where everyone feels safe and valued.
- Adapt to the ever-changing needs of the District.
- Exhibit pride in the District.
- Provide opportunities for students to have a positive impact on their school and in their community.
- Share their expertise and resources with the District.
- Work to strengthen the relationship among the communities of Castle Shannon, Dormont, and Green Tree in order to provide a nurturing environment for all students.
- Celebrate the successes of all students, District personnel, community members, and graduates.



“Leadership is about inspiring people to do things they never thought they could.”

- Steve Jobs
co-founder of Apple

Leadership Vision

To lead the district’s mission and core values, leaders within the district embody authenticity, execute the vision, build relationships, provide quality direction, are service oriented, and effectively communicate to promote excellence.

Authentic Leaders . . .

- Model our core values and principles.
- Are ethical in their decisions and actions.
- Operate consciously, with intention and integrity.
- Champion student-centered learning.

Visionary Leaders . . .

- Operate creatively, with inspiration and imagination.
- Take risks continuously looking for and defining the future.
- Expand and are innovative in their thinking.
- Seek opportunities to improve the quality of education throughout the District.

Relational Leaders . . .

- Are collegial in their relations with all stakeholders.
- Empower others to promote ownership.
- Create meaning through their work experiences.
- Collaborate to develop stakeholder involvement in each student’s education.

Quality Leaders ...

- Empower others to improve practices within and beyond the District.
- Utilize feedback loops to improve performance in academics, arts, athletics.
- Operate with initiative and insight while continuously assessing practices.
- Build and strengthen the capacity for a transformational education for all.

Service Leaders ...

- Show dedication to the learning community through their actions and words.
- Understand when restructuring is needed to advance the organization.
- Operate compassionately, with intervention and influence.
- Model supportive, responsible decision making.

Communication Leaders...

- Communicate a message in which they believe.
- Provide effective and timely communications.
- Inspire others to promote excellence.
- Support all stakeholders to make change happen successfully.



Life-Long Learning Standards

The Keystone Oaks School District prepares students for life and understands the value in providing all students with the necessary skills to be successful in the 21st century. We believe that all graduates will assume responsibilities in the seven spheres of living as presented by Chuck Schwan and Beatrice McGarvey in *Inevitable*. These spheres of living provide a focus for all students and have the capacity to drive all curricula, which in turn impacts all instruction and assessment.

The Life-Long Learning Standards identify what students need to know, understand, and do in order to be successful for life after Keystone Oaks.

The Life-Long Learning Standards are:

- | | |
|---|----------------------------|
| • A well-balanced person | (The personal sphere) |
| • A self-directed, life-long learner | (The learning sphere) |
| • A caring, compassionate person | (The relationships sphere) |
| • A civic-minded person | (The civic sphere) |
| • A responsible global citizen | (The global sphere) |
| • A quality producer and resource manager | (The economic sphere) |
| • A culturally aware person | (The cultural sphere) |

The Personal Sphere

- Sets, pursues, and accomplishes personal goals.
- Accepts personal accountability for his/her words and actions.
- Adjusts and adapts to change, stress, adversity, and success.
- Reflects and learns from experiences so as to continuously improve oneself in all aspects of living.
- Lives a healthy life that includes physical activity, good nutrition, relaxation, and social/emotional well-being.
- Prioritizes work, family, and personal time for a balanced and healthy lifestyle.

The Learning Sphere

- Possesses core knowledge upon which to build future learning.
- Researches and forms opinions regarding current trends and issues.
- Identifies bias, propaganda, and dishonesty in all forms of media.
- Creates and pursues purposeful and challenging learning goals.
- Acquires, organizes, analyzes, evaluates, and synthesizes information from a wide variety of sources and applies that information to solve problems.
- Transfers learning and successful practices to new situations.

The Relationships Sphere

- Uses interpersonal communication skills.
- Demonstrates team building, problem-solving, and social skills.
- Manages and resolves conflicts.
- Embraces diversity and difference.
- Adapts to changing times.
- Cultivates an awareness and appreciation for others' opinions, feelings, needs, and concerns.
- Encourages dissent.

Life-Long Learning Standards, continued

The Civic Sphere

- Identifies and analyzes local, state, national, and global issues.
- Serves and participates in the community to affect a positive change.
- Creates solutions for complex challenges.
- Understands the historical aspects of civic life so as to bring about positive change for the future.
- Understands the differences among forms of government and economic systems.
- Obeys the laws and works constructively for change.

The Global Sphere

- Understands how personal economic and environmental decisions affect long term global success.
- Uses critical and creative thinking to solve complex issues.
- Embraces and uses technology for change.
- Communicates with others to understand others' differences regarding issues and policies.
- Interprets the role of human democracy in protecting human rights.
- Analyzes global issues and acts upon them locally for a positive change.

The Cultural Sphere

- Celebrates personal, community, regional, and national heritage.
- Honors the traditions of other cultures.
- Appreciates living in a diverse culture.
- Develops teamwork and cooperation among culturally diverse people.
- Demonstrates individual responsibility while emphasizing empathy, nurturing, and cooperation.
- Identifies, recognizes, and rejects cultural stereotyping, prejudice, and bias.
- Participates in cultural events, such as theater and art, to broaden perspectives.

The Economics Sphere

- Adapts to changes in the work environment.
- Adapts to new technologies.
- Embraces life-long learning so as to have a positive impact on the economy.
- Applies problem-solving techniques to manage resources.
- Displays a positive attitude.
- Sets, applies, and measures personal standards for high-quality work.





What are the Keystone Oaks School District's Priorities with this Strategic Plan:

The District will . . .

- Ensure that all students are equipped with the knowledge, skills, and mindsets for a healthy and prosperous future beyond Keystone Oaks.
- Provide engaging interactions that are based on mastery and growth.
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