

Cold Spring School District

Beliefs, Visions, Goals

***A Blueprint for the Future of
Cold Spring School***

Revised and Adopted by the Cold Spring Board of Trustees

June, 2015

Introduction

The Cold Spring School District Board of Trustees developed this document in the fall of 2001 as a planning guide for District decision-making. The process began with the canvassing of parents and staff through various data collections, including the Vision Setting survey in 1999-2000 and the School Site Council Parent Surveys over several previous years.

This document is organized in a manner that works progressively from the District's original Mission Statement, or shared values and beliefs, to a set of vision statements for the future, which are followed by a set of specific goals to achieve the District's vision. Every three years, the Board will seek input from the staff, the administration, and the community to validate and, if necessary, revise the vision and goal statements.

More specifically, each revision process will involve an assessment of the goals to determine their current status. An action plan will be developed for those goals identified as needing additional work. The goals identified as Action Items will be highlighted for assessment, planning, staff development, and budget allocation.

BOARD OF TRUSTEES

Bryan Goligoski
Michael Wasserman
Jennifer Miller
John Murphy
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SUPERINTENDENT/PRINCIPAL

Dr. Tricia Price

Adopted, June, 2015

The Mission Statement of Cold Spring School

Beliefs

“The core shared values and ideas that guide the District”

The mission of Cold Spring School is to provide a quality educational program in a secure, family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning.

Teachers, staff, parents, and the community will work together to create a school environment in which cooperative problem-solving, creativity, and innovative thinking are encouraged, and the unique potential each individual employee and student is valued and nurtured.

Visions

“Description of the future state toward which the school is moving, including conditions already achieved in some areas”

The mission statement requires that the following conditions be met:

Environment

- All children are made to feel safe and comfortable in a stimulating learning environment, where individual needs are addressed, and students are taught to care about others.
- Classes are small in all grades.
- The campus optimizes a child’s learning experience by providing attractively designed and well-equipped classrooms, laboratories, arts facilities, and sports fields.
- The buildings and other facilities of the school are kept in good condition through farsighted planning and attention to timely maintenance.

Instruction

- Teachers feel secure and valued; they are nurturing and inspirational, and committed to continual improvement of the program.
- Parents support teachers’ efforts, both at home and in classroom and extramural activities.
- The curriculum is rich and comprehensive, beyond State-mandated minimum standards, and includes academic, experiential, and character-building activities.
- The full range of student aptitudes is nurtured through: low student-adult ratios in classes, differentiated instruction, rigorous standards of achievement in academic and other activities, and sensitivity to and support for students with particular learning differences.
- All aspects of student development and achievement are monitored and the information is used to adjust programs.

Communication

- There is continual communication between Board, staff, parents, and students about the pedagogical strategies and goals of programs, the flow of activities, and the status of students within the programs.
- The District uses a variety of resources to communicate information in a timely manner to all stakeholders.

Administration

- The administration team of the school is skillful in personnel management, fiscal management, pedagogical leadership, and communication.

Visions with Supporting Goals

“Specific goals that must be accomplished in order to achieve the District’s vision.”

Environment

Vision: All children are made to feel safe and comfortable in a stimulating learning environment, where individual needs are addressed, and students are taught to care about others.

Goals:

- Ensure the success of character-building programs and support positive student social/emotional development.
- Maintain effective emergency and disaster preparedness procedures.
- Communicate the school’s discipline plan and procedures to students, staff, and parents on a regular basis and enforce the plan consistently and fairly.
- Create new Administration building to enhance safety at the school.

Vision: Classes are small in all grades.

Goal:

- Continue to support small class sizes throughout the school within the limits of financial resources.

Vision: The campus optimizes a child’s learning experience by providing attractively designed and well-equipped classrooms, laboratories, arts facilities, and sports fields.

Goals:

- Provide permanent facilities for all classes.
- Continue to maintain a well equipped and sourced technology program.
- Provide expanded facilities for teaching the visual and performing arts.
- Provide expanded administrative and staff workspaces.

Vision: The buildings and other facilities of the school are kept in good condition through far-sighted planning and attention to timely maintenance.

Goals:

- Provide periodic assessment of the current facilities, including any foreseeable large expenditures.
- Use demographic and land-use projections as well as current professional thinking on instructional techniques and facilities to assess the needs of the school over the next few decades.

Instruction

Vision: Teachers feel secure and valued; they are nurturing and inspirational, and committed to continual improvement of the program.

Goals:

- Recruit teachers for the excellence and range of their teaching skills and life experience.
- Provide teachers with secure, well-paid employment.
- Articulate to parents the goals for instruction and student behavior to build support for the teachers as they implement the goals of the program.
- Encourage and assure a high level of staff performance through supportive, fair, and rigorous performance evaluations of all teachers and administrators.
- Provide financial support and rewards for teachers who participate in training programs for exposure to the many innovations occurring in education.

Vision: Parents support teachers' efforts, both at home and in classroom and extramural activities.

Goal:

- Teachers frequently provide parents with concrete outlines of academic and behavioral goals for students, and emphasize how parents can foster standards of classroom behavior, homework, and attitudes to learning.
- Parent involvement is encouraged and opportunities are provided for parents to participate in the school program.

Vision: The curriculum is rich and comprehensive, beyond State-mandated minimum standards, and includes academic, experiential, and character-building activities.

Goals:

- District curriculum and instruction are based on the California curriculum standards in language arts, mathematics, science, and history/social science (which are outlined on the worldwide web at www.cde.org).
- Ensure that technology, music, drama, and art programs are integrated into the regular curriculum and receive long term funding. Explore re-introducing foreign language into the school day.
- Assess all curricular areas in a systematic manner and make necessary improvements in: reading, writing, critical thinking skills, math, and science.
- Ensure the permanence of the physical education and schoolyard supervision programs.
- Ensure funding to support instruction in the use of computers and other technologies.

Vision: The full range of student aptitudes is nurtured through: low student-adult ratios in classes, differentiated instruction, rigorous standards of achievement in academic and other activities, and sensitivity to and support for students with particular learning styles.

Goals:

- Continue to support low student-instructor ratios throughout the school within the limits of financial resources.
- Continue to support the early assessment of students having learning problems, and the intensive amelioration of these problems through teacher-parent-specialist alliances throughout the grades.
- Emphasize differentiated instruction to meet the needs of all students.
- Provide a challenging and rich curriculum for gifted and talented students that adds depth and complexity and allows accelerated learning.

Vision: All aspects of student development and achievement are monitored and the information is used to adjust programs.

Goal:

- Student achievement data is used as the basis for program improvement and modifications to instruction and the school's curriculum.
- Parents are informed of achievement data for their child and provided school wide achievement information on a regular basis.

Communication

Vision: There is continual communication between Board, staff, parents, and students about the pedagogical strategy and goals of programs, the flow of activities, and the status of students within the programs.

Goals:

- Improve Board-community communication. Particular emphasis will be given to clarifying policies, missions, and operations of the school, including its various committees.
- Improve communication between parents and teachers about classroom goals and their children's progress.
- Maintain a broad base of parental support and sense of involvement through committees with clearly defined goals, constituted under the organizational structure of the school, reporting to the Board, and receiving concrete responses to their efforts.

Vision: The District uses a variety of resources to communicate information in a timely manner to all stakeholders.

Goals:

- Improve the use of the school's web site to communicate to the community.
- Develop a community newsletter and establish a Communication Committee. Consider social media as a means to increase communication between and amongst parents and teachers.

Administration

Vision: The administration team of the school is skillful in personnel management, fiscal management, pedagogical leadership, and communication.

Goals:

- Assist the leadership of the school in continually acquiring new ideas about educational trends in both instruction and administration through attendance at leadership training functions or institutions.
- Assess administrative needs and consider options and costs to provide support for the superintendent.

Action Items for 2015 - 2018

The following goals, derived from the list of goals constructed to support the District's visions, represent the Board's priorities during the school year. These areas will receive intensified consideration with respect to the monitoring of progress and the allocation of resources.

Goal: Adopt the recently introduced Common Core Standards in conjunction with the Schools historic focus on differentiated instruction to best serve students across a range of abilities and learning styles

Action Plan

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION CRITERIA
Provide Teachers with the resources, training, materials and time to grow as professionals	Dr. Price, staff, training providers	annually	Teacher survey responses, improved student learning outcomes
Continue to foster communication between teachers and parents	Teachers, Dr. Price	annually	Parent survey responses
Make sure students have the proper familiarity with new testing structure (Software, etc)	Technology Specialist, teachers	Spring, 2015	Observation in classroom, test results
Prepare students for the Smarter Balanced Assessment in the Spring 2015	teachers	Spring, 2015	Test results, teacher observation
Stay up to date with SBUSD, our feeder district, and their curriculum and instruction	Dr. Price, Teacher on Special Assignment	annually	Students transition smoothly from Cold Spring to Junior High
Monitor the efficiency and effectiveness of our TOSA	Dr. Price	annually	Formal and informal observations and evaluations; meetings with TOSA

Goal: Continue to define and develop our interest in GATE

Action Plan

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION CRITERIA
Develop and foster implementation strategies	Dr. Price, teachers	Fall, 2016	GATE surveys will indicate students are being appropriately challenged
Leveling / Differentiation and GATE – How do they work together?	Dr. Price, teachers	Fall, 2015	Re-evaluate at the end of the 2015-16 school year.
Best Practices	Dr. Price, teachers	Fall, 2015	GATE students will be appropriately challenged and be academically successful
Continue to allocate resources to enrichment programs	Dr. Price, Board, Foundation	Fall, 2015	Students will continue to be served by PE, art, music, technology, and Library Specialists

Goal: Use demographic and land-use projections as well as current professional thinking on instructional techniques and facilities to assess the needs of the school over the next few decades.

Action Plan

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION CRITERIA
Reconvene the Master Plan Committee and direct them to consider long term options to support the following Board goals: <ul style="list-style-type: none"> • Consider relocating administrative building and staff workspace to insure a safer school campus. • Consider future instructional needs • Provide expanded facilities to improve 	Dr. Price, Board, staff	Fall, 2015	Preliminary plans will be in place to remove portables and began construction of a permanent administrative office

physical education program			
Select an architectural firm to develop a complete Facilities Master Plan for CSS	Board, Dr. Price, CBO	Spring, 2015 – Fall, 2015	An agreement will be in place with an architectural firm
Completed Facilities Master Plan is presented to the Board for approval	Board, Dr. Price, CBO, architectural firm	Spring, 2016	Facilities Master Plan is completed and approved
Develop budget, timeline, and options for funding determined by Special Board Sessions and/or Community Meetings. Involve staff, parents, community	Board, staff, CBO, Dr. Price, community members	Fall, 2015	Budget, timeline, options for funding, and structure detail are finalized and construction begins.
Explore a Capital Campaign to finance “Stage 1” of the long term Master Plan	Foundation, Board, CBO, Dr. Price	Spring, 2015	Determination is made for funding sources

Goal: Provide periodic assessment of current facilities, including any foreseeable large expenditures.

Action Plan

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION CRITERIA
Consult with a contractor to evaluate viability of all critical infrastructure: Roofs, Drainage, HVAC, etc..	Dr. Price, Head Custodian	annually	All facilities functions maintained
Develop options and estimated costs for on-going landscape maintenance	Dr. Price, Head Custodian	Fall, 2015	Landscape maintained
Remove Portables, and replace with permanent structure	Dr. Price, CBO, Board	Fall, 2015	A permanent administrative structure will stand in place of the

			two portables on Cold Spring
Continuously review the comprehensive report on deferred maintenance needs and estimated repair costs	Dr. Price, Head Custodian, Board	annually	Facility will be maintained in a timely manner

Goal: Improve board-community communication. Particular emphasis will be given to clarifying policies, missions, and operations of the school, including its various committees.

Action Plan

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATE	EVALUATION CRITERIA
Establish a Community Outreach Committee	Dr. Price Board	January 2015	Completed
Communicate regularly with staff and parents, seek staff and parent input when making decisions and be accessible in order to build consensus and community	Dr. Price, Board	Spring, 2015	Parent Satisfaction Survey results
Improve the school's web site to communicate district and school activities to the community	Technology Specialist, Dr. Price, teachers, front office staff	December 2015	Board review, survey results