HOLLY AREA SCHOOLS
Strategic Plan 2030

Empowered Students

Inspired Staff

Engaged Community

Resilient Systems

Strong Partnerships

Empowered Students

BOLD VISION

By 2030, Holly Area Schools will empower all students to shape their own learning journey through personalized, immersive, and relevant experiences. We will foster a culture of collaboration and excellence. We will equip learners with the skills and resilience to confidently navigate life's challenges and embrace the opportunities in their futures.

Goals

Initiatives

I

Broaden Student Learning

A. Integrate interdisciplinary subjects for meaningful, engaged learning.
B. Explore innovative ways to allow students to demonstrate a wider sense of individual growth.
C. Extend educational opportunities beyond the school building.
D. Investigate and implement methods to discern student strengths and interests, matching them with opportunities that promote meaningful, engaged learning.
E. Include student voice and feedback.

II

Promote Student-led
Learning + Ownership

A. Implement a curriculum that is intentional and flexible, empowering students to drive their own learning experience.
B. Encourage self-reflection and goal setting.
C. Foster a growth mindset culture.

III

Whole Student /
Human-Centered Approach

A. Establish an in-school mentorship program that responds to the needs of the students involved.
B. Explore tools to support more flexible learning journeys such as competency-based education and innovative integration of graduation requirements.
C. Integrate social emotional learning and wellness throughout a students' experience as a learner in Holly Area Schools.
D. Include student voice and feedback.

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Broaden Student Learning

II
Promote Student-led Learning + Ownership

III
Whole Student / Human-Centered Approach

Measures of Success

Broaden Student Learning
- Multiple assessment options, including the use of of new metrics and rubrics, to collect information on student growth/mastery (both formative and summative)
- Diverse learning paths being explored by staff and students
- Increased gathering of student interests and strengths from surveys, interviews, forums, etc. This develops each child's ed profile.
- Increased # of opportunities outside the building through field trips, internships, speakers, WBL sites, dual enrollment, etc
- Increased interdisciplinary courses, programs, and opportunities are built into course offerings

Promote Student-led Learning + Ownership
- Teachers have a strong understanding of standards and are able to offer feedback around them
- Collaborative relationships between counselor and teachers
- Hearing positivity/growth mindset in and out of classroom
- Student goal setting and reflection is evident
- There is a process/format/form for students to explore and drive their own learning and passions.
- Increased # of students who finish HAS with career-based certifications
- PT Conferences have been reimagined to include student ownership and the hopes of HAS parents

Whole Student / Human-Centered Approach
- Supportive spaces for students to go in building for Core Competencies and mentorship
- Mentorship programs are up and running in each building - rosters established - students involved
- Exploration of standards/skills-based grading and competency framework
- Staff is trained in embedded Core Competencies for all disciplines
- Significant decline in disciplinary write-ups and suspensions
- Increased grad rate and participation rate

Inspired Staff

BOLD VISION

By 2030, the staff of Holly Area Schools will participate in a collaborative environment that nurtures growth and innovation. By emphasizing targeted professional development, access to innovative resources, and mentorship opportunities, we will foster a culture where learning and adapting are the norm. We empower our staff to be leaders of district transformation, guiding students toward a bright and promising future.

Goals

I
Professional
Growth + Development

II
Fair Compensation
+ Resource Allocation

III
Collective
Leadership Culture

IV
Inclusive Curriculum
Design + Collaboration

Initiatives

A. Collaborate on a comprehensive, adaptive professional learning plan that aligns with Holly's district mission/vision and responds to staff needs.
B. Provide ongoing professional learning opportunities that are job-embedded, relevant, research-based.
C. Acknowledge and leverage the existing skills and competencies within Holly Area Schools' staff.
D. Implement a growth-focused evaluation process that includes multiple sources of feedback and data.

A. Continue to develop innovative and rewarding staff contracts that meet holistic needs and support retention.
B. Address and allocate resources based on staff needs, including access to technology, tools, and materials that promote job completion and enjoyment.
C. Foster a positive and supportive work environment that values staff, their contributions, and their time.

A. Promote a collaborative work environment that fosters teamwork and peer-to-peer support.
B. Promote continuous learning and improvement by providing safe and constructive methods for staff involvement, reflection, and goal identification.
C. Promote common goals through the use and application of this Strategic Plan.

A. Embrace curricula that incorporate best practices, joyful teaching and learning, and celebrate both foundational skills and future-ready skills.
B. Foster staff input and collaboration in curriculum development, including opportunities for interdisciplinary collaboration.
C. Promote innovative teaching and learning practices that empower staff to design and deliver inclusive and meaningful instruction through the MTSS 3 Tiered framework.

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Measures of Success

I
Professional
Growth + Development

- ▶ Staff is involved in PD options that are differentiated and relate to professional growth goals
- ▶ Wide variety of PD options (with high usage of 95% or more)
- ▶ Increase in options and usage of job-embedded PD

- ▶ Increase in leadership opportunities for teachers
- ▶ Leadership roles are evolving
- ▶ There are multiple ways to get feedback on instructional growth. Capacity is increasing.

II
Fair Compensation
+ Resource Allocation

- ▶ Compensation
  - Multiple paths - years, leadership, mentorship, excellence, etc.
  - Reflects inflation, cost-of-living
  - Is competitive regionally (total compensation) - see current CBA vs. like-districts

- ▶ Staff attendance increases
- ▶ Staff seniority increases due to retention
- ▶ Open 2 way communication between staff members regardless of position
- ▶ Staff have regular opportunities to provide feedback on resources

III
Collective
Leadership Culture

- ▶ Co-planning , co-teaching is evident (vertical & horizontal)
- ▶ Measurement / evaluation processes are aligned to strategic goals and reflect a joint ownership for all stakeholders, including staff, creating a collective culture of leadership

- ▶ Increased opportunities for staff discussion, collaboration, and culture building

IV
Inclusive Curriculum
Design + Collaboration

- ▶ Public curriculum and pacing guides (updated regularly)
- ▶ Increase in interdisciplinary collaboration
- ▶ Increase in time given to prepare and collaborate for all staff at all levels
- ▶ MTSS implementation includes regular meetings, shared notes, and a consistent framework for expectations

- ▶ Vertical / horizontal teams with curriculum cycles
- ▶ Curriculum that genuinely reflects all students
- ▶ Increase in instructional interactivity

Engaged Community

BOLD VISION

By 2030, we will have an engaged community with stakeholders actively collaborating for district success. We will achieve this by implementing innovative communication, fostering a culture of trust and transparency, establishing robust collaborative networks, promoting diverse thought and inclusivity, and supporting community-led initiatives.

Goals

Initiatives

I
Strengthen Staff +
Student Collaboration

A. Create regular meeting times between staff and students to discuss concerns, ideas, and initiatives.

B. Design activities that require staff and student collaboration, promoting shared problem-solving and learning experiences.

II
Enhance Opportunities
for Family Involvement

A. Host a variety of school events, such as workshops, re-imagined parent-teacher conferences, home visits, and social gatherings to facilitate parent engagement.

B. Partner with community organizations to create neighborhood outreach programs, offering support and resources for families.

III
Foster Effective
Communication

A. Develop consistent communication practices for classrooms, students, and families, emphasizing predictability, relevancy, and respect.

B. Provide training for staff and students on effective, respectful communication and conflict resolution skills.

C. Roll out the Strategic Plan with intentionality, clarity, and simplicity so that its vision can be caught, shared, and celebrated across the Holly Area Schools' entire community.

IV
Gather +
Act on Feedback

A. Conduct annual surveys to gather feedback from staff, students, and families, focusing on communication effectiveness, school climate, and overall satisfaction. Share results. Act on results.

B. Conduct engagements for stakeholders to voice their opinions, concerns, and suggestions for improvement.

C. Continue to learn about the most effective ways of communicating with all collaborators, ensuring representation from all demographics.

V
Promote
Transparency + Trust

A. Refine our centralized communication platform that shares timely updates, policy changes, and other essential information with stakeholders.

B. Provide opportunities to improve communication channels, ensuring they are accessible, user-friendly, and effective in fostering trust among staff, students, families, and community.

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Measures of Success

I
- ▶ Increased opportunities for staff and student dialogue
  - *Potentially have methods for certain support staff and students to stay together for duration of time in a building*
- ▶ Student voice and choice are demonstrated in authentic ways in lesson planning
- ▶ The majority of students choose to be involved in methods of offering feedback on a variety of subjects
- ▶ Increased interdisciplinary designed work (ie. PBL)

II
- ▶ Families are engaged in their child's education through a variety of methods offered in response to surveys
- ▶ Increased participation at the events/in the methods offered
- ▶ Holly has a variety of community partnerships that mutually benefit all parties involved
- ▶ Increased opportunities for student feedback and involvement

III
- ▶ Our community is using a variety of methods to engage with school including the website, social media, visits, etc.
- ▶ Increase in "read" receipts for families receiving info on district / school /student events and initiatives
- ▶ Holly has clear communication expectations with some room for teacher autonomy/personalization
- ▶ District demonstrates responsiveness
- ▶ Increased opportunities for 2-way communication

IV
- ▶ The majority of staff, students, families, and community members are responsive to surveys
- ▶ Increase speed with which we act on data
- ▶ Increase the efficacy of responses by continuing to ask questions about impact vs. intent
- ▶ District will have documentation on gathered feedback results, responses, and shifted practices

V
- ▶ Update website to a more user-friendly and accessible experience
- ▶ Open curriculum and lesson plans
- ▶ Planning in general, sports, clubs, fundraising
- ▶ District-wide learning management systems standardization
- ▶ Stakeholders will have an improved experience with HAS
- ▶ Gossip and negative social media posts decline
- ▶ Regular opportunities to converse between staff members and teams (collect notes)

Resilient Systems

BOLD VISION

By 2030, our systems and structures will prioritize the health, success, and safety of all students and staff, while fostering an environment where everyone can thrive and excel. Our comprehensive approach will encompass robust physical and mental health supports, secure facilities, data-driven decision-making, and a resilient financial strategy that ensures long-term sustainability.

Goals

I

Prioritize Safety + Security

II

Design Flexible
Learning Environments

III

Select and Deploy
High-Impact Technologies
+ Resources

IV

Foster a Culture of Joy

Initiatives

I

A. Conduct regular safety and security assessments to identify vulnerabilities and implement improvements.

B. Develop emergency management plans and procedures, ensuring staff and students are regularly prepared to respond to crises.

II

A. Continually review infrastructure needs and develop plans to enhance learning environments, ensuring they are adaptable to different teaching and learning models.

B. Implement flexible classroom designs and technology that support collaboration, creativity, and student-centered learning.

III

A. Regularly re-evaluate and upgrade technology infrastructure and systems, including hardware, software, scheduling tools, data collection, and network security.

B. Regularly re-evaluate and upgrade curricula, instructional tools, and learning materials.

C. Provide ongoing professional development opportunities for staff and students to fully utilize and deploy technologies and resources.

D. Provide ongoing systems for staff and students to provide feedback on their experiences and hopes for all technologies and resources.

IV

A. Promote positive relationships and community building.

B. Incorporate a positive education framework that blends academic learning with Core Competencies and encourages a focus on individual strengths and an optimistic mindset.

C. Provide mental health and wellness resources, support, and education that include counseling services and stress-management workshops.

D. Institutionalize recognition and celebration for both big and small achievements regularly.

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Goals

V
Craft Intentional Schedules

VI
Sustainable + Resilient Financial Strategy

VII
Ensure Efficient + Accessible Transportation

Initiatives

A. Develop schedules that are responsive to the needs and requirements of diverse student populations, including those with disabilities, mental health needs, or other special needs.

B. Provide opportunities for students and staff to participate in extracurricular activities, clubs, and other programs that support holistic development and balance.

A. Ensure that funds are managed effectively and ethically to support initiatives and programs that yield the highest impact on this Strategic Plan.

B. Provide clear, easy-to-access, and timely information about our budget, multiple years of budget forecasts, and spending.

C. Commit to long-term financial planning that ensures the sustainability of our programs and initiatives. By maintaining a healthy reserve fund and carefully forecasting future needs and potential challenges, we can ensure the continuity of our educational services even in times of uncertainty.

A. Develop transportation plans that prioritize safety, accessibility, and efficiency per feedback from staff, students, and the community.

B. Provide accessible transportation options for students with disabilities or other special needs.

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Goals

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Measures of Success

I
- Clear emergency management plans/procedures posted and shared
- Conducted audits of emergency plans and received feedback from staff and students
- Increase percentage of financial resources dedicated to safety and security

II
- Increase flexible furniture in classrooms
- Increase environment adaptability
- Presence of posters, self-expression, art, helpful color, healthy lighting
- Financial resources have been dedicated to Flexible Learning Environments (considered by departments)

III
- Updated technology in buildings
- All staff able to use appropriate technology
- Increased financial resources dedicated to technology

IV
- Increased financial resources dedicated to technology Increase in school related events, put on by parents, staff teams, the district
- Employee Assistance Program (EAP) participation
- Staff have participated in stress-management workshops and been involved in problem-solving regular issues
- Regular celebrations occurring through all levels of the district - schools, district-wide, with partners, in community
- Asset based thinking overshadows deficit minded approach across the district

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Goals

V
Craft Intentional Schedules

VI
Sustainable + Resilient Financial Strategy

VII
Ensure Efficient + Accessible Transportation

Measures of Success

V
- ▶ Personalized schedules in use
- ▶ Work to hone in on most supportive start/end times has begun and adjustments are being vetted and planned
- ▶ Reduction of student behavior problems
- ▶ Increased # of students in extracurricular activities

VI
- ▶ Healthy general fund
- ▶ Audit results have been vetted and responded to
- ▶ Strong financial plan for the future is underway

VII
- ▶ Bus system is refreshed, effective, families report satisfaction
- ▶ Less backups, reduced bussing issues
- ▶ Parents involved in ongoing feedback
- ▶ Looked at # of contracts with external companies
- ▶ Increased use of vans, where appropriate

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Strong Partnerships

BOLD VISION

By 2030, we envision a thriving network of strong partnerships between schools, local professionals, industry leaders, and community organizations that fosters collaborative, holistic, and diverse learning experiences for students. These partnerships will empower students to reach their full potential and seamlessly integrate their educational journey with the world beyond the school.

Goals

Initiatives

I

Strengthen External Learning + Mentorship through Collaborative Partnerships

A. Integrate community resources and partners to enhance real-world learning experiences and mentorship opportunities.

B. Foster relationships with local professionals, industry leaders, and organizations to support student learning and growth.

C. Implement mentor training programs, building capacity and empathy within our adults to guide and advise students.

D. Establish a network of partners and an interactive communication system to streamline collaboration and information sharing.

E. Explore partnering with local health entities to provide point-of-care service for staff, students, and community.

II

Diversify Partnership Opportunities for All Ages

A. Offer age-appropriate and varied experiences for students to engage with people, organizations, and locations beyond the school.

B. Encourage intergenerational collaboration and learning, promoting empathy and understanding among different age groups.

III

Connect Success + Prosperity to Student Well-being

A. Facilitate access to community members who have achieved success in a wide variety of ways, fostering inspiration and motivation.

B. Equip students with explicit knowledge and the skills needed to navigate financial success and well-being.

IV

Families as Partners

A. Families are active and valued partners in a shared commitment to our students' success.

B. Empower families by ensuring that they are well-informed about their children's progress, school policies, events, and various resources available.

C. Gather the unique insights that families can provide about their children's learning preferences, strengths, and needs so that they can inform and enrich our district systems and practices.

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Goals

Measures of Success

I
Strengthen External Learning + Mentorship through Collaborative Partnerships

▶ An attitude of exploration and discovery permeates the teaching and learning in Holly Area Schools, increasing the number of school to world connections

▶ Many students are involved in internships, mentorships, and / or externships with a community partner

▶ Expand upon job days, career days - broaden approach

▶ Integration of feedback/survey results into plans for adapting and growing these partnerships (students, too!)

II
Diversify Partnership Opportunities for All Ages

▶ Community partners visit the building

▶ A wide variety of outside entities are involved in supporting teaching and learning PK-12

▶ Look outside common careers, minimum wages

▶ Partnerships that are established are well known, well advertised and celebrated (tell our story!)

III
Connect Success + Prosperity to Student Well-being

▶ Opportunities to learn about the success stories of relevant people abound

▶ Students feel that teaching and learning in HAS directly empowers them to be prosperous and successful in their futures

▶ Post-graduate survey / feedback report

▶ Students are financially literate in ways that equip them to make healthy decisions about their future

IV
Families as Partners

▶ Parents are readily serving on PAC committees, filling building volunteer opportunities, and offering resources

▶ Holly Area Schools keeps track of volunteer data and uses it to plan for future improvements

▶ Students are excited to be a part of summer programs and participant numbers are increasing

▶ Increase in weekly "read" receipts showing more families are informed about student communications

▶ Integration of family survey results into plans for Family / Community Events