



Strategic Plan Update

Drafting Goal Statements

How We Approached the Goal Statements

1. **Brainstorm priorities.** In Dec, the Working Group brainstormed potential goal areas and key concepts to include based on its data review. The Board also shared ideas as part of its workshop.
2. **Drafting.** The Core Team drafted goal statements building on the ideas shared. We also validated the goal areas by noting the supporting data and connection to key words.
3. **Review and Refine.** The Working Group and District Administrators reviewed and provided feedback on the goal statements, which we then revised. We are also seeking input from school teams and the broader community as we work to finalize the statements in early March.

Data Informing the Goal Statements



Hundreds of student, community, and staff surveys



Visits to all 11 school campuses



1:1 interviews with all 7 Board members



Student focus groups at the middle and high school levels



Focus groups with administrators and school communities



Dozens of data points covering academics, operations, & culture

See the Working Group's data deck [here](#).

Considerations

- These goal statements build on work BHS has already done creating its mission, vision, why statement and tagline.
- The goal statements do not reference everything the district does. Rather, we intentionally focused the statements on the areas and ideas that the working group (and data) highlighted as most important to address.
- The goal statements were designed to describe where the strategic plan will lead the district. The initiatives – which will be the focus of the next meeting - will describe *how* the district gets there.
- We considered having a standalone goal area related to community, but decided that there is a community element to all of the goal areas and will weave community into the initiatives.

Draft Goal Statements

1. Learning for a Changing World

Bloomfield Hills Schools provide engaging, real-world learning experiences that are academically rigorous and continually evolving so that every student can excel anywhere, both today and in the future.

2. A Culture Where Students Thrive

Bloomfield Hills Schools cultivates a culture that promotes student well-being by ensuring every learner feels known, valued, and safe.

3. A Team Rooted in Care & Collaboration

Bloomfield Hills Schools supports a professional team where every member feels valued and empowered as partners in our shared commitment to student success.

4. Focused Investments for A Strong Community

Bloomfield Hills Schools aligns resources where they have the greatest impact on students and drive long-term community success.

1. Learning for a Changing World

Bloomfield Hills Schools provide engaging, real-world learning experiences that are academically rigorous and continually evolving so that every student can excel anywhere, both today and in the future.

Supporting data points

- Only 66% of students surveyed agreed with the statement “I feel like what I’m learning in school will help me in the future,” while 68% agreed with the statement, “I enjoy learning at school.” ([Slide 39](#))
- When students were asked on a survey how school should better support students, the following rose to the top: real-life & practical skills, career exploration & preparation, personalized & flexible learning, hands-on, experiential learning ([Slide 40](#))
- When parents were asked the same question on a survey, “real-life learning” rose to the top. ([Slide 40](#))
- In a survey, both parents and staff ranked career exploration as one of the district’s weakest areas ([Slides 49 & 54](#))
- In a staff survey, the need for more targeted supports for some students arose as a theme to an open-ended question ([Slide 50](#))
- Academic data indicate significant learning gaps for some student groups ([Slides 27-31](#))

Key words. *real-world learning, relevant, engaging, hands-on learning, supporting ALL students, rigor, innovation, consistency, career exploration, academics, academic excellence*



Belong Here
EXCEL ANYWHERE

2. A Culture Where Students Thrive

Bloomfield Hills Schools cultivates a culture that promotes student well-being by ensuring every learner feels known, valued, and safe.

Supporting data points

- On a nationally normed student culture survey, “sense of belonging” was the only area where BHS students scored below average (Slide 44).
- In a survey, both parents and staff ranked student mental health as one of the district’s three weakest areas (Slides 49 & 54)
- Student focus groups noted that while BHS has a lot of diversity and students are generally “nice,” friend groups tend to stick together and individual students can feel excluded. (Student focus groups)

Key words. *students, belonging, well-being, mental-health, safety*

3. A Team Rooted in Care & Collaboration

Bloomfield Hills Schools supports a professional team where every member feels valued and empowered as partners in our shared commitment to student success.

Supporting data points

- In a staff survey, “I feel valued.” received a score of just 3.36 out of 5. ([Slide 47](#))
- In a staff survey, respondents expressed a desire for the Central Office to engage school-level staff in meaningful ways, including across grade-levels and roles. ([Slide 50](#))
- A focus group with high school staff noted that transition within the Central Office over the last several years has put pressure on ties with school staff. (Focus group conversation)
- Both the Working Group and District Administrators considered whether it was appropriate to have a goal area focused on staff (and whether to fold the broader community into this goal area). Those conversations emphasized that staff often get lost within the broader community bucket and that it felt both important and meaningful to have a dedicated goal area related to staff. (Working Group and District Administrator discussions)

Key words. *belonging, staff, valued*



4. Focused Investments for a Strong Community

Bloomfield Hills Schools aligns resources where they have the greatest impact on students and drive long-term community success.

Supporting data points

- Student enrollment is projected to decrease by about 1,000 students over the next 10 years. (Slide 16)
- The number of staff has decreased more slowly than the number of students (Slide 11)
- Some classes have very low enrollment (Slide 17).
- BHS spends more per pupil than the surrounding school district. (Slide 9).
- The relative value and costs of different programmatic decisions is unclear. (Discussion point during Working Group sessions and Board interviews)

Key words. *focus, impact, student outcomes, invest, resources, let go, coherence*