



West Bloomfield School District 2022-2027 Strategic Plan Summary Document



“Our Mission is to Support Each Student’s Needs by Providing the Opportunities, Experiences, and Educational Tools for Their Journey.”





Letter from Board President and Superintendent

West Bloomfield School District 2022-2027 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.

This document contains the 2022-2027 West Bloomfield School District's Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Eight community, parent/guardian and staff forums and an electronic survey resulted in 805 people providing input for the planning process. A Strategic Planning Team of 63 community members, parents/guardians, staff and students participated in an all-day planning retreat on April 9, 2022.

Throughout the planning process the community expressed high expectations of West Bloomfield School District becoming a world class school district and having all students graduate from high school. 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; West Bloomfield School District is headed in the right direction with positive momentum behind the academic growth, instructional reforms and innovative new school choices.
2. The future of growth and success of West Bloomfield School District must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, 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 63 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.

Stacy Brickman, President of the Board

Dr. Dania H. Bazzi, 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 February 2021, the Superintendent and the 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, mission, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress is critical to the plan's success.





STRATEGIC PLANNING PROCESS

TIMELINE

Date	Activity
February 22, 2021	Board Presentation
February 22, 2021	Board Approval of the Process
August 16 – October 18, 2021	Data Collection & Stakeholder Input
April 9, 2022	Retreat
May 12, 2022	Implementation Workshop
June 27, 2022	Present Final Report to the Board of Education for Approval

11 MONTHS





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 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

The response rate of 805 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 the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for comparisons were Anchor Bay School District, Bloomfield Hills School District, Oxford Community Schools, Royal Oak Schools and Waterford School District.

Strategic Planning Teams

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 63 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals where needed. 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. **The Implementation Team** was made up of 29 members (see team members on page 15).





Retreat with Multiple Voices

Mission, Vision, Beliefs

Priority Goals





Retreat Workshop

A retreat workshop was held on April 9, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Assignment of planning team leaders to develop action plans for each goal and objective, including responsibilities, timelines and measurements

West Bloomfield School District 2022-2027 Strategic Plan 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:

The Vision of West Bloomfield School District is That all Students will be:

- Contributors***
- Critical thinkers***
- Communicators***
- Collaborators***

.....empowering each for life ahead.





Strategic Planning Team Members

Allen, Kristin
Anderson, Kyle
Azzo, Hadeel
Bazzi, Dr. Dania
Beaty, Julie
Belcourt, Rob
Bennett, Jennifer
Binder, Debbie
Borders, Morrison
Brickman, Stacy
Davis, Ashleigh
Drummond, Sally
Dunne, Brian
Evans, Deborah
Evans, Jermaine
Ferguson, Ken

Finkelstein, Carol
Forhan,, Christy
Frankowiak, Jennifer
Griffin, Stephanie
Harmala, John
Hegarty, Matt
Heitsch, Rebecca
Hersh, Nelson
Hill, Gerald
Hill, Khalia
Hill, Paige
Holdsworth, Art
Hughes, Amy
James, Sonja
Johnson, Marcus
Jordan, Stephanie

Khatchadourian, Sossi
Ladd, Jennifer
Larkin, Ashleigh
Lasecki, Lucas
Law, Katherine
Long, Scott
Luthe, Kathi
Marks, Jay
Merwin, Jeff
Metzenthin, Kristina
Miller, Calla
Montante, Kendra
Nafso, Stephanie
Ostrowski, Jodie
Pace, Eric
Padgett, Derrick

Poxon, Laura
Quinn, Amy
Roth, Carrie
Scrivo, James
Sipila, Christina
Smith, Kyana
Spitzley, Daniel
Taylor, Jianna
Toy, Stephen
VanNostrand, Shahenda
West, Ryan
Wild, Carol
William, Monica
Williams, Andrea

63 DEDICATED PARTICIPANTS





RETREAT OUTCOMES

The **MISSION** of **West Bloomfield School District** is to...

Support each student's needs by providing the opportunities, experiences, and educational tools for their journey.

The **VISION** of **West Bloomfield School District** is...

All students will be:

- ❖ Contributors
- ❖ Critical thinkers
- ❖ Communicators
- ❖ Collaborators

...empowering each for life ahead.





RETREAT OUTCOMES

We Believe...

- All students can and will learn.
- Education is a shared responsibility between students, staff, and families.
- Equitable education is essential.
- Diversity enriches the community and education.
- Positive community, experiences, and relationships are key to student success.
- Everyone deserves to be seen, heard, and respected for who they are.





RETREAT OUTCOMES

GOAL STATEMENTS

West Bloomfield School District will...

- Provide engaging, meaningful, inclusive, and rigorous opportunities and extracurricular programs.
- Provide a positive, safe, and inclusive environment where all students' diverse learning needs are met.
- Create systems for consistent and effective methods of two-way communication and engagement for all stakeholders.
- Recruit, develop, and retain highly qualified, diverse staff at all levels that is reflective of our student population.
- Create a long-term master operations and facility plan to support the district's vision and ensure that resources are equitably allocated.





Strategic Action *Implementation Plan*





IMPLEMENTATION PLAN WORKSHOP

May 12, 2022

Agenda

Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the Strategic Planning Team.

- ✓ Provide a review of the process
- ✓ Discuss Implementation Workshop handouts
- ✓ Review the vision, mission, and belief statements
- ✓ Review each goal statement and identify three potential objectives that could be accomplished in the first year
- ✓ Develop a quarterly timeline for first year objectives
- ✓ Review action planning for selected objectives
- ✓ Review Strategic Plan monitoring processes





Strategic Planning Implementation Members

Anderson Kyle
Azzo, Hadeel
Bazzi, Dr. Dania
Belcourt, Rob
Bennett, Jennifer
Borders, Morrison
Griffin, Dr. Stephanie
Heitsch, Rebecca
Hill, Gerald
Hill, Paige

Hughes, Amy
James, Sonja
Jennifer Ladd
Lafada, Nicole
Law, Katherine
Law, Kristi
Long, Scott
Miller, Calla
Montante, Kendra
Pace, Eric

Poxon, Laura
Quinn, Amy
Sipila, Christina
Smith, Dr. Kyana
Taylor, Jianna
Toy, Stephen
West, Ryan
Wild, Carol
Williams, Andrea





2020-2025 Strategic Goals

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. Objectives are **SMART**—**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely

The Strategic Planning Team, at the April 2021 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2022-2027 Goals - Categories

- Academics/Programs
- Learning Environment and Culture
- Communication and Community Engagement
- Personnel and Leadership
- Operations/Finance





West Bloomfield School District

Goal Statements With First Year Objectives

GOAL AREA 1: ACADEMICS/PROGRAMS

STRATEGIC GOAL STATEMENT: WBSD will provide engaging, meaningful, inclusive, and rigorous opportunities and extracurricular programs.

Priority Objectives:

Objective #1: Teacher leaders and administrators will receive intensive training, support, and coaching to support the implementation of Standards-Based Planning and the use of Performance Scales in all classrooms to fully align with the Marzano Instructional Model.

Objective #2: Teachers in all classrooms will implement Standards-Based Planning and Performance Scales in their instruction to increase student rigor and engagement and to align with the Marzano Instructional Model.

Objective #3: The district will develop guidelines and procedures for how to start, implement, and vertically align all clubs K-12.





West Bloomfield School District

Goal Statements With First Year Objectives

GOAL AREA 2:

CULTURE/LEARNING ENVIRONMENT

STRATEGIC GOAL STATEMENT: WBSD will provide a positive, safe, and inclusive environment where all students' diverse learning needs are met.

Priority Objectives:

Objective #1: Develop a fully detailed plan for the 23-24 school year to implement required Culturally Responsive Teacher Professional Development for all WB staff to ensure equitable instructional practices within classrooms.

Objective #2: 100% of WB staff will participate in Professional Development that will strengthen and improve Social Emotional Learning curriculum and strategies within the classroom.





West Bloomfield School District

Goal Statements With First Year Objectives

GOAL AREA 3: COMMUNICATIONS/COMMUNITY ENGAGEMENT

STRATEGIC GOAL STATEMENT: WBSD will create systems for consistent and effective methods of two-way communication and engagement for all stakeholders.

Priority Objectives:

Objective #1: Develop a unified district and school communication plan based on shared stakeholder input and feedback.

Objective #2: Evaluate all communication tools to determine the most effective methods of communication and to eliminate unnecessary communication tools.

Objective #3: Provide meaningful opportunities for parent engagement and involvement at district and building levels in order to increase parent involvement and engagement across diverse groups.





West Bloomfield School District

Goal Statements With First Year Objectives

GOAL AREA 4: PERSONNEL/LEADERSHIP

STRATEGIC GOAL STATEMENT: WBSD will recruit, develop, and retain highly qualified, diverse staff at all levels that is reflective of our student population.

Priority Objectives:

Objective #1: Develop a robust talent recruitment system to attract a highly qualified and diverse pool of candidates.

Objective #2: Develop systems and programming that lead to high levels of satisfaction and support for teachers in their first three years within the West Bloomfield School District.

Objective #3: Develop an intentional system of support to retain all highly qualified WBSD staff.





West Bloomfield School District

Goal Statements With First Year Objectives

GOAL AREA 5: OPERATIONS

STRATEGIC GOAL STATEMENT: WBSD will create a long-term master operations and facility plan to support the district's vision and ensure that resources are equitably allocated.

Priority Objectives:

Objective #1: Conduct a detailed facility infrastructure assessment that is aligned with the district vision, mission, and instructional goals.

Objective #2: Propose transportation efficiency upgrades based on a comprehensive needs assessment.





Continuing the Work

Implementation of Strategic Plan





Strategic Plan Implementation – Continuing the Work

The implementation plan, developed collaboratively by the superintendent and key staff members, aligned with current district/school improvement plans is an integral part of the implementation plan. The district priority goals/objectives identified are 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. Finalize Goals/Objectives/Action plan
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update





ASKING FOR BOARD APPROVAL

- MISSION** STATEMENT
- VISION** STATEMENT
- BELIEF** STATEMENTS
- GOAL** STATEMENTS





MASB RECOMMENDATIONS

ENSURING SUCCESS

- ✓ Align Strategic Plan with Michigan Integrated Continuous Improvement Plan (MICIP)
- ✓ Develop and implement action plans for each identified objective
- ✓ Align the Strategic Plan with the 2022-23 Budget and beyond
- ✓ Develop and implement a reporting/Board monitoring calendar
- ✓ Develop and implement an internal/external communications plan
- ✓ Create opportunities for stakeholder involvement
- ✓ Schedule a One-Year Renewal





FINAL THOUGHTS

Collaborating with the West Bloomfield School District, the Board of Education, administration, staff and the entire community really illustrated their level of care for the schools, the community, and most of all, the students.

Yvonne Caamal Canul

Consultant, MASB





Data that Informed the Work

Stakeholder Input
Demographic Data
Environmental Scans





STRENGTHS

ACADEMICS/ PROGRAMS

- Quality education
- High level curriculum
- Multiple educational options
- Athletics and Fine Arts
- Amazing students

LEARNING ENVIRONMENT AND CULTURE

- Diversity is valued
- Care for students
- Mental health support
- Something for everyone
- Whole child
- PLC

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Family atmosphere
- Community involvement
- Responsiveness
- Good image
- Communication
- Community partnerships

PERSONNEL AND LEADERSHIP

- Dedicated and caring teachers
- Collaboration
- Innovative leadership
- Board commitment
- Invest in people

OPERATIONS/ FINANCE

- Availability of resources
- Technology
- Fund balance





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS/PROGRAMS

- Virtual Learning option year-round
- Create a library of video tape of classes for absent students
- Class size
- Coherence across the district/in each school
- More advanced classes
- Expanded middle school options
- Life skills/real world career options
- Online tutoring
- Coherent syllabus across subjects
- Student developed clubs

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Communications Plan
- Decision-making transparency
- Value parent, staff, student input
- Utilize community resources

LEARNING ENVIRONMENT AND CULTURE

- Common language and norms -12
- Instructional method variety
- Happier staff
- Social responsibility
- Sense of small community in large school
- Increase inclusivity
- Resources for DEI goals

PERSONNEL AND LEADERSHIP

- Recruit and retain staff
- SOC Policies
- District-wide PD

OPERATIONS/FINANCE

- Comprehensive Facilities Plan
- Equitable funding
- Transportation schedule
- Student drop-off/pick-up
- School cleanliness





BARRIERS

ACADEMICS/PROGRAMS

- Lack of coherence across the District/in each school
- Equitable athletic programming

LEARNING ENVIRONMENT AND CULTURE

- Mandates
- High School schedule
- Fear of change
- Initiatives instead of culture
- Time

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Community trust
- Political polarization
- Community buy-in on new SP

PERSONNEL AND LEADERSHIP

- Board stays in lane
- Staying on course
- SOC policy
- Complacency
- Staff turnover

OPERATIONS/FINANCE

- Equitable distribution of resources
- Transportation
- Funding





VISION

ACADEMICS/PROGRAMS

- Wider variety of student options, college and career
- Vocational options
- Coherence across the district/in each school
- Real-life skills curriculum
- Destination District, National Showcase

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Parent input valued
- Support from Community
- Welcomes all community members
- Widespread communication

LEARNING ENVIRONMENT AND CULTURE

- Safe learning environment
- Diversity is embraced

PERSONNEL AND LEADERSHIP

- Recruitment and retention of qualified staff
- Staff diversity reflects student diversity
- Coherence across staff

OPERATIONS/FINANCE

- Thoughtful facility decisions
- Cleaner buildings/grounds
- Utilize resources more efficiently





Data Driven Strategic Planning: West Bloomfield School District

DEMOGRAPHICS

- Approximately 22% of residents attended some college or earned an Associate's Degree. In addition, 60.3% of West Bloomfield citizens have a Bachelor's degree or higher. The combined total of 82.3% is well above the state average of 61.9%.
- The percentage of pre-school aged children attending public pre-school ranked fourth among the reference districts at 46.1% and is below the state average of 67.8%. The percentage of district-resident children enrolled in West Bloomfield School District K-12 ranked fourth among the referenced districts and was below the state average by 8.3%.
- The district's 2017 average (mean) household income of \$147,311 ranks second among the reference districts and is well above the state average of \$78,400.
- Enrollment at West Bloomfield School District has decreased consistently over the past five years moving from 5,537 students in 2017 to 5,234 students in 2021; a net loss of 303 students.
- West Bloomfield School District has 348 students who choose to attend either other districts or charter schools. Walled Lake (84), AGBU PSA (53), Bloomfield Hills (19), and Farmington (18) enroll the greatest number of resident West Bloomfield students. There are 2,017 Schools of Choice students enrolled in West Bloomfield School District. Pontiac (885), Waterford (484), Southfield (259), and Farmington (182) have the greatest number of students enrolled in West Bloomfield School District.
- At 36%, West Bloomfield students eligible for lunch assistance in 2021 ranked second among the reference districts and also below the statewide average of 50.5%. Free and reduced student lunch eligibility increased consistently from 2017 – 2021; with a percentage of 23.4 in 2017.



**DEMOGRAPHICS - Cont'd**

- The district's 2020 4-year cohort graduation rate of 96.6% ranked first among the reference districts and was well above the statewide average by 14.5% points.
- While the state's average 4-year graduation rate has increased by 2.14% over the past five years, West Bloomfield's average 4-year cohort graduation rate has increased by 3.4%.
- For the class of 2016, West Bloomfield's enrollment in college rate for that fall was 84%. However, after a five-year period 52.6% earned a qualifying certificate or degree and 23% were still in programs; for a total enrollment of 75.6%. (B-15, B-16)
- The demographics of the district's student population is unlike its reference districts and has seen measured change in the past 5 years. The 2021 demographic data is as follows: 46.8% White, 4.8% Hispanic, 5.5% Multiracial, 6.6% Asian, .2% American Indian, 36 % African American, and .1% Native Hawaiian. (B-17, B-18)
- West Bloomfield Schools Student's chronic absence rate of 23.12% was 3.13% above the state average. Although the methodology used in calculations changed in 2018 resulting in increases across the board, it stayed below the 2018 high of 22.5% until 2021. (B -19, B-20)
- The number of students retained in their current grade level reduced steadily from a high of 103 in 2017 to 78 in 2021.





ACADEMIC PERFORMANCE

- West Bloomfield students exceeded state averages in reading at all assessed grade levels on the 2021 MEAP/MME/SAT. In addition, reading scores have been above the state averages and relatively consistent the past five years.
- West Bloomfield students exceeded state averages in math at all assessed grade levels on the 2021 MEAP/MME/SAT. In addition, math scores have been above the state averages and relatively consistent for the past five years.
- A major realignment occurred in Science and resulted in multiple years with no test scores and then new grades being tested in 2021. West Bloomfield students exceeded state averages in science at all assessed grade levels except 8th grade on the 2021 MEAP/MME/SAT.
- West Bloomfield students exceeded state averages in social studies at all assessed grade levels except 8th grade on the 2021 MEAP/MME/SAT.
- At 37.7%, West Bloomfield's 2019 SAT College Readiness scores exceeded the state average of 32.6%, but ranked third among its reference districts.
- From 2017 to 2021, West Bloomfield has offered 29 different AP courses; most of which have been offered every year. Participation rates have dropped from a high of 452 in 2017 to 382 in 2021. Overall passage rates have remained relatively consistent at just under 75% until 2021 when it dropped considerably to 55.8%.
- Dual enrollment dropped from a high of 62 in 2017 to 50 in 2018, then rebounding each year until 2020 when it reached 61. It then dropped again in 2021 to a low of 42



**FINANCE**

- West Bloomfield's 2019 Foundation Allowance of \$9,156 per student ranks second among the reference districts. The district has received small increases four of the last five years, increasing by \$351 over that time.
- General fund expenditures of \$11,997 per student rank second among the reference districts, and \$1,265 above the state average of \$10,732.
- While taking a slight dip in 2017, West Bloomfield's instructional spending has increased over the last five years. At \$7,491 per student in 2020 it ranked third among the reference districts and is also \$762 above the state average of \$6,729.
- West Bloomfield's instructional support spending of \$1772 per student ranks second among the reference districts and is above the \$1,185 state average. It has also consistently increased each year since 2016.
- Business and administration spending of \$1,514 per student has increased steadily since 2016 and is now above the state average of \$1,399. It ranks second among the reference districts.
- In 2020 general fund expenditures exceeded revenues. However, in each of the four previous years' revenues have exceeded expenditures. This has resulted in an increase in available Fund Balance over that time of \$10,054,820.
- West Bloomfield's Fund Balance has increased from its 2016 low of 9.5% to 17.1% in 2020.
- West Bloomfield's cumulative student loss of 248 students since 2017 has resulted in a loss of revenue in the amount of \$4,110,114.
- While the potential revenue per millage of property tax levied in the West Bloomfield School District in 2020 ranked second among the reference districts for homestead, it ranked fourth for non-homestead properties. Both the district's homestead and non-homestead taxable values surpassed the state average.





PERSONNEL

- Although consistently increasing since 2017's number of 641 staff members, to 737 in 2020, it decreased significantly in 2021. At 660 it ranked fourth among the reference districts.
- At 23, West Bloomfield's student teacher ratio ranked third among the reference districts and is slightly higher than the state average. In 2020, it dropped by one from its consistent level of 24.
- At \$67,554, West Bloomfield's average teacher salary ranks third among the reference districts, and above the state average salary of \$63,553; a difference of \$4,001. West Bloomfield's 2020 average teacher salary increased by \$803 over the 2016 average.
- 81% of West Bloomfield teachers have a Master's degree or higher.
- At 46%, almost half of West Bloomfield's teachers have been with the district six years or less.
- Disregarding 2020 evaluation data, in 2019 Teacher Effectiveness ratings were 62% Highly Effective, 37% Effective, and 1% Minimally Effective; a significant change from 2016 ratings of 76% Highly Effective, 23% Effective, and 1% Ineffective.
- Disregarding 2020 evaluation data, in 2019 Administrator Effectiveness ratings were 42% Highly Effective, 58% Effective; a significant change from 2016 ratings of 82% Highly Effective and 18% Effective.





The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

EMERGING

Social justice equity/inclusion
 Reflecting and including diversity
 Multi-age classrooms
 Consistent K-12 student/staff SEL,
 DEI, wellness
 Standards-based grading (K-12)
 LGBTQ+ acceptance and support
 Expanding, coaching, program
 Standards-based instruction
 Equity-minded instruction
 Universal preschool \$\$\$
 Personalized, self-paced learning
 “Soft” skills 4 Cs
 Portrait of a graduate

Equity/diversity work
 Increase in CTE/trade skills
 Portrait of a graduate
 Student risk assessments
 Diversity, equity and inclusion
 Continuity of PBL (magnet)
 SEL (middle school)
 DEI and SEL
 Project-based learning
 SEL
 Ruler – students/staff
 SEL
 Restorative Practices
 New middle school facilities (shift?)

4 Cs
 Marzano's
 MTSS – Tier 1
 DEI CKH
 Equity and social justice
 Flexible instructional design
 Standards-based teaching
 Parent Partnerships/PTA
 Grading practices
 Equity in education (gender,
 special needs, EL, historically
 marginalized students)
 Digital citizenship
 Culturally-competent education

ON THE HORIZON

Every kid deserves a champion
 Deep relationships
 Learning any time, any place
 Universal early childhood
 learning
 Willingness to take risks redefining
 education
 Special education fully-
 inclusive classrooms
 POG competencies – changes
 to grading/assessment policies
 Trauma-informed practices

Honor, respect, value-teaching
 profession
Cultural responsive teaching
 Impact of class size alternative
 education
 Preschool for everyone
 Increase in CTE/trade skills
 Systematic change
 Representation
 Flex: day, calendar, setting
 Flexible classroom structures—
 project-based learning, team
 teaching, etc.

Culturally responsive instruction
 and trauma-informed teaching
 Change in future jobs
 More skilled trades/CTE pathways
 Equitable practices
 Student safety
 Place-based learning
 Flexible learning options
 Career pathways (CTE)
 How do we personalize learning
 after the pandemic (trauma,
 mental health, financial)
 Technology – virtual reality for
 instruction



ESTABLISHED

Mental health
 Inclusivity (DEI)
 Access to technology
 Problem solving/critical thinking
 Flexible seating
 Standardized testing
 Flexible seating/learning
 Core subjects curriculum
 Rules and expectations
 Standardized testing
 School compliance (doing school)
 Differential instruction and
 portrait of a graduate

Technology use
 SEL
 CKH
 Pacing guide (EL)
 AP classes (high school)
 CTE
 District athletics
 SEL
 SEL elementary school
 Technology to support learning
 Community partnerships
 Social-emotional and mental
 health education

Hands-on learning
 4 Cs/Competencies—
 Collaborative work
 Workshop.
 4 Cs
 Standardized testing
 Data-driven instruction
 Culture of learning
 Technology
 SEL
 Student-centered instruction –
 voice and choice
 Collaboration

DISAPPEARING

Working in silos
 Traditional classroom learning
 Teacher drilling/memorization
 Classroom furniture with
 traditional seating in rows
 “Old School” – textbooks,
 standardized assessments,
 punitive discipline
 Student assessment

Rote learning/memorization
 “Busy” work
 Traditional approaches and tracks
 for education
 Tracking
 Sit and get education
 Easy access to teachers/hiring
 Grouping of age

Standardized testing/high stakes
 testing
 Lectures!
 Textbooks only as curriculum
 Traditional classroom structures
 One size fits all
 Rote learning
 Innovation as a result of the
 pandemic





ACADEMICS/PROGRAMS

- MTSS at Secondary
- 4 Cs guidance/rubrics
- Alternative Education
- Educational excellence or striving for excellence as an organization is implied in today's work but not explicitly mentioned. If I'm shopping for a school district, I would like to select one which aspires system-wide excellence.
- Math intervention on elementary level
- Diverse curricular resources
- CRT
- Social studies curriculum at the elementary level needs to be a priority
- Equity audits
- Innovative programming—online/hybrid courses
- Variety of opportunities
- Equitable grading system
- Standards-based grading
- Encouraging student-formed/led organizations and clubs
- More/continued virtual/hybrid options K-12 (meet all students' needs, right?)
- Programs for all ages
- Civics and the constitution education
- “Catching up” younger students affected by remote learning
- Pre-K, K-1, and 2-5 Elementary buildings
- MTSS
- Need to buy equipment to update the technical area in the high school with more modern resources to meet trade and modern programs like STEAM and robotics. Especially since this is how we get our SOC students
- Individualization--importance of extra-curricular programming
- Long-term teacher/student relationships
- Expand magnet opportunities to K-12
- Early literacy
- Standardized assessments/testing – understanding the data
- Data gathering panorama – social emotional learning; canvas; iObservation; NWEA benchmark
- How do we begin to understand the tools we have
- Set benchmarks for MEAP/MME/SAT
- Focus and increase passage rates for AP courses
- How can we build on school-to-work programs (construction; electrical; entrepreneurs)





LEARNING ENVIRONMENT AND CULTURE

- Building strong relationships
- Team-building activities
- Real solutions to stop bullying
- The stakeholder surveys mentioned a need for more coherence/alignment/consistency. I don't see that reflected in today's output
- Flex options for classroom setting and structure (team teaching; multi-age)
- Expansion/reevaluation of ACE
- Don't let today's political backlash hinder our positive movement on issues of anti-racism, inclusion, etc.
- Flexible learning/furniture
- Culture of inquiry and encouraging/supportive relationships
- Exposure to different career paths
- LGBTQ+ representation with more emphasis on the Q+
- Create diversity opportunities for students to teach others about their cultures and to learn about the ethnic cultures of others
- Risk-free virtual environment
- Hold staff and teachers accountable to participation in a positive culture and learning environment

COMMUNICATIONS AND ENGAGEMENT

- Retain strong
- Rebuilding opportunities for parent involvement
- Communication effective
- More proactive engagement with BoxTops, Amazon Smile, KrogerPlus
- Consistent district-wide systems
- Utilizing multiple modes of engaging and communicating with the community (i.e., Cable TV, journals, publications, email, etc.)
- Staff
- Expanded district marketing of OEC
- More marketing of OEC





PERSONNEL AND LEADERSHIP

- Focus on recruit and retain but also focus heavily on developing, talent at-hand.
- Support teachers and staff so people will choose to become teachers in spite of current challenges.
- More staff (counselors, social workers)
- Pay competitively
- Fiscal responsibility (15% F.B.)

OPERATIONS

- Smaller classes
- 3 bus tiers
- Modified block schedule at WBHS to include seminar
- Since we get students in the district through the SOC STEAM program, we need to allocate money to update the equipment in the high school tech lab
- Right-size facilities and administration; move \$\$\$ to classrooms
- Healthier and tastier food service
- Greater cleanliness
- Bond—elementary facilities
- Provide a safe learning environment where every student feels valued and inspired. Relationships are key.
- Facility plan thoughts/comments

- Communication and community relations staff
- Continued expansion of SOC
- Strong clear
- Pay teachers for their experience to be competitive
- Onboarding systems for teachers and easy to find/use district resources
- Leadership – equal and open doors

- Create a true gifted program in both the north and south end of the district
- Create enough space to provide universal 3-4 programs to resident families
- Recommendation/plan for the Abbott building – location for ACS/Roosevelt
- Reimagine high school space to better support PTW, engineering and CTE program expansion
- Facility plans—big decisions in the future. Now does this work today prepare us for that world ahead?
- Roosevelt???
- Creative scheduling options
- Bell times/bussing
- Early Childhood Center including Preschool and Early Childhood Special Education
- Traffic Studies (drop off)

