



Akron Central School District Strategic Plan 2022-2025



Our Mission

The mission of the Akron Central School District, a learning-centered community dedicated to the dreams of our students, is to ensure that each student realizes his or her unique human potential and contributes positively to society, through a system characterized by:

- Valuing the unique gifts and dreams of each person
- Developing all dimensions of each human being
- Advancing the knowledge, skills, and wisdom of each student
- Nurturing and respecting the dignity of each human being
- Cooperatively working to continuously create new realities

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Message from Superintendent McCabe

The Akron Central School District Strategic Plan represents a commitment to our educational community to take action and make change for the benefit of all. The plan fully aligns with the mission of the school district and is intended to give voice and direction to the vision, values, and goals we seek to attain. Through this plan we hope to capture the hearts and minds of everyone in our community and allow them to be part of something bigger, providing a purpose and process while enhancing a sense of belonging and happiness.

Plan Development: The plan was developed with input from stakeholders in our District including school professional support staff, parents, students, teachers, administrators, and our Board of Education. Through surveys and numerous focus group meetings, thousands of comments and ideas were collected, reviewed, and synthesized to form the aspirational goals that have been identified in the plan. We are grateful to everyone that contributed to this process and appreciate the time and thoughtful input from the 40 members of the Strategic Planning Committee.

Focus: Attaining goals, individually and as an organization, requires focus. In a world of information overload and one distraction after another, it takes focus to achieve anything valuable. Each member of our school community experiences the challenge of addressing complex and occasionally competing priorities. However, to truly be effective, we must have a clear sense of direction and purpose. This means we must know:

- WHAT is to be achieved (goals)
- WHY it is important to achieve these things (mission)
- HOW it will be achieved (strategic plan)

Goals: the 2022-2025 Akron Central School District Strategic Plan is comprised of three overarching goals:

1. To increase effective communication practices district-wide.
2. To utilize district-wide practices that teach and reinforce prosocial behaviors so that the District is an affirming and inclusive school community.
3. To create engaging and challenging learning opportunities that reflect all of Akron's students' cultural and developmental interests.

Implementation and Monitoring: Our future-focused Strategic Plan is intended to lift vision from the present and keep our focus on the things that truly matter most. The plan is also a working document intended to drive our school district so that we are able to provide optimal learning experiences and educational opportunities for all students in Akron. The plan will be monitored annually so that improvements can be made along the way. This process will guide us in our efforts to effectively integrate existing programs with new ones, make informed financial decisions, and focus the necessary resources and energy on the identified priorities.

I believe that the strategic planning process affords us a unique opportunity to harness education as the power to change the world. By nurturing a love of learning, goodness, creativity, and ingenuity, we give our students and staff the tools they need to make their way through the many challenges we face and become well equipped for the future.

Sincerely,
Patrick D. McCabe
Superintendent of Schools

Goal 1: Develop a plan to increase effective communication practices district-wide

Value Statement: Increase awareness of district activities, news, and communications

Strategy 1.1 District Level: Establish a targeted communication system among and within buildings, departments, and community

Action Steps	Progress Measurement	Timeline
<p>Research and educate district employees on best practices, roles, and options for district communication</p>	<p>Survey results as needed Action Team analysis Professional development feedback results Informal dialogue with stakeholder groups</p>	<p>Year 1: Develop an Action Team to create a plan for organizing systems and roles for communication. Utilize District/Building created teams to research professional development opportunities for all staff (include representatives of all staff as members of PDP committee)</p> <p>Year 2: Provide professional development opportunities and outline structures as needed to all staff. Continue to evaluate communication practices and increase awareness</p> <p>Year 3: Survey stakeholders on implemented communication practices and survey teachers on additional support needs</p>
<p>Survey parents and staff to investigate preferred social media tools used for information</p>	<p>Survey results</p>	<p>Year 1: Survey parents and develop an Action Committee to determine next steps</p> <p>Year 2: Ensure communication is happening on desired platforms</p> <p>Year 3: Re-assess communication tools and ensure that community can interact with communications</p>

Goal 1: Develop a plan to increase effective communication practices district-wide

Value Statement: Increase awareness of district activities, news, and communications

Strategy 1.1 District Level: Establish a targeted communication system among and within buildings, departments, and community

Action Steps	Progress Measurement	Timeline
<p>Develop a written district-wide communication plan inclusive of all staff members that outlines systems for communication:</p> <ul style="list-style-type: none"> ● Audit of email lists and staff coverage ● Staff recognition/appreciation opportunities ● Social media use and guidelines ● Inclusion of all staff members in meetings and professional development as applied ● Frequency of communication ● Standardize/streamline method of communication among teachers/across schools (e.g., All use Remind, Dojo, Google Classroom, PowerTeacher, etc.) 	<p>Stakeholder surveys Agendas Written document for community review</p>	<p>Year 1: Utilize Action Plan Committee to evaluate systems and write communication plan</p> <p>Year 2: Implement the plan and seek feedback as needed</p> <p>Year 3: Evaluate through surveys and review the progress of the communication plan</p>

Goal 1: Develop a plan to increase effective communication practices district-wide

Value Statement: Increase awareness of district activities, news, and communications

Strategy 1.2 Building Level: Provide opportunity and structure to increase communication between teachers and students/parents at all levels

Action Steps	Progress Measurement	Timeline
Empower students through structured strategies where teachers provide feedback, increase awareness of grades, and teachers/students communicate through technology	Plan Student survey Observation Report card/ parent portal Email/phone log Student friendly progress monitoring letters	Year 1: Building level discussion on consistent platform and communication expectations documented through agenda and minutes Year 2: Implementation and stakeholder survey on effectiveness Year 3: Continue monitoring and support as needed
Create structures and opportunities to increase teacher and parent communication (e.g., Open House/Welcome Back, parent portal, email, principal newsletters, mail progress reports)	Agendas Parent survey Parent attendance data	Year 1: Building level discussion on advertisement and communication expectations documented through agenda and minutes Year 2: Implementation and stakeholder survey on effectiveness Year 3: Continue monitoring and support as needed
Explore and develop systems and procedures for communication with students (e.g., Check and Connect programs for students)	Student survey Teacher survey Building meeting minutes	Year 1: Building level discussion on plan and implementation expectations documented through agenda and minutes Year 2: Implementation and stakeholder survey on effectiveness Year 3: Continue monitoring and support as needed

Goal 2: Develop and utilize district-wide practices that teach and reinforce pro-social behaviors so that Akron Schools is an affirming and inclusive school community

Value Statement: School should be a place where all students feel welcome

Strategy 2.1 Engage teachers and staff in opportunities and trainings to build relationships with all students

Action Steps	Progress Measurement	Timeline
Provide professional development opportunities for all faculty and staff on supporting students through building relationships and working with all students (e.g., Trainings on having difficult conversations, modeling pro-social behaviors, defining bullying, integration of social skills in daily lessons, inclusive focus, DEI trainings)	Student surveys Staff development days Summer learning opportunities/ Book studies	Year 1: Use District/Building created teams to identify professional development opportunities to implement Year 2: Implement professional development opportunities identified Year 3: Monitor and assess needs based on progress monitoring
Implement a district wide program to support character education and social skills development that clearly and consistently communicate desired character traits across school levels (e.g., CHAMPS or Leader in Me)	Observation Survey results as needed Attendance Discipline referrals	Year 1: Use District/Building created teams to identify program to implement Year 2: Work to systematically implement program at all levels Year 3: Monitor and assess program as needed
Offer asset-based professional development opportunities for all staff on Native American culture	Observation Teacher attendance at professional development Student survey Representation (e.g., flags) in all classrooms)	Year 1: Use District/Building created teams to identify needs and provide professional development Year 2: Assess implementation of learning through progress monitoring tools Year 3: Provide additional support as needed

Goal 2: Develop and utilize district-wide practices that teach and reinforce pro-social behaviors so that Akron Schools is an affirming and inclusive school community

Value Statement: School should be a place where all students feel welcome

Strategy 2.2 Engage all students in opportunities to build positive relationships and deepen their connection to the Akron Schools Community

Action Steps	Progress Measurement	Timeline
Create additional student clubs (not necessarily goal/hobby based) and groups as identified through student surveys	Student surveys Attendance	<p>Year 1: Utilize surveys and student focus groups to determine needs and interests</p> <p>Year 2: Create additional groups and monitor for attendance and success</p> <p>Year 3: Provide additional support as needed</p>
Increase opportunities for team building and relationship development for students and staff at the secondary level (e.g., Restorative Circles, Field Days, basketball games, teacher advisory duty vs study hall duty, assign adults specific students to check-in with, Buddy program, student mentoring program)	Attendance Building level opportunities	<p>Year 1: Use building committees and student groups to identify needs and research best practices. Then, provide opportunities for learning.</p> <p>Year 2: Implement and assess implementation through progress monitoring</p> <p>Year 3: Provide additional support as needed</p>
Offer opportunities for training students on social media platforms and their effects on mental health at the elementary and secondary levels	Surveys Attendance Discipline referrals	<p>Year 1: Utilize surveys and student focus groups to determine needs and explore best practices</p> <p>Year 2: Implement trainings and supports</p> <p>Year 3: Provide additional support as needed</p>
Identify and clearly communicate ways to connect students/families with community partners to support home and school needs	Surveys Communications Building meeting agendas Obtain information from teachers	<p>Year 1: Use multiple stakeholders to identify needs and develop a plan for communication</p> <p>Year 2: Assess implementation through progress monitoring tools</p> <p>Year 3: Provide additional support as needed</p>

Goal 3: Create engaging and challenging learning opportunities that reflect all of Akron students' cultural and developmental interests

Value Statement: Improving class engagement would increase student interest, challenge students, and build connection to “real world” experiences

Strategy 3.1 Elementary focused plan

Action Steps	Progress Measurement	Timeline
Create ongoing opportunities for student voice and choice in learning opportunities	Student survey Parent survey Student centered rubrics Growth binders Student-led conferences	<p>Year 1: Explore and dedicate time to implementing projects into the curriculum that offer student choice and differentiation</p> <p>Year 2: Explore and implement opportunities for students to provide feedback to parents and peers by creating visuals that showcase individual student growth and having student led conferences</p> <p>Year 3: Celebrate and monitor strategies implemented</p>
Develop enrichment opportunities for students	Evaluate offerings Student survey	<p>Year 1: Through building level discussions and professional growth opportunities, identify and define enrichment opportunities</p> <p>Year 2: Implement and evaluate programs to be added</p> <p>Year 3: Assess needs and changes to programs administered</p>
Provide staff training on differentiated instruction (e.g., station teaching, small group)	Student survey Observation Staff survey	<p>Year 1: Create common understanding through faculty meetings and professional learning opportunities</p> <p>Year 2: Implement and evaluate instructional strategies to be added</p> <p>Year 3: Assess needs and changes to strategies administered</p>

Goal 3: Create engaging and challenging learning opportunities that reflect all of Akron students' cultural and developmental interests

Value Statement: Improving class engagement would increase student interest, challenge students, and build connection to “real world” experiences

Strategy 3.1 Elementary focused plan

Action Steps	Progress Measurement	Timeline
Provide more cultural representations in curriculum and materials	Native Studies/Curriculum audit for grades K-5	<p>Year 1: Explore instructional units and student schedules in order to identify opportunities to increase access to Native American Studies curriculum</p> <p>Year 2: Implement identified opportunities to increase exposure to Native American Studies programming/curriculum</p> <p>Year 3: Audit general curriculum for program implementation and identify resource needs</p>
Provide professional development opportunities that offer a “toolbox” of strategies to increase engagement (e.g., Kagan, games, and technology)	<p>Observation</p> <p>Wide variety of materials utilized</p> <p>Professional development support</p> <p>Coaching</p>	<p>Year 1: Building principals and APs, new teachers, volunteer teachers</p> <p>Year 2: Remaining K-2 teachers</p> <p>Year 3: Remaining 3-5 teachers</p>
Explore and implement opportunities for Grade Level/ Content Area Teacher-Leadership within the district	Program implementation	<p>Year 1: Evaluate existing structures and explore opportunities for improvement</p> <p>Year 2: Ensure training and development of identified teacher leaders</p> <p>Year 3: Evaluate plans, agendas, and needs of curricular areas in an ongoing cycle</p>

Goal 3: Create engaging and challenging learning opportunities that reflect all of Akron students' cultural and developmental interests

Value Statement: Improving class engagement would increase student interest, challenge students, and build connection to “real world” experiences

Strategy 3.2 Secondary focused plan

Action Steps	Progress Measurement	Timeline
Explore and provide professional development opportunities that offer a “toolbox” of strategies to increase engagement (e.g., Kagan)	Observation Wide variety of materials utilized Professional development support Coaching	Year 1: Building principals and APs, new teachers, volunteer teachers Year 2: Remaining 6-8 teachers Year 3: Remaining 9-12 teachers
Explore and develop curriculum opportunities that improve cultural understanding through dedicated training and time for curriculum development	Curriculum review (switching out “this for that”) Student focus groups Observation	Year 1: Planning for content specific opportunities Year 2: Implementation of lessons and units of study Year 3: Review and monitor as needed
Provide opportunities to increase awareness and student voice in potential course offering opportunities	Surveys Agendas Observation	Year 1: Begin with exploring survey and focus group development Year 2: Implement identified needs from focus groups and offer trainings and support as needed Year 3: Progress monitor and reorganize focus as needed for student focus groups

Goal 3: Create engaging and challenging learning opportunities that reflect all of Akron students' cultural and developmental interests

Value Statement: Improving class engagement would increase student interest, challenge students, and build connection to “real world” experiences

Strategy 3.2 Secondary focused plan

Action Steps	Progress Measurement	Timeline
Increase opportunities for students to experience career and community connections through real-world connections (e.g., bringing industries in or kids to the industries, internships)	Student surveys Attendance Offerings	<p>Year 1: Begin with exploring opportunities</p> <p>Year 2: Implementation of additional programs and offerings</p> <p>Year 3: Evaluate and monitor progress</p>
Explore and implement opportunities for Grade Level/ Content Area Teacher-Leadership within the district	Program implementation	<p>Year 1: Evaluate existing structures and explore opportunities for improvement</p> <p>Year 2: Ensure training and development of identified teacher leaders</p> <p>Year 3: Evaluate plans, agendas, and needs of curricular areas in an ongoing cycle</p>

Stakeholders Involved: The Strategic Plan was developed with a team of stakeholders. The district appreciates the time, energy, and effort that went into the development of the plan to ensure the academic and social success of each student.

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