

Mount Pleasant Central School District STRATEGIC PLAN 2017-2022



Adopted by the Board of Education on July 10, 2019

**Mount Pleasant Central School District
2017-2022 Strategic Plan
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Executive Summary

Courage is simply doing whatever is needed in pursuit of the vision”

— *Peter M. Senge, The Fifth Discipline: The Art & Practice of The Learning Organization*

Preparing students to live in an ever changing world equipped with the necessary skills and knowledge to achieve personal and professional success requires public schools to exhibit an extraordinary amount of courage and fortitude. Fluctuating economies, social media, rapidly advancing technologies, and ecological and political changes all contribute to the mix of social, emotional, and academic textures that create the fabric of public schools and a K-12 education now and in the upcoming future. The children who graduate from Westlake High School this year will face a brave new world upon entering post secondary education and the workforce. Children who graduate from high school 5 years from now, will face an even more unknown and dynamic future.

A strategic plan is a tool that schools use to set and communicate priorities and common goals. In school districts where strategic plans exist and are executed properly, decisions, actions and resources are focused to achieve agreed upon outcomes. Members of the school district’s team commit to owning the goals, achieving the goals, and to clearly articulating what success looks like while setting a timeline for achieving that success. Over the last 2 years, the Mount Pleasant Central School District has been engaged in the process of strategically planning what lies ahead. In determining a vision and crafting a mission, the Mount Pleasant Central School District presents its strategic plan, a roadmap to its and its students future success.

Background

In 2015-16, the Mount Pleasant CSD completed the final year of its first 5 year strategic plan. Board adopted and crafted through a collaborative process that included student, teacher, administrator, parent, community member, and board of education member input, the prior strategic plan laid the foundation for all of the success that followed. Dr. Charles Fowler and Dr. Vincent Beni from School Leadership LLC worked with the Mount Pleasant team as the district crafted its premier strategic plan and set it in place. As part of the first plan, a focus was placed on shifting pedagogical models to learner centered classrooms where emphasis was placed on fully engaging all

learners. Other strategic priorities included social and emotional learning, transportation, technology, communication, recruiting and retaining staff, and facilities.

Process

As the strategic planning process began a second cycle, this time for the 2017-2022 school years, the district engaged the services of Lynn Sawyer, an international educational consultant, who facilitated board of education and administrative retreats in the district as well as provided professional development on Cognitive Coaching and Learning-Focused Supervision. With professional expertise in assisting groups reach consensus in addition to strategic planning, Lynn Sawyer worked with the district to put the strategic process in place.

In the Spring of 2015, the district held a full day meeting at Hawthorne Elementary School to “kick-off” the process. Parents, town and community members, teachers, administrators and board of education members gathered together to discuss what is valued and what is expected in the school district. The group also discussed external as well as internal obstacles to achieving its educational and district goals.

During the Fall of 2016, the district used a “Focusing Four” protocol developed by Robert Garmston, Co-Developer of Adaptive Schools and Michael Dolcemascolo, Co-Director of the Center for Adaptive Schools, to determine initial priorities for the plan. This consensus reaching protocol was utilized with community members at a board of education meeting, with the administrative team, at each school buildings’ faculty meetings, and in classrooms with students. The goal of this activity was to ensure that the fingerprints of all stakeholders were on the next strategic plan.

A community viewing of the documentary film *Most Likely to Succeed* was conducted in March 2016 to engage parents, teachers, and the entire school community in a conversation about what schools could be. With over 100 viewers over two showings, a lively and informative discussion about what schools in Mount Pleasant could look like and what our students should know and be able to do ensued. Documentary viewers participated in an 4 A’s

Protocol to guide the discussion after the film and contributed their thinking to a growing collection of thoughts and ideas to influence the evolving strategic process.

Strategic priorities for the district plan continued to take shape over the summer of 2016 as the district's administrative team reviewed all of the collected thinking and began to synthesize each idea and thought into the beginning of an outline. Clear priorities emerged and from these priorities, the administrative team crafted goal statements, action items and a tentative timeline along with measures for success.

Findings and Conclusions

To ensure that the Mount Pleasant CSD continues to build on its strengths and aligns with the vision and mission created, in collaboration with students, parents, community members, teachers, administrators and support staff a set Strategic Priorities were established.

The Strategic Priorities that surfaced include:

- Leadership - The Organization
- Academics - Collaborating, Creating, and Learning
- Facilities - Creating a Safe, Productive Learning Environment
- Students - Student Life and Personal Growth
- Finances - Fiscal Sustainability and Responsibility
- Community - Communication and Outreach

Each priority represents a major theme reiterated in the many conversations, activities and forums conducted over the past 2 years. Simultaneously, each priority is an area of focus where the school district may commit additional research, time, and resources to increase its overall effectiveness and satisfaction for the community and ultimately, its students. In reviewing the strategic priorities and the subsequent goal statements, one will find that some overlap with the prior plan exists. For example, in the Facilities priority, the district anticipates ongoing focus in this particular area. New policies and state regulations have impacted priorities as well. For instance, fiscal

sustainability and responsibility differ in 2017 from the 2011 plan. In a tax cap environment and in anticipation of a shifting workforce, financial solvency moves to the forefront of district financial planning. New issues and trends in academic programs such as STEAM (science, technology, engineering, arts, and mathematics) position for implementation.

Recommendations for Action

Labeled a 5 Year Strategic Plan, it is expected that the Strategic Priorities will remain the cornerstone of the district's work over the next 5 years; however, because the district cannot foresee all the challenges that it will face this year or in the future, the goal statements and initiatives/action items should be reviewed by the board of education and administrative team on an annual basis. As a "Work in Progress", new information and/or challenges that come into focus may require modifications to this document. In the past, the Board of Education recertified the plan at its annual Reorganization Meeting. It is recommended that this procedure continue.

Guiding Principles

The Mt. Pleasant Central School District benefits and draws its strength from:

- Students who are supported by dedicated parents and caretakers;
- A highly qualified and dedicated staff that includes teachers, administrators, and support staff;
- A strong community that ensures, with strong fiscal policies and controls, that the appropriate funds are available to support the school district.

Because of strong community support and a committed staff, the district can focus on a strategic plan that builds on the guiding principles of

- a pursuit of excellence
- collaboration
- communication, and
- integrity.

These strengths, and more importantly, ensuring the students under our care receive a high quality education that prepares them for life beyond the time we have them in the Mount Pleasant school system is our ultimate achievement.

MISSION STATEMENT

A mission statement is foundational to any strategic plan and answers the question “why do we exist?” Mission statements are meant to be concise, memorable and able to be placed on a T-shirt that everyone in the district would want to wear.

In the Mount Pleasant CSD, our mission is

To educate each student today for endless possibilities tomorrow.

VISION STATEMENT

While a mission statement answers the question “why?”, a vision statement paints a picture of what can be and defines the answer to the question “where are we going?”

For the Mount Pleasant CSD, the district image of the future is a place where we envision that by 2022

Each student will experience educational excellence and graduate as a self-directed, creative, curious and critical thinker who consciously and ethically engages their world with purpose.

INTRODUCTION

The framework of the Mount Pleasant CSD Strategic Plan is built around the concept of creating SMART goals that allow the district to target its work, measure its outcomes, and assure its success. Goals are designed to be completed over an approximately 12-24 month period of time and incorporate an outcome statement. Each goal links to a Strategic Priority as well as to an Initiative or Action Item that further defines the work to be accomplished as the goal reaches completion.

SMART, an acronym, when applied to goal setting stands for the following:

S - Specific

M - Measurable

A - Actionable

R - Realistic

T - Time-bound

Each SMART goal, then, is specific, measurable, actionable, realistic and timebound. In this plan, goal statements also will provide a “why” it is important as well as who will be responsible for the goal, what success looks like and when it will be achieved. The Key Performance Indicators (KPI) explicitly state the **measure, target, frequency, and source for successful goal implementation (measure= what you want to achieve; target=a % of achievement; frequency= how often are you reporting on this; source=where data or info is coming from).**

Smart goals and Key Performance Indicators were crafted for each of the six Strategic Priorities that emerged during the strategic planning process.

STRATEGIC PRIORITIES, SMART GOALS AND KEY PERFORMANCE INDICATORS (KPI)

Strategic Priority 1 Leadership - The Organization

SMART GOALS

1. Develop an administrative succession plan for 100% of the administrative team to ensure continuity and a seamless transition of leadership in the district.
2. Identify and implement a district wide framework to ensure that all district decisions, initiatives, and actions are aligned to the strategic plan in order to guarantee accountability, transparency, and efficiency.
3. Develop a teacher recruitment plan with a particular focus on hard to recruit areas of certification (sciences, math, world languages) to attract highly qualified teachers as present staff retire or leave the district.
4. Increase the current number of certificated staff who self select professional development outside of the school district offerings by 50% to promote self-directed, self motivated professional growth.

Key Performance Indicators

1. Leadership - The Organization

SMART Goals	Priority	Action Item	Measure	Who	Start/End	Cost \$
1. Develop an administrative succession plan for 100% of the administrative team to ensure continuity and a seamless transition of leadership in the district.		<p>1a. Confirm, update, and/or develop job descriptions for all administrative positions.</p> <p>1b. Determine essential characteristics and certifications required for each administrative position.</p> <p>1c. Identify all members of the staff who possess NYS administrative certification.</p> <p>1d. Conduct an interest survey of certificated staff</p> <p>1e. Match interested qualified staff to appropriate line of</p>	<p>1a. Job descriptions for all adm positions</p> <p>1b. All job descriptions contain essential characteristics and key terms along with associated certifications.</p> <p>1c. Certification Report using appropriate databases</p> <p>1d. Annual questionnaire and report</p> <p>1e. Succession Recommendation Report</p> <p>1e. Annual focus</p>	<p>Superintendent</p> <p>Director of Curriculum</p> <p>Director of PPS</p> <p>Director of Business</p> <p>Exec. Asst. for HR</p>		

		<p>succession.</p> <p>1e. Plan for professional development leading to adm certification and/or administrative experiences that may include mirroring adm responsibilities to support successful transitions.</p>	<p>statements and evaluations reflect PD goals</p>			
<p>2. Identify and implement a district wide framework to ensure that all district decisions, initiatives, and actions are aligned to the strategic plan in order to guarantee accountability, transparency, and efficiency.</p>		<p>2a. Research dashboards for strategic plan.</p> <p>2b. Select a dashboard for the strategic plan.</p> <p>2c. Implement a dashboard districtwide.</p>	<p>Annual budget proposal to support the selection, implementation and professional development to utilize the dashboard</p>	<p>Superintendent</p> <p>Director of Curriculum</p> <p>Director of Business</p>		
<p>3. Develop a teacher recruitment plan with a particular focus on hard to recruit areas of certification (sciences, math, world languages) to attract highly qualified teachers as present staff retire or leave the district.</p>		<p>3a. Assess all tenure areas to determine areas of anticipated need.</p> <p>3b. Identify regional and national recruitment fairs</p> <p>3c. Contact schools of</p>	<p>3a. Staffing seniority report with anticipated need</p> <p>3b. Calendar of regional and national fairs to attend</p>	<p>Director of Curriculum</p> <p>Director of PPS</p> <p>Principals</p> <p>Exec. Asst. for HR</p>		

		<p>education regarding partnerships/recruitment opportunities</p> <p>3d. Using interest survey information, encourage current staff to obtain additional certifications in high need areas.</p>	<p>3c. Report of schools of education contacted and opportunities available</p> <p>3d. Interest letter/faculty meeting with staff to provide information and extend invitation to apply.</p>			
<p>4. Increase the current number of certificated staff who self select professional development outside of the school district offerings by 50% to promote self-directed, self motivated professional growth.</p>		<p>4a. Using MLP, determine the number of staff who currently are self directed to professional growth.</p> <p>4b. Survey staff regarding PD interests</p> <p>4c. Offer PD in surveyed areas.</p> <p>4d. Speak with staff who have not taken outside PD in 2 or more years.</p>	<p>4a. Report from MLP</p> <p>4b. Survey results</p> <p>4c. PD calendar with offerings</p> <p>4d. Annual faculty evaluations include comment and rating</p>	Director of Curriculum		

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Strategic Priority 2

Academics - Collaborating, Creating, and Learning

SMART GOALS

1. Embed a practice into the unit planning design process that requires all faculty to identify strategies to meet the instructional needs of diverse learners.
2. Establish a K-12 structure for vertical alignment among all subject areas that documents a clear continuum of skills and content in order to ensure that the articulated curriculum is the taught curriculum.
3. Develop a comprehensive approach to annually review all district-wide course offerings and/or new course offerings to ensure an expansion of relevant 21st century student learning in their scope and sequence.
4. Review and/or upgrade all instructional tools for learning throughout the district to ensure both the transformation of the curriculum and students' access to the curriculum.

Key Performance Indicators

2. Academics - Collaborating, Creating, and Learning

SMART Goals	Priority	Action Item	Measure	Who	Start/End	Cost \$
1. Embed a practice into the unit planning design process that requires all faculty to identify strategies to meet the instructional needs of diverse learners.		<p>1a. Format all district curriculum map templates to include differentiation as a feature of the unit plans within the NYLearns platform.</p> <p>1b. Communicate the adjustment of the unit plan template to all faculty, along with the expectation to use the framework for differentiation, as per Cindy Strickland.</p> <p>1c. Design a process by which unit plans are reviewed to ensure differentiation practices have been appropriately integrated.</p> <p>1d. Curate exemplars of high quality differentiation within the unit plans to highlight for the full district faculty.</p>	<p>1a. Templates</p> <p>1b. Agenda/Minutes Faculty Meetings</p> <p>1c. CIAC procedure and minutes</p> <p>1d. Exemplar database</p>	<p>1a. Director of Curriculum</p> <p>1b. Director of Curriculum Principals Curriculum Leaders</p> <p>1c. Director of Curriculum Principals CIAC</p> <p>1d. Director of Curriculum Principals Curriculum Leaders CIAC</p>		

<p>2. Establish a K-12 structure for vertical alignment among all subject areas that documents a clear continuum of skills and content in order to ensure that the articulated curriculum is the taught curriculum.</p>		<p>2a. Create a template for organizing all standards, and performance indicators across each subject area and along the K-12 continuum (refer to the WMS Math Compacted Curriculum Document).</p> <p>2b. Convene a team of representatives on behalf of each subject area to develop the document along the K-12 continuum.</p> <p>2c. Present the updated vertical alignment document to each department for review and revision.</p> <p>2d. Finalize the vertical alignment document with the representative team.</p> <p>2e. Integrate any newly articulated expectations into the unit plans.</p> <p>2f. Revise the pre-observation conference planning worksheet to include an explicit question that asks teachers to link the lesson goals to the alignment document.</p>	<p>2a. Template</p> <p>2b. Team</p> <p>2c. And 2d. Alignment Document (Format to be determined)</p> <p>2e. Unit plans in NY Learns</p> <p>2f. Worksheet</p> <p>2g. 100% of all observations and evaluations will reflect evidence as stated.</p>	<p>2a. Director of Curriculum Principals CIAC</p> <p>2b. Director of Curriculum Principals Curriculum Leaders</p> <p>2c. Director of Curriculum Principals Curriculum Leaders</p> <p>2d. Principals Curriculum Leaders</p> <p>2e. Principals Curriculum Leaders</p> <p>2f. Director of Curriculum CIAC/APPR committees</p> <p>2g. All administrative team observers</p>		
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		2g. When engaging in the observation and evaluation process, ensure evidence of fidelity to the alignment document is visible during instruction (Domains 1 and 3).				
3. Develop a comprehensive approach to annually review all district-wide course offerings and/or new course offerings to ensure an expansion of relevant 21st century student learning in their scope and sequence.		<p>3a. Principals meet with building level faculty committees to discuss course offerings and expansion of learning possibilities in each school.</p> <p>3b. Building committees report at the CIAC to review topics of existing courses and/or propose new courses, with consideration of innovative and emerging societal/industry trends.</p> <p>3c. Annual budgets reflect proposals of the CIAC to ensure ongoing support of innovation and creativity within the curriculum and in the schools.</p>	<p>3a. Meeting agendas and minutes.</p> <p>3b. CIAC agendas, minutes and reports</p> <p>3c. Budget proposals</p>	<p>3a. Principals</p> <p>3b. Director of Curriculum Principals CIAC</p> <p>3c. Administrative Council</p>		
4. Review and/or upgrade all instructional tools for learning throughout the		4a. Define “instructional tools for learning” in the district.	<p>4a. Document</p> <p>4b. Meeting</p>	<p>4a. CIAC</p> <p>4b. Principals</p>		

<p>district to ensure both the transformation of the curriculum and students' access to the curriculum.</p>		<p>4b. Building level faculty committees, led by the building principal, will meet to ensure a shared understanding of the definition “instructional tools for learning” with teachers at all grade levels.</p> <p>4c. An annual inventory of instructional tools for learning per building is prepared and submitted to the CIAC for review and inclusion in a district wide inventory.</p> <p>4d. As part of the annual budget and review process, usage and instructional impact data will be collected and analyzed prior to authorizing ongoing fiscal commitments to a product, service or practice.</p>	<p>minutes</p> <p>4c. Inventory</p> <p>4d. Report</p>	<p>Teachers</p> <p>4c. Principals Teachers CIAC</p> <p>4d. Administrative Council</p>		
<p>5. Communicate the vertically and horizontally articulated K-12 curriculum for all subject areas that documents a clear continuum of skills and content.</p>		<p>5a. Appoint curriculum leaders in all subject areas.</p> <p>5b. Determine distribution:</p> <ul style="list-style-type: none"> ● Course outlines ● Web site - curriculum ● Open houses ● Curriculum coffees 	<p>5a. Fill positions</p> <p>5b. End of project distribution report</p>	<p>5a. Superintendent Director of Curriculum Director of Business Adm Principals</p> <p>5b.</p>		

		<ul style="list-style-type: none">• Board of education presentations		Superintendent Director of Curriculum Principals		
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Strategic Priority 3

Students - Student Life and Personal Growth

SMART GOALS

1. Implement a practice K-12 for students to identify a goal for achievement at the completion of the academic year to encourage personal growth.
2. Provide and infuse SEL skills and framework into curricula and school culture to enhance students' ability to integrate thinking, feeling, and behaving to achieve important life tasks.
3. Establish a K-12 protocol for student participation in a volunteer activity either at the school, local or global community level that promotes an understanding of their impact on the world beyond themselves.
4. Develop and implement a plan in which students, parents and/ or teachers meet to identify, discuss and propose improvements/changes in order to enhance Student Life within the Mount Pleasant Schools.

Key Performance Indicators

3. Students - Student Life and Personal Growth

SMART Goals	Priority	Action Item	Measure	Who	Start/End	Cost \$
1. Implement a practice K-12 for students to identify a goal for achievement at the completion of the academic year to encourage personal growth.		<p>1a. Review current practices that exist at each building.</p> <p>1b. Using the IB Learner Profile, align current practices and develop a common language.</p> <p>1c. Secondary level - Working with the faculty, determine a disposition from Habits of Mind or an attribute from the IB Learner Profile to focus on for each grade level each year.</p> <p>Elementary Level - Working with the faculty, review the attributes from the</p>	<p>1a. Report</p> <p>1b and 1c TBD</p>	<p>1a. Principals Assistant Principals</p> <p>1b. Director of Curriculum Director of PPS Principals APs</p> <p>1c. Director of Curriculum Principals APs Faculty</p>		

		IB Learner Profile to focus on for each grade level each year.				
2. Provide and infuse SEL skills and framework into curricula and school culture to enhance students' ability to integrate thinking, feeling, and behaving to achieve important life tasks.		<p>2a. Recommend a district SEL framework for district adoption.</p> <p>2b. Share approved SEL framework with building leadership.</p> <p>2c. Identify current building initiatives and practices that support the framework and identify areas of need.</p> <p>2d. Develop a building level team (eg. grade level, BLT, committee) that provides tools, strategies, ideas and guidance on SEL framework skills in each classroom</p>	<p>2a. Presentation</p> <p>2b. Meeting minutes</p> <p>2c. Report</p> <p>2d. Team</p>	<p>2a. Director of PPS Director of PE, Health and Athletics Wellness/SEL Committee</p> <p>2b. Director of PPS Director of PE, Health and Athletics Director of Curriculum Principals</p> <p>2c. Principals Psychologists Social Worker Guidance Counselors</p> <p>2d. Principals Psychologists Social Worker Guidance Counselors</p>		

3. Establish a K-12 protocol for student participation in a volunteer activity either at the school, local or global community level that promotes an understanding of their impact on the world beyond themselves.		<p>3a. Develop a list of volunteer/ involvement opportunities.</p> <p>3b. Enlist faculty/staff volunteers to mentor students through the volunteer experience.</p> <p>3c. Provide avenue for students to share their experience with the school community.</p>	<p>3a. List</p> <p>3b. Meeting, agenda, minutes, report of activity</p> <p>3c. Building reports</p>	<p>3a. Principals APs Guidance Counselors Faculty</p> <p>3b. Principals APs Faculty</p> <p>3c. Principals APs Faculty</p>		
4. Develop and implement a plan in which students, parents and/ or teachers meet to identify, discuss and propose improvements/changes in order to enhance Student Life within the Mount Pleasant Schools.		<p>4a. Create a student life committee at each building.</p> <p>4b. Committee representatives meet quarterly with principals to share ideas.</p> <p>4c. Principals share ideas with Superintendent.</p> <p>4d. Start each</p>	<p>4a. Committee</p> <p>4b. Report of agendas and minutes, activity</p> <p>4c. AC meeting agenda item and minutes</p> <p>4d. Survey and report of results</p>	<p>4a. Principals APs Faculty and staff</p> <p>4b. Committee members</p> <p>4c. Principals</p> <p>4d. Coordinator of Communication</p>		

		school year with Needs Survey to elicit input and ideas from students, staff, and families.				
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Strategic Priority 4

Facilities - Creating a Safe, Productive Learning Environment

SMART GOALS

1. Develop a district standard for classroom design in order to accommodate the needs of all faculty and students to continue attracting families and staff to the Mount Pleasant school district.
2. Create a physical environment that is safe and reliable that includes updates and repairs to current building structures to ensure a comfortable, healthy, and professional learning/work environment.
3. Enhance district safety and security through security system implementation and upgrades, building and grounds repairs and upgrades , and staff training.

Key Performance Indicators

4. Facilities - Creating a Safe, Productive Learning Environment

SMART Goals	Priority	Action Item	Measure	Who	Start/End		Cost \$
1. Develop a district standard for classroom design in order to accommodate the needs of all faculty and students to continue attracting families and staff to the Mount Pleasant school district.		1a. Create a K-12 classroom design team. 1b. Identify SED regulations for classroom spaces (non-negotiables) 1c. Research UDL spaces 1d. Develop template for standard Elementary and Secondary classrooms based on UDL design	1a. Committee member list 1b. Documented Regulations from SED Facilities Planning 1c. Documented Regulations from SED Facilities Planning 1d. Template	1a. Director of Facilities (chair) Administrators Teachers Custodians/Facilities Rep Students Parents 1b. Classroom design team 1c. Classroom design team 1d. Classroom design team			
2. Create a physical environment that is safe and reliable that includes updates and repairs to current building structures to		2a. Seek outside funding sources and resources to continue to enhance and modernize	2a. Grants 2b. Budget Proposals 2c. 25% more cameras and	Superintendent Directors Principals			

<p>ensure a comfortable, healthy, and professional learning/work environment.</p>		<p>facilities and learning spaces</p> <p>2b. Include program enhancements and modernizations in the annual budget.</p> <p>2c. Add cameras and increase security devices incrementally across the district.</p> <p>2d. Research and implement a system where all district Clocks/PA systems are connected to VOIP</p>	<p>devices.</p> <p>2d. Budget proposal and estimate for scope of work</p>				
<p>3. Enhance district safety and security through security system implementation and upgrades, building and grounds repairs and upgrades, and staff training.</p>		<p>3a. Coordination with building administration to ensure scope of bond work minimally impacts ongoing student</p>		<p>3a. Superintendent Director of Facilities Director of Business</p> <p>3b. Director of Facilities Director of Business Adm.</p>			

		<p>instruction.</p> <p>3b. Review and prioritize program enhancements as identified in the district's 5-Year Facilities Plan</p>					
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Strategic Priority 5
Finances - Fiscal Sustainability and Responsibility

SMART GOALS

1. Develop a long range financial plan that accounts for historical and forecasted financial information to inform fiscally responsible decisions that support the other goals of the strategic plan.
2. Develop a summary document that identifies the existing internal procedures that provide for fiscal oversight and transparency.

Key Performance Indicators

5. Finances - Fiscal Sustainability and Responsibility

SMART Goals	Priority	Action Item	Measure	Who	Start/End	Cost \$
1. Develop a long range financial plan that accounts for historical and forecasted financial information to inform fiscally responsible decisions that support the other goals of the strategic plan.		1a. Develop a template for reporting historical and forecasted financial information.	1a. Reporting Template	1a. Director of Business Adm.		
		1b. Obtain updated demographic enrollment projections from demographer.	1b. Demographers report	1b. Director of Business Adm. Office Asst. - Financial		
		1c. Conduct annual “Financial State of the District” presentation.	1c. Annual Meeting Presentation	1c. Superintendent Director of Business Adm.		
2. Develop a summary document that identifies the existing internal procedures that provide for		2a. Create itemized list of fiscal oversight procedures.	2a. List	2a. Director of Business		
			2b. Professional Handbook	2b. Director of Business		

<p>fiscal oversight and transparency.</p>		<p>2b. Distribute procedures to staff through Professional Handbook.</p> <p>2c. Provide procedures to Audit Committee and report to Board of Education.</p> <p>2d. Review End of Year Compliance procedures.</p>	<p>2c. Report to Audit Committee and BOE</p> <p>2d. Annual End of Year Report</p>	<p>District Office Staff</p> <p>2c. Director of Business Adm.</p> <p>2d. Director of Business Adm.</p>		
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Strategic Priority 6

Community - Communication and Outreach

SMART GOALS

1. Develop a communication plan to ensure that important information is shared with stakeholders in a timely manner.
2. Develop a mechanism to gain input and feedback from students regarding issues/topics of concerns in order to ensure all voices are heard and inform decisions.
3. Develop an accurate and recognizable Mount Pleasant brand that identifies our district strengths that all stakeholders agree upon in order to garner, maintain and consolidate the support of all stakeholders in our community and beyond.

Key Performance Indicators

6. Community - Communication and Outreach

SMART Goals	Priority	Action Item	Measure	Who	Start/End	Cost \$
1. Develop a communication plan to ensure that important information is shared with stakeholders in a timely manner.		1a. Identify external and internal stakeholders and positions and/or interests. 1b. Identify current communication systems. 1c. Survey how stakeholders receive information and their preferred method of communication. 1d. Collect data on stakeholder usage for current platforms.	District Communication Report	1a. Administrative Council Coordinator of Communications 1b. Coordinator of Communications 1c. Coordinator of Communications 1d. Coordinator of Communications		

<p>2. Develop a mechanism to gain input and feedback from students regarding issues/topics of concerns in order to ensure all voices are heard and inform decisions.</p>		<p>2a. Investigate technological mechanisms and platforms available to gain input and feedback from students.</p> <p>2b. Review current mechanisms in place in district that may be used more fully to gain input/feedback.</p> <p>2c. Expand WHS and WMS Principals' groups to obtain student input.</p> <p>2d. Involve student government in decision making, including a student liaison to the Board of Education.</p>		<p>2a. Coordinator of Communications Director of Technology</p> <p>2b. Coordinator of Communications Administrative Council</p> <p>2c. Principals</p> <p>2d. Superintendent Principals</p>		
<p>3. Develop an accurate and recognizable Mount Pleasant brand that</p>		<p>3a. Research brand development</p>	<p>3a. Proposal to BOE</p>	<p>3a. Superintendent Director of Business Adm.</p>		

<p>identifies our district strengths that all stakeholders agree upon in order to garner, maintain and consolidate the support of all stakeholders in our community and beyond.</p>		<p>professional services to assist in district branding efforts.</p> <p>3b. Create a district branding team.</p> <p>3c. Engage brand developer to work with district team to brand district's unique characteristics.</p> <p>3d. Create a recognizable brand that incorporates the district vision and mission.</p> <p>3e. Ensure brand is communicated to stakeholders and larger community.</p> <p>3f. Include brand in all district communications, including letterhead, website, emails, buildings, athletic</p>	<p>3b. Appointment by BOE</p> <p>3c. 3d. Brand and logo presented to community</p> <p>3e. Newslink Newsletters Promotional materials, including video</p> <p>3f. All documents, correspondence, et.al.</p> <p>3g. Presentation and discussion with the board of education</p>	<p>3b. Superintendent</p> <p>3c. Superintendent Director of Business Adm.</p> <p>3d. Team</p> <p>3e. Superintendent Team</p> <p>3f. Superintendent Adm Council</p> <p>3g. Superintendent Director of Business Adm.</p>		
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		gear. 3g. Explore name change for the district with Board of Education and stakeholders				
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