Eagle Strategic Plan I

2012 - 2017

The community of Oakridge Public Schools exists to prepare every student, within a safe and healthy environment, with a globally competitive education focused on college preparation, workplace success, and lifelong learning.

Submitted by the Michigan Association of School Boards for Board Review, April 17, 2013
Approved by the Oakridge Board of Education, May 1, 2013

Letter from Board President and Superintendent

Oakridge Public Schools - Eagle Strategic Plan I: Participants Help Shape Vision and Goals for Future of Oakridge.

This document contains the Oakridge Eagle Strategic Plan I, the first strategic plan developed by Oakridge Public Schools. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Oakridge.

This plan is the culmination of efforts from community leaders, parents, teachers, support staff, administrators, students, members of the board of education session, and a Strategic Planning Team. In all, 178 people provided input for the planning process.

Throughout the planning process the community expressed high expectations of Oakridge becoming a high performing school district and having all students graduate from high school prepared for college, workplace success, and lifelong learning. Even though some of the goals are extremely high, they reflect the strong desire that has been expressed to embrace significant change and dramatically improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While much more work needs to be done; Oakridge is headed in the right direction with positive momentum behind the academic growth, instructional improvements and balanced curricular options.
2. The future of growth and success of Oakridge must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, community leaders, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 31 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

President of the Board   Superintendent

Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In September of 2012, the Oakridge Public Schools Superintendent and Board of Education made a commitment to create a three- to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process—providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision statement was validated and the mission and belief statements were updated. Based on the renewed vision, mission and beliefs, strategic goals and objectives were developed. Regular monitoring of progress and renewal is critical to the plan's success.

The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community leaders and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision making tool
- Develop communication plans and tools

Two community leader and parent/guardian focus groups, five staff member focus groups, one administrator session, two student sessions and one board of education online input session were conducted in January 2013. In addition, 50 individuals responded to the electronic version of the survey. In all, 178 people provided input for the planning process. The high response rate indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).

Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included educational, financial and personnel trends over the previous five years (2007-2012) in comparison with comparable districts and state averages (see Attachment 2 for the data analysis summary).

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisted of 31 parents/guardians, community leaders, board members, students, and staff members. The team participated in an all-day Saturday retreat as well as additional committee meetings to develop a renewed mission statement, vision, belief statements, and strategic goals. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on page 5).

Collaborating with the Oakridge Public Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

—Olga Holden, Board Development & Planning Specialist

Board Retreat - Strategic Planning Attendees

1. Bennink, Joey
2. Berkemeier, Matt
3. Bodrie, Greg
4. Brodeur, Mary Ann
5. Bryant, Pam
6. Cook, Brad
7. Cunningham, Alex
8. DeWitte, Tamara
9. Dutton, Melissa
10. Foster, Lynn
11. Gilchrist, Pollie
12. Green, Randall
13. Hannah, Carmen R.
14. Harger, Cary
15. Hubbard, Drew
16. Johnson, Mary
17. Johnston, Ken
18. Kotecki, Sandra
19. Livezey, Tom
20. Lowry, Trisha
21. McVoy, Jason
22. Moran, Troy
23. Ogden, Angela
24. Parker, Tim
25. Porter, Dawn
26. Postema, Laurie
27. Roomsburg, Steve
28. Scott, Craig
29. Swainston, Sheryl
30. Verge, Karyn
31. White, Michelle

Board Retreat Workshop

A retreat workshop was held on Saturday, February 9, 2013. The work covered included:

- An overview of the strategic planning process and timelines
- Superintendent report of current state of the District
- An analysis of demographic, quantitative, and qualitative data of Oakridge Public Schools and 6 similar comparison districts
- A review and validation of the vision statement
- A review and amendment of belief statements
- A review and amendment of the mission statement
- The establishment of strategic goal areas and strategic focus areas
- The engagement of planning team leaders to facilitate discussions

Vision Statement:

Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

Empowering the whole child to achieve college and workplace success while embracing family and community values

Mission Statement:

Establishes, in the broadest terms, the purpose of a school district or why it exists. It should answer the question "What ultimate end will the district pursue in the broadest sense?" The following mission statement was updated and renewed during the Strategic Planning Team Retreat Workshop:

The community of Oakridge Public Schools exists to prepare every student, within a safe and healthy environment, with a globally competitive education focused on college preparation, workplace success, and lifelong learning.

Belief Statements:

The basic beliefs of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following belief statements were renewed during the Strategic Planning Team Retreat Workshop:

In support of our vision and mission , we, Oakridge Public Schools, believe:

1. All students are capable of college, post-secondary advanced training, and workplace success.
2. A globally competitive and relevant education is the foundation for lifelong learning.
3. Community and family engagement are vital for optimal student learning.
4. Our community, schools, educators, families, and students have unique strengths and challenges, and have a role to play in ensuring that each student is healthy, safe, engaged, supported, and challenged.
5. Personal integrity, tolerance, cultural diversity, mutual respect, work ethic, cooperation, and self-motivation must be embraced as we pursue academic excellence and prepare the whole child for lifelong learning.
6. Students must practice creativity, problem solving, and higher-level thinking skills while being encouraged to apply these skills beyond the classroom.
7. Technologically literate citizens who have equal access to 21st century technological tools for learning have an advantage in existing and emerging career opportunities unbound by time, place, or distance.
8. A data-informed, positive culture focused on continuous improvement, professional dialogue, improved instructional practice, and high expectations is essential to learning.
9. Accountable and optimistic leadership from the board room to the classroom and throughout our community is essential to bring our mission and vision to fruition.
10. Parents are engaged and empowered through education, motivation and overall connection to the educational process.

3-5 Year Strategic Goal Areas

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs.

The Strategic Planning Team, at the February retreat, developed goal statements and Strategic Focus Areas. The Strategic Goal Areas are categorized below.

1. *Student Achievement*

2. *Learning Environment and Culture*

3. *Family and Community Engagement*

4. *Technology*

5. *Finance*

6. *Facilities/Transportation*

7. *Human Resources*

During and following the retreat, goal chairs were charged with developing Strategic Focus Areas based on the input from staff and the community and the Strategic Goal Statements identified by the team.

Strategic Goal Statement #1:

Improve Student Achievement

Strategic Focus Areas:

A. Establish a robust curriculum aligned to the Common Core State Standards and articulated through every grade level

B. Establish a well understood and integrated standards-based instructional system that includes 21st Century standards, quality common assessments, data-informed instructional planning, and a useful reporting system

C. Strengthen the academic program with quality instruction balanced with a focus on social/emotional relationships amongst students and teachers

D. Differentiate instruction and provide supplemental services for struggling and accelerated learners alike

E. Establish robust screening assessments in all grade levels that assist teachers and parents to efficiently identify successful learning, diagnose learning difficulties, and provide effective interventions

F. Encourage and support innovative approaches to effective teaching and learning

Strategic Goal Statement #2:

Improve the Learning Environment and Culture

Strategic Focus Areas:

A. Strengthen the culture of high expectations for academic excellence in student achievement, work ethic, respect, integrity, and accountability

B. Establish consistent and clear behavior modification procedures, policies, and curriculum

C. Implement and maintain positive behavior and relationship-based curriculum and programs with fidelity

D. Provide behavior modification and remediation opportunities for challenged students

E. Establish and maintain vibrant partnerships with government services, community organizations, and local churches.

F. Partner with community-based resources and agencies to provide school-based health services

G. Provide opportunities for active student engagement in relevant real world community connections (service learning, mentoring programs, career tech center, extracurricular activities, after school programs, etc.)

Strategic Goal Statement #3:

Strengthen Family and Community Engagement

Strategic Focus Areas

A. Establish regular, two-way, and meaningful communication between home and school and community

B. Promote effective parenting skills

C. Support parents in playing an integral role in assisting student learning

D. Welcome parents in schools and seek their support and assistance

E. Advocate and partner with parents and the community in decisions affecting children and families

F. Collaborate with community resources to strengthen schools, families, safety, and student learning

Strategic Goal Statement #4:

Provide a Strong Technology Infrastructure for Learning

Strategic Focus Areas:

A. Maintain current hardware/software replacement cycle

B. Expand technology infrastructure that increases student access to technology based learning and assessment tools

C. Scale technology infrastructure expansion with appropriate levels of technical support staffing

D. Scale technology infrastructure expansion with appropriate levels of professional development

E. Pursue alternative revenue sources to fund technology expansion

F. Adapt appropriate policies that encourage safe and innovative ways to increase access via personally owned and portable technology

G. Utilize technology to improve non-instructional efficiency

H. Improve process for technology acquisition

I. Expand use of technology to inform and engage families and the community

Strategic Goal Statement #5:

Improve Financial Stability

Strategic Focus Areas:

A. Maintain an appropriate and responsible fund balance level

B. Allocate financial resources toward our mission and strategic focus areas

C. Research additional cost effective consolidation of services that maintain or improve quality and implement where appropriate

D. Seek non-traditional (alternative) revenue sources to fund district needs

E. Educate staff and community on key financial issues on the horizon

F. Maximize resources for student learning

Strategic Goal Statement #6

Provide Quality, Safe, and Efficient Educational Facilities and Transportation Systems

Strategic Focus Areas:

Facilities

    A. Develop a master facilities plan

    B. Establish annual facilities maintenance plan

    C. Develop an energy management/savings plan

    D. Provide adequate amounts of quality furniture in schools

    E. Establish safe and secure single points of entry in all buildings

    F. Maintain roof replacement cycle

    G. Improve process for staff and community to request use of facilities

    H. Update safety and emergency drill procedures

    I. Improve security of facilities through expansion of video surveillance and key card entry systems

Transportation

    J. Improve safety of school parking and traffic flow at elementary building

    K. Develop a replacement cycle for district vehicle

    L. Improve safety and efficiency of student transportation program utilizing technology based solution

Strategic Goal Statement #7:

Improve Human Resource Efficiencies and Services

Strategic Focus Areas

A. Establish an evaluation system for all support staff

B. Improve human resource management systems and efficiencies

C. Maintain stability and sustainability of progress in the district by attracting and retaining quality leaders

D. Provide quality professional development for district initiatives that improve employee satisfaction, effectiveness, and customer experience

E. Provide staffing to facilitate positive behavior support systems and family engagement programs when funding is available

F. Negotiate and implement fair and affordable collective bargaining agreements

G. Update administrative guidelines and student/employee handbooks that are reflective of changes of state and federal law and board policies

H. Maintain integrity of hiring process that attracts top talent to Oakridge

I. Maintain quality and accountable personnel practices

Board Governance Roles and Responsibilities

1. Maintain policies that provide a governance structure for the district to operate effectively
2. Continue investment in professional development on board governance and leadership in partnership with Michigan Association of School Boards (MASB)
3. Maintain awareness of legislative initiatives and advocate for public school friendly legislation
4. Support the superintendent, district goal chairs, and building school improvement teams in development of action plans and implementation
5. Partner with the superintendent to establish an annual calendar to monitor, report, and publish progress of the Oakridge Eagle Strategic Plan I
6. Evaluate the superintendent on progress of the Oakridge Eagle Strategic Plan I
7. Support allocating resources in alignment with Oakridge Eagle Strategic Plan I
8. Communicate and advocate for positive change with community members and employees

Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement teams will be an integral part of the implementation plan. The Strategic Plan Goal Statements and Strategic Focus Areas identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Superintendent shall inform staff and community of Strategic Plan Goal Statements and Strategic Focus Areas

2. District Goal Chairs and Building School Improvement Teams shall develop action plans within their school improvement plans for the Strategic Focus Areas with:
   - Strategies
   - Objectives (measurements)
   - Timelines
   - Responsibilities
   - Activities
   - Resources

3. Superintendent/Board shall identify an annual calendar to monitor/report progress
   – Mid-year progress report
   – Annual plan update

<u>Strengths</u>

Comments noted most frequently as <u>strengths</u> about Oakridge during Strategic Planning focus groups:

1. We have a sense of family/community
2. Small community allows for personalization
3. Community supports the schools
4. Employees care about students and are dedicated/hard-working
5. District is an educational leader
6. We have "generational pride" in the district
7. We have quality curricular and extra-curricular options
8. Safe environment
9. Facilities
10. Technology
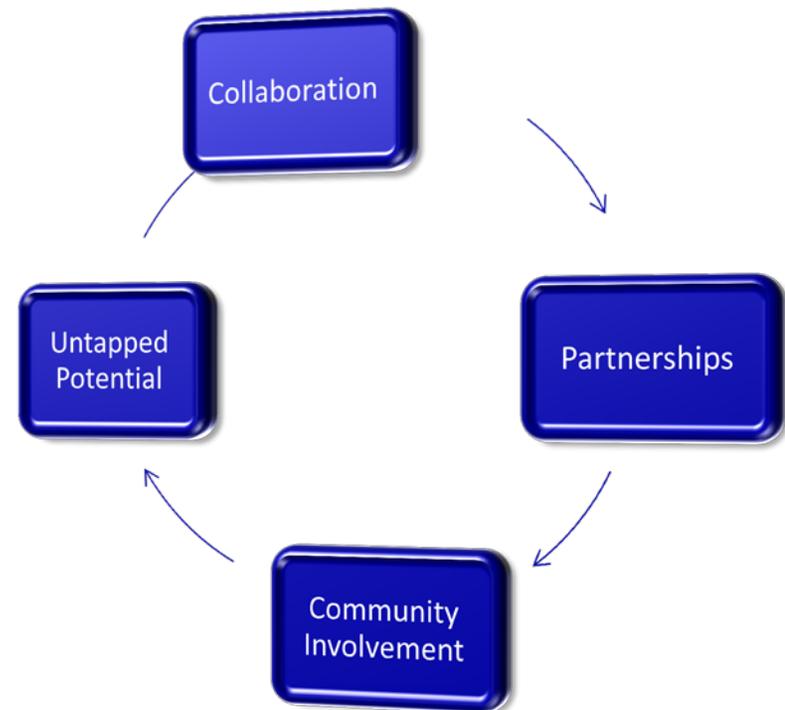
Opportunities for Improvement

Comments noted most frequently as <u>opportunities for improvement</u> about Oakridge during Strategic Planning focus groups:

1. Academics
2. Expand course offerings
3. Need more technology for teaching and learning
4. Need behavior management services and support in all grades
5. Consistency with discipline and disruptive students
6. Interventions/assistance for struggling students
7. Communications at all levels - internal and external
8. Family and community engagement
9. Partnerships with outside organizations
10. Appreciation and recognition for the good things happening in the district
11. Accountability for employee job performance
12. Stronger focus on leadership and stability
13. Transparency
14. Volunteerism
15. Safety

Improve Academics

Renew Focus

Stakeholder Collaboration
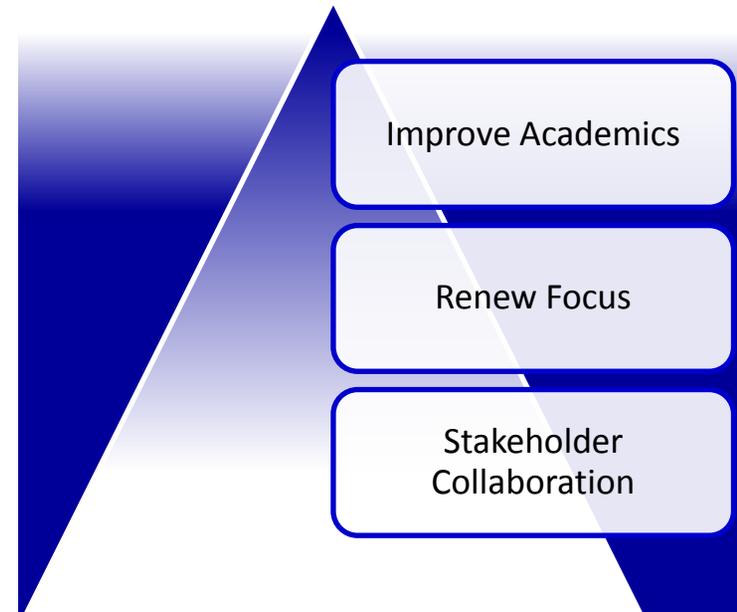
Vision

People used the following words and phrases to describe their vision for the future of Oakridge during Strategic Planning focus groups:

Programs

- o Advanced technology for teaching and learning
- o Intervention Systems of Support
- o High graduation rates
- o Targeted and quality professional development
- o Student focused
- o College ready
- o Workforce prepared
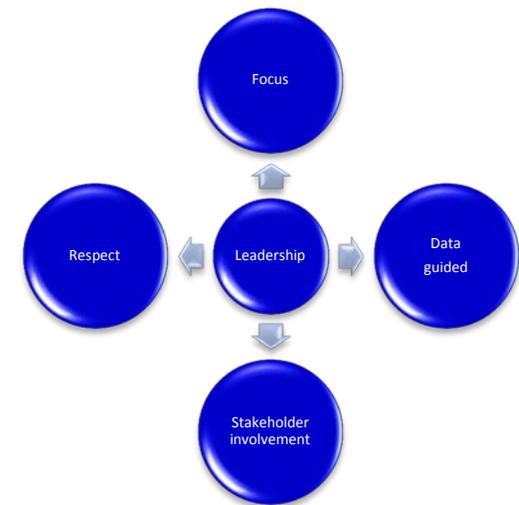- o Relevant curriculum

Leadership

- o Stability and support of the Board
- o Leaders in innovation
- o Linked to community
- o Collaborative decisions
- o Relationships

Brand

- o Innovative
- o Student focused
- o High performing district
- o College/Career ready

Culture

- o Community/family relationship
- o Accountability
- o Trust-honesty-transparency
- o Harmony
- o Equal opportunity
- o Happy and unified environment
- o Bully-free schools
- o Empowered students

Oakridge Public Schools | Eagle Strategic Plan I

Data-Driven Strategic Planning: Oakridge Public Schools

Based on analysis of data in this report, the following points are highlighted concerning Oakridge Public Schools:

1. In general, the data revealed that when compared to state averages and the reference districts selected for this report, Oakridge Public Schools emerges as a district struggling to compete academically and financially.
2. With the exception of Reading in the elementary level, Oakridge is below state average in every subject at every grade level for 2011-12. (C-2, C-5, C-13)
3. Enrollment at Oakridge Public Schools has remained steady since the beginning of the baseline; however this was due to a large spike in enrollment in 2008-09, followed by two consecutive years of declining enrollment. Oakridge is however ranked second with the comparison districts and is above state average. (B-1)
4. The percentage of Oakridge's students eligible for lunch assistance in 2011-12 was the second highest of the reference districts and 33% higher than the percentage statewide. The percentage of students eligible for reduced price lunches decreased most notably from 2009-10 – 2011-12; increasing students eligible for free lunches. 2008-09 had a significant drop in free lunches thereby leveling the trend overall. (B-3, B-4)
5. Oakridge Public Schools' 2011 4-year cohort graduation rate was the second lowest of referenced districts, however, is relatively close, and close to the state average. (B-5)
6. The percentages of adults in the Oakridge Public Schools with Bachelor's degrees or higher is the second lowest of referenced districts, and 66% lower than state average. (B-7)
7. The percentage of district-resident children enrolled in Oakridge Public Schools was the highest of the referenced districts and well above state average in both pre-school and K-12. (B-9)
8. The Oakridge Public Schools district's average median household income is within the range of referenced districts, but approximately $7,000 below state average. (B-10)
9. Overall academically, with the exception of Reading in grades 3, 4 and 6, Oakridge has fallen below state average in every grade and subject. (C-2, C-5, C-13)
10. Oakridge's 3rd grade Math and Reading overall is trending upward, with the most significant improvement in Reading. (C-3)
11. As of 2011-12, the overall trend in 4th grade Math is declining, but a great improvement was shown from 2011 to 2012. Reading also shows an increase overall, but a sharp contrast was made from 2011 to 2012 of an increase of almost 15% which is significant given coming from a decrease of 21.3% the year prior. (C-7)

12. Math and Social Studies in 6th grade is showing a general decline in both subjects, noted most sharply in Social Studies by over 50%. Reading in 6th grade is however showing an impressive increase with an above state average the past two years. (C-15)
13. Reading in 7th grade though below state average is showing a vast improvement trending upwards, noticed mainly in 2012 from 2011. While Math overall shows an increase from the beginning baseline, a stark decrease occurred from 2011 to 2012. (C-19)
14. Math in 8th grade is overall flat lined but an impressive improvement is seen in 2012. Reading generally was declining up until 2012. (C-23)
15. Oakridge's 9th grade Social Studies was showing an impressive improvement in 2008-09 but then trended downward leaving 2012 percentage below where the baseline originally began in 2008. (C-25)
16. Oakridge's 11th grade MME shows an increase in all subjects but the most noteworthy subjects from the baseline are Science and Writing. (C-31)
17. The ACT scores in English, Reading and Math, while below state average, is showing a steadily increase with less than a point gap in English and Math. (C-33)
18. A constant trend is shown for ACT in the overall Composite and Science scores with Science surpassing the state's average in 2012. (C-34)
19. Oakridge's overall trend for Total Instruction spent per student shows a gradual increase but still $256 lower that state average for 2011. (D-1, D-2)
20. Despite dropping $31 per student from 2010 to 2011 for Instructional Support, Oakridge ranked 2nd highest amongst the comparison districts, and still $264 less than state average. (D-3, D-4)
21. Oakridge's business and administration spending ranked #3 amongst the comparison districts and $386 below state average. (D-5)
22. The property tax revenue for Oakridge is below district comparisons, and slightly lower than 100% from state average for homestead property and almost 200% lower than state average for non-homestead. (D-9)
23. The General Fund Revenue for Oakridge has dramatically decreased within the past 5 years leaving a potential financial crisis with a 2012 ending balance of only 5.5%. (D-10)
24. The student-teacher ratio has remained relatively constant from 2007 – 2011 and is within the range of the referenced districts but one pupil higher than state average. (E-1, E-2)
25. Oakridge ranked 2nd highest of the referenced districts for teacher salary, but fell below state average by $2,504. (E-3)
26. Over ½ teachers at Oakridge have an MA. (E-5)
27. Half of Oakridge's teachers have been with the district ten years or longer. (E-6)

Data Summary Submitted: December 19, 2012

Olga Holden