



District Strategic Plan

2014-2019



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To the Clarenceville Community:

The Clarenceville School Board is pleased to present this Strategic Plan to the Clarenceville Community. It is a plan built on our proud legacy of “Building Futures since 1837”. This plan recognizes the strengths of our schools while identifying opportunities for improvement along with recommendations for taking action, monitoring progress and modifying plans.

Successful organizations embrace this cycle of continuous improvement and it has become the foundation of the District’s mission and vision. This Strategic Plan was developed with a high level of community involvement and will guide our actions for the next five years. The Board will strive to provide the resources needed to accomplish the Plan’s goals and will monitor progress toward achievement of these goals.

The Plan recognizes and anticipates challenges that the District may confront in the future. It provides a roadmap that will allow the Board to plan proactively rather than reacting to challenges as they emerge. This guide, along with the ongoing commitment the Clarenceville Community makes to our students, are critical to our success. We are grateful for our ongoing partnership with you, our community, as we strive to achieve the ambitious goals of this Strategic Plan.

Respectfully,

The Clarenceville Board of Education

Matthew Boettcher, President **Sharon Simpson**, Vice-President **Mark Brooks**, Secretary **Brenda Uren**, Treasurer
Kimberly Bibik, Trustee **Cindy Immonen**, Trustee **Richard Tannous**, Trustee

The Clarenceville School District's number one goal is to “*Build Futures*”

which reflects the commitment to place students first in improving student achievement, reaching academic excellence, raising high school graduation rates, and preparing our students for postsecondary options. As part of the district's commitment towards increasing academic achievement, improving our accountability and strengthening our responsiveness to the public we serve, we want to encourage everyone - Clarenceville School District employees, members of the public at large, students, parents, and taxpayers--to be involved in our schools.

Mission

The mission of the Clarenceville School District is to provide individuals a variety of educational opportunities that enable them to become lifelong learners and productive members of a changing world.

Vision

The vision of Clarenceville School District is that all students be empowered to face the challenges of the 21st century. We provide our students with an academic foundation designed to promote the skills necessary to be successful in an ever changing and global society: problem solving, effective communication, technical skills, critical and creative thought, an understanding and appreciation of diverse cultures and physical, social, and emotional wellness.

Supported by an enthusiastic faculty, dedicated staff, committed families, and a proud community, we create a safe and caring environment that fosters deep and enduring personal relationships. Within this supportive atmosphere, our students explore their talents and interests, set individual and group goals, and pursue courageous endeavors in all areas of their lives. Cooperative relationships among families, businesses, organizations, community members, and the school provide strong ties which enhance learning beyond the walls of the school.

We value a culture of civility where all stakeholders are treated with fairness, are celebrated for their successes, and are respected for their contributions.

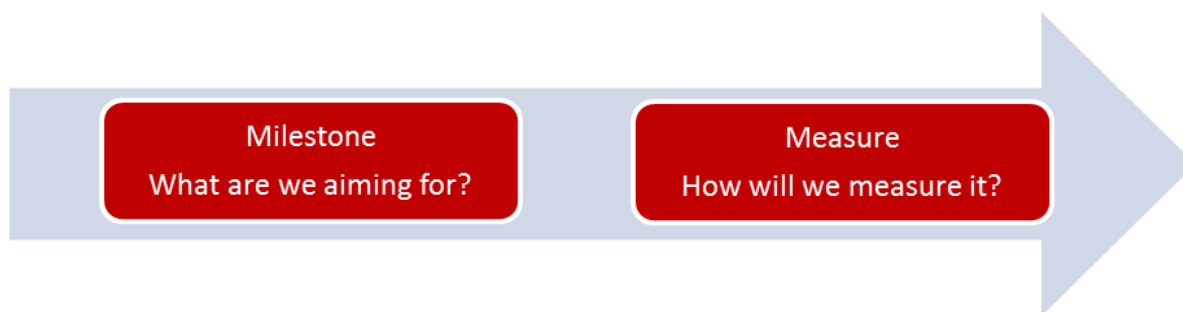
We prepare our students to live their lives with resilience, compassion, and above all integrity. As our students move through life we know that they are prepared to act knowledgeably, lead thoughtfully, share generously, and contribute meaningfully.

Development of a Strategic Plan:

The Plan is intended to be a roadmap that will guide the actions and decision-making of schools and the district over the next five years. The district believes it is important to have a strong, coherent Plan, but recognizes that consistent, quality execution is even more important. District resource allocation decisions, particularly those related to budget, will need to be aligned with Plan priorities and made through a transparent process. In some areas, district leadership will need to sequence and scale changes over time. Finally, district leadership will continue to engage staff at all levels in planning and decision-making related to their work.

Targeted Outcomes

The District will hold itself accountable by keeping up with the states AMO targets, as well as targets for graduation.



Reading to learn at the end of 3rd grade	% of students proficient in both ELA and Mathematics on the annual state test and NWEA Progress Monitoring
Prepared for middle school at the end of 5th grade	% of students proficient in both ELA and Mathematics on the annual state test and NWEA Progress Monitoring
Prepared for high school at the end of 8th grade	% of students proficient in both ELA and Mathematics on the annual state test and NWEA Progress Monitoring
On track to graduate at the end of 9th grade	% of 9th grade students who have both: • Scored proficient in both ELA and Mathematics on the annual state test and NWEA Progress Monitoring • Successfully completed >7 credits
Ready for college and career success at the end of 11th grade	% of 11th grade students who have: • Scored proficient in both ELA and Mathematics on the annual state test and NWEA Progress Monitoring and • Successfully completed >21 credits
Graduating from high school in 4 years	% of students in entering 9th grade cohort who graduated 4 years later (not including transfers to other districts)
College or technical school enrollment	% of graduates enrolling in a 2 or 4 year college or certified technical school within 6 months of graduation

Goal 1:

Provide all students with equitable access to rigorous curriculum with aligned instructional materials and assessments in all subjects and all grade levels.

Strategic Initiatives

1.1 - Develop or adopt new, aligned curricula and instructional materials

Develop or adopt new district-wide curricula with aligned instructional materials for Mathematics, English Language Arts, Science, Social Studies, Career Technical Education, Fine Arts, World Languages, and Health/Physical Education. Align all the elements with CCSS and/or Michigan Learning Expectations to prepare students for college and careers. The new curriculum frameworks will clearly articulate effective practices and interventions for all students.

1.2 - Develop or acquire comprehensive assessment system

Develop or acquire and implement assessments for all subjects. Provide training and support for teachers' use of assessment data to guide instruction. Assess schools' technology infrastructure to determine needs; develop a plan to use available resources to meet technical infrastructure needs including wiring, network capacity and hardware.

1.3 - Develop or adopt an instructional framework

To drive instructional improvement and systems alignment, develop or adopt a district-wide instructional framework. Professional development and evaluation activities, including classroom observations, will be aligned to the instructional framework to ensure consistency across the district.

1.4 - Build systemic capacity within schools and the central office to effectively implement the new curricula and CCSS and help teachers engage their students in learning

Provide teachers with ongoing professional learning experiences that empower them with the knowledge, skills, and tools necessary to use the new curriculum frameworks and instructional resources. The professional learning should help teachers better understand the requirements of the CCSS, raising expectations for student learning at all grade levels so that graduating students will meet college and career readiness standards. It should also help teachers to effectively manage their classrooms, create a positive learning environment, and engage all students in rigorous learning.

1.5 - Abandon instructional initiatives, programs, materials and other resources as we find new ones that will more effectively support the new curricula and district goals

As new curricula, materials, and professional development become available, explicitly end the use of other curricula, materials, assessments, programs, and professional development that conflict with, overlap, or distract from effective implementation.

1.6 - Promote instructional supports for emergent literacy and numeracy in the primary grades, inclusive of supports for at-risk students and families.

Because many CSD students enter school without reading and numeracy skills, align instructional professional development and external partnerships with organizations focused on early learning/readiness to provide extra support to preK-3 students and their teachers. Ensure that primary students have the foundational skills and knowledge necessary to stay on track academically in later grades. Develop skills and resources in working with at-risk students and families.

Timeline

-  = Items that have already been started prior to 2014-2015
-  = Items that have yet to be implemented

Strategic Initiative 1.1	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initial rollout of CCSS aligned K-12 curriculum					
On-going refinement of curricula according to instructional needs identified in data					
Develop or acquire secondary Math materials -	6-8 Middle School Algebra	Geometry	Algebra 2		
Rollout new Social Studies and Science curriculum frameworks					
Develop or acquire K-12 Science and Social Studies materials					
On-going Refinement of Social Studies and Science curricula based on instructional needs identified in data					
Develop instructional materials/programs specifically focused on interventions and advancement.					

Strategic Initiative 1.2	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initial rollout of CCSS aligned K-12 assessments					
Ensure infrastructure readiness for technology-based assessment rollout					
Initial rollout of mandated technology-based assessment SBA					

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Strategic Initiative 1.3	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Adopt instructional framework					
Train teachers and administrators on new instructional framework					
Provide on-going opportunities for administrators to calibrate and dialogue regarding the new framework					
Targeted Training on the instructional framework according to data trends indicating areas in greatest need of improvement					

Strategic Initiative 1.4	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Provide continued Professional Learning revolving around implementation of the CCSS					
Develop PLC's and PLN's that support the implementation of CCSS and supports student engagement					
Provide on-going opportunities for teachers to calibrate and dialogue with peers regarding classroom data during PLC's					
Develop a teacher leadership infrastructure that supports learning and builds internal capacity					

Strategic Initiative 1.5	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Assess current instructional Programs, initiatives, and resources/material; abandon those that do not directly support the new curricula and district goals					

Strategic Initiative 1.6	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Launch pre K-3 early literacy initiative					
Develop skills/resources in working with students of poverty and other at-risk youth.					

Goal 2:

Communicate effectively with all district stakeholders

Strategic Initiatives

2.1 - Build trust through dialogue and engagement with parents and families

Establish channels for dialogue and engagement between teachers, school leaders, school staff, and families. Provide principals with assistance, tools, and models for building inclusive school communities that align supports and expectations. While all CSD employees share responsibility for making families feel welcome and supported, principals are accountable for ensuring that their school buildings are welcoming and responsive to parents and families.

2.2 - Improve internal communications within the district

Develop and implement an internal communications strategy that provides structures and processes for effective communication among central office departments, between schools and central office units, and among and within schools. Focus on consistent, clear, accurate two-way communication between school administrators, teachers, and other school staff and district administration. Provide communication training to district administrators and school principals.

2.3 - Improve communications with families and community members

Develop and implement an external communications strategy that provides multiple channels for communicating with parents and community residents about district priorities and progress. Provide assistance to school-based staff to strengthen communication with parents and community members about school and district priorities and initiatives. Evaluate and assess how schools are communicating with and engaging parents and the community.

2.4 - Provide the community with regular reports on progress

The district will host an annual “State of the District” event that includes the release of a published report on district progress and a scorecard that reports trend and benchmark information on student outcomes

Timeline



= Items that have already been started prior to 2014-2015



= Items that have yet to be implemented

Strategic Initiative 2.1	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initial multi-year communication training for district administrators and Principals.					

Strategic Initiative 2.2	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop Internal Communications Plan					

Strategic Initiative 2.3	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop School-based Communications Teams					
Develop and monitor grade specific communication plans					

Strategic Initiative 2.4	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Host annual "State of the District" event					
Develop easy to read instructions for accessing the school report cards on mischooldata.org					

Goal 3:

Develop Infrastructure to Support Student Success

Strategic Initiatives

3.1 - Build family/school partnerships to support student learning

Empower families by showing them how to partner with schools and teachers to support their children's learning. Provide teachers and school leaders with tools and skills to build and advance partnerships with families. Hold educators and schools responsible for successfully engaging families in the education of their children.

3.2 - Use special education resources and services to maximize inclusion of students with disabilities in general education classrooms and increase their access to and progress in the general curriculum

Create systems to appropriately identify students with disabilities in accordance with State and Federal guidelines. Provide students with disabilities differentiated instruction and academic supports through research-based practices that are both responsive to individual needs and aligned with the district's instructional strategy for all students. Align all special education activities through a continuum of services to consistently deliver tiered academic and behavioral interventions. Improve the quality of overall Tier 1 instruction and classroom management generally so that struggling learners, particularly students of poverty or students presenting behavioral challenges, are not incorrectly identified as students with disabilities.

3.3 - Develop, implement and monitor a coherent, fair and equitable district-wide student discipline system

Conduct a thorough review of school-based disciplinary practices and develop a research-based, positive behavior management system. Create the infrastructure to consistently address student behavior, including the policies and tools necessary to support educators in the implementation of a coherent system. Monitor practices over time and modify the system as necessary.

3.4 - Build community/school partnerships that address local needs

Facilitate new local partnerships that build on community strengths and resources to address unmet student needs. Evaluate the effectiveness of existing community partnerships and discontinue partnerships that do not align with goals, meet student needs, and advance student achievement.

3.5 - Optimize the use of resources for maximum impact on student learning

Regularly incorporate budget discussions into administrative and team meetings to present well-conceived plans, aligned with district and school improvement plans, for using district resources to improve schools. Strategically direct resources to address the district's most pressing needs, most challenged buildings and most at-risk students.

3.6 - Invest strategically in instructional technology to support teaching and learning, promote efficiency and effectiveness of all staff, and ensure a robust infrastructure.

Incorporate and integrate technology into the curriculum, instruction and assessment to enhance student achievement. Increase the level of employee and student technology proficiency by providing professional, job-embedded professional development. Utilize technology to create home-to-school partnerships between all stakeholders.

Timeline

 = Items that have already been started prior to 2014-2015

 = Items that have yet to be implemented

Strategic Initiative 3.1	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop materials to encourage family engagement in student learning and provide parents, teachers and school leaders with training on their use					

Strategic Initiative 3.2	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initiate a multi-year process to restructure our Multi-Tiered Systems of Support model, and develop a streamlined identification process					

Strategic Initiative 3.3	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Review data on disciplinary practices					
Develop a coherent district-wide strategy for discipline					
Develop a plan to implement and monitor fair and equitable discipline practices					

Strategic Initiative 3.4	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Conduct audit of all current partnerships by school and function; assess for impact and alignment to goals					
Develop a Champions Council Committee to manage community partnerships including CTE/STEM/Transition partners					

Strategic Initiative 3.5	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Conduct audit of all current spending by school and function; assess for impact and alignment to goals					
Conduct regular budget meetings to promote innovative thinking in spending and obtaining resources.					

Strategic Initiative 3.6	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Evaluate current technology to determine impact on student achievement. Based on evaluations, adjust to facilitate student achievement					
Identify and nominate CSD educators who have demonstrated evidence of exemplary best practices in Technology Education to serve on the Technology Education Curriculum Committee					
Expand professional development opportunities on the integration of technology into instruction					
Consistently monitor effective incorporation of technology in instruction					

Goal 4:

Build a district culture based on high expectations, respect, and co-accountability for performance that recognizes and rewards excellence at all levels of the organization

Strategic Initiatives

4.1 - Provide high-quality service to our students and their families

Build a culture that recognizes students and their families as the district's key "customers." Define effective customer service for school and district offices, measure and report on the quality of service, and hold school staff responsible for the level of service provided. Infuse district staff with a sense of urgency and pride by making clear connections for all employees between their work and the district mission and vision.

4.2 - Improve data systems to enable data-driven decision-making at all levels

Develop integrated information technology and management systems using data platforms to support efficient and mission-driven academic and business practices. Leverage research-based strategies whenever possible to make informed decisions in the interest of students. Conduct frequent audits of technology capacity to support new assessments and upgrade technology infrastructure as needed to meet the requirements for the new assessments.

4.3 - Become an organization that values and develops talent at all levels

Provide frequent opportunities for improvement and leadership for staff who exhibit qualities of excellence and go above the daily expectations of the district. Reward programs will be developed to recognize leadership in both parent volunteers and staff will be developed district-wide.

4.4 – Develop a new “Brand” campaign that accurately portrays who we are and what we are about to all of our Stakeholders.

Timeline

 = Items that have already been started prior to 2014-2015

 = Items that have yet to be implemented

Strategic Initiative 4.1	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Surveying on customer service with families, community partners and students.					
Have staff reflect on customer service culture and climate utilizing "Tools for Talk" protocol					
Initiate customer service training that addresses needs identified in surveys					

Strategic Initiative 4.2	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Create a district Accountability function with responsibility for utilizing information systems including Pearson Inform and MiStar					
Introduce new data-driven observation system in conjunction with new evaluation system.					
Conduct on-going readiness audit for administration of new student assessments					

Strategic Initiative 4.3	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop Leadership Reward and Retainment committee					
Develop transparent programs and policies that celebrate innovation and excellence in both staff and community					

Strategic Initiative 4.4	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop a collaborative branding committee involving union membership, staff, parents, community and students to develop plan					
Implement public relations branding plan and monitor progress through survey results					

PROFILE OF A GRADUATE

A graduate of the Clarenceville School District will be a(n)

SELF-DIRECTED LEARNER WHO

- ◆ accesses information
- ◆ comprehends information
- ◆ analyzes information
- ◆ synthesizes information
- ◆ evaluates information
- ◆ applies information
- ◆ sets goals
- ◆ competes effectively in a global society
- ◆ pursues learning for continuous lifelong growth;

DECISION MAKER WHO

- ◆ accesses relevant information
- ◆ identifies and evaluates alternatives
- ◆ analyzes consequences
- ◆ decides to make a choice and is able to justify it
- ◆ accepts responsibility for a decision;

EFFECTIVE COMMUNICATOR WHO

- ◆ constructs meaning from many resources and for varied purposes and audiences
- ◆ uses verbal, written, artistic and technological media to inform, persuade and effect change
- ◆ logically organizes information and ideas;

COLLABORATIVE WORKER WHO

- ◆ shares knowledge and ideas
- ◆ contributes to and supports group efforts
- ◆ communicates effectively with diverse groups
- ◆ assumes appropriate roles
- ◆ performs duties responsibly
- ◆ creates a quality product or service;

PROBLEM SOLVER WHO

- ◆ identifies and explains a problem
- ◆ identifies, accesses and integrates available resources to solve a problem
- ◆ strategizes alternatives and evaluates their consequences
- ◆ implements solutions
- ◆ monitors and adjusts;

TECHNOLOGICALLY LITERATE PERSON WHO

- ◆ ethically accesses and applies technology
- ◆ uses various modes of technology
- ◆ integrates technology into daily living
- ◆ applies knowledge to solve technological problems;

CULTURALLY LITERATE PERSON WHO

- ◆ values the richness of life within various cultures
- ◆ appreciates how the arts and humanities enrich life
- ◆ uses the arts as a form of self-expression; and

CARING, CONTRIBUTING MEMBER OF SOCIETY WHO

- ◆ recognizes the responsibility of the individual to local and world communities
- ◆ understands the similarities and differences in beliefs and values among various social and ethnic groups and engages in activities that support and celebrate diversity
- ◆ works with others to resolve community issues
- ◆ improves the quality of life for self and others
- ◆ acts in a socially responsible manner
- ◆ participates in the democratic process.