



**Strategic Plan
for
School Improvement
2010-2011**

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INTRODUCTION

The School District of the City of Saginaw has been involved in strategic planning for school improvement since the late 1980s. The process involves ongoing commitment and involvement from all segments of our schools and community.

The important part of this plan has been the re-examination and reaffirmation of our direction. Do we understand our stakeholders' requirements? Have they changed? Are our Goals aligned with the stakeholders' requirements? Have we clearly defined how we will measure accomplishment of these goals? Is our Mission still appropriate? In short, are we still headed in the right direction, with the appropriate goals and measures so we'll know when we arrive?

Saginaw's Strategic Plan answers these and other important questions, and in doing so, shapes the District organization for the next five years and beyond. The planning and operation of all divisions, departments, buildings, programs and classrooms in the district, must be aligned with this District Strategic Plan.

Key elements of the Strategic Plan include:

- **Vision -** what must we do – and do well – to meet and exceed our stakeholders requirements? Why does our organization exist? Why are we in business?
- **Core Beliefs –** the heart-and-soul of the organization; what we value.
- **Mission –** our commitment to accomplishing the Mission, Vision, and Goals of the District.
- **Graduate Standards –** what students must know and be able to do when they graduate; the focus of instruction at all grades and levels.
- **Strategies –** the actions and processes we implement and support district-wide to meet our Goals and achieve our Mission.
- **Goals and Measures –** what goals, when accomplished, will meet the Mission and Vision of District? What measures will clarify the goals and monitor progress?
- **Targets –** the results we would like to see from one data collection to the next, based on past results and trends.

By itself, the district Strategic Plan for School Improvement is just that – a plan. It is a direction determined by the district leadership, in response to listening carefully to stakeholders. The district believes strongly that the processes necessary to achieve the goals are best developed, implemented and continually improved by those who are closest to the actual work on the system – whether at the division, department, building or classroom level. The district curriculum is guided by state and national standards and benchmarks and is an integral part of the School District of the City of Saginaw's Strategic Plan for School Improvement. As such, it is the focus for School Quality Plans and the basis for instruction and learning at the building level. The curriculum is defined by grade level benchmarks for each core content area and further by the standards and benchmarks for career and employability skills. The career and employability skills benchmarks and standards are included throughout the district's 10 Graduate Standards.

The alignment of the district Strategic Plan for School Improvement and Building School Quality Plans is an essential element of Saginaw's Compact of Professional Educators.

VISION

Excellence is the direction in which the School District of the City of Saginaw will guide students from where they are, provide opportunities to maximize their potential regardless of socioeconomic status, race, ethnicity, mobility, or family\educational status.

CORE BELIEFS

We believe fundamentally that:

- Every student is unique, valuable and capable of learning.
- Every student graduates from high school understanding that learning is life-long in order to compete and contribute successfully in a global society.
- The responsibility of education is shared among all members of the community.
- Appreciating the diversity of student's backgrounds, abilities, and interests are integral to the success of each student.
- Every family/parent involved in his or her child's education is an integral part of each student's success.

MISSION STATEMENT

The School District of the City of Saginaw, in partnership with parents, students, businesses and the community, are committed to and responsible for ensuring:

- the highest level of academic achievement and career planning for all students,
- the highest performing organizational structure at all levels, and
- a safe and effective learning environment for all students.

DISTRICT GOALS

- Every student in the School District of the City of Saginaw, (SPSD), will demonstrate achievement in all subject areas and exhibit the SPSP Graduate Standards.
- All SPSP schools will meet or exceed the requirements of the Elementary and Secondary Education Act and make Adequate Yearly Progress.
- The SPSP will maintain Safe and Effective Schools.

- The SPSD will be a Stable and High Performing Organization.
- SPSD will build community, parent and business partnerships to support and enhance student achievement.

GRADUATE STANDARDS

The Graduate Standards of the School District of the City of Saginaw are statements of adult roles, skills and knowledge that all students need in order to be successful in the world after graduation from Saginaw Public Schools. They represent a consensus of the best knowledge and expertise of our customers, both inside and outside our school system. They come from individuals who live and prosper within our community and the world around us. These are the areas in which we set the highest expectations. We envision all students achieving the Graduate Standards.

ACADEMIC ACHIEVERS, who:

- Demonstrate achievement of academic core curriculum content standards in science, mathematics, language arts, and social studies.
- Demonstrate proficiency on MEAP and MME/ACT assessments in science, mathematics, communication arts, and social studies.
- Read, write, speak and listen effectively and appropriately in a variety of settings, and for a variety of audiences.
- Understand and use basic mathematics skills to reason and communicate mathematically to solve real-world problems.
- Make connections between and among subject areas.
- Learn and use scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- Demonstrate effective, responsible citizenship through the study of history, geography, economics, civics, and humanities.
- Examine and make career choices and plan educational programs to meet these goals.

SELF-DIRECTED LEARNERS, who:

- Do what is needed without being told.
- Display persistence.
- Recognize learning needs and develop strategies to support lifelong learning.
- Maintain regular and timely attendance and participation.
- Establish, implement and monitor a career development plan, including academic goals.

COMPLEX THINKERS, who:

- Effectively use reasoning strategies in meaningful, age-appropriate situations.
- Effectively use a variety of complex reasoning strategies in real-life situations, including:
 - Comparison
 - Classification
 - Analysis
 - Induction
 - Deduction
 - Extending

- Inquiry
- Evaluation

EFFECTIVE COMMUNICATORS, who:

- Understand verbal and nonverbal communication.
- Listen to and evaluate the ideas of others.
- Select and use appropriate forms of communication to understand, and be understood by, diverse audiences.
- Construct and interpret data in written, numerical and graphical form.
- Select and use appropriate media for communication.
- Read, speak, write and listen with clarity, across the curriculum, for a variety of purposes and audiences.

INDIVIDUAL/GROUP PROBLEM SOLVERS, who:

- Use problem-solving strategies, including:
 - Identifying needs and problem solving opportunities for self and others,
 - Relating to the problem solving needs, contexts and viewpoints of different groups,
 - Proposing a range of alternative ideas to solve needs, and using information from a range of sources, describing the strengths and weaknesses, and the beneficial and detrimental consequences of each idea.
 - Planning, carrying out, evaluating and modifying as necessary, a selected course of problem solving action.
- Continually evaluate solutions against the original need until the group facing the original difficulties is satisfied with the outcome.

STRONG INTERPERSONAL RELATORS, who:

- Balance the pursuit of self-interest with respect for the rights of others.
- Constructively manage conflict within themselves and between and among others.
- Demonstrate respect for cultural, racial, physical and political differences.

COLLABORATIVE WORKERS, who:

- Work effectively with others.
- Use techniques to achieve agreement within the group.
- Work toward group goals.
- Monitor and adjust one's own behavior to accomplish group goals.
- Share praise and criticism in a constructive manner.
- Recognize differing opinions as a positive force in achieving group goals.

CREATIVE QUALITY PRODUCERS, who:

- Exhibit pride and satisfaction in their work.
- Generate new ways of viewing a situation outside the boundaries of standard convention.

- Create quality products, environments for services that achieve their purpose, are appropriate for the intended audience and reflect high standards.
- Set quality standards, aligned with the goals of the organization, by which they evaluate their own work.
- Demonstrate innovation in improving products, environments, services or processes of production.

COMMUNITY CONTRIBUTORS, who:

- Understand and respect community rules and laws.
- Contribute knowledge, time and talents to making their communities better places to live through volunteerism.

HEALTH CONSCIOUS INDIVIDUALS, who:

- Handle stress in responsible ways.
- Understand and practice proper nutrition.
- Avoid substance abuse.
- Participate routinely in physical activities.
- Practice preventative health care and safety.

Priority Goal #1: The District will deliver rigorous, relevant and flexible academic programs that are globally competitive and cultivate a culture of college bound or post-secondary learners.

Objectives	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs	Performance Measures/ Evidence
1. The District will use research-based instructional practices for all students in order to increase the number of students by 5%, who receive a "Met" or "Exceeded" score on MEAP Reading, Writing, Math, and Science.	Central Office Instructional Personnel, Building Administrators, Teachers	2010-2011 School Year	All available general, State, and Federal monies/partnerships with universities and businesses	Data Driven Decision Making, intervention strategies, monitoring/evaluation systems, collaboration	MEAP, Curriculum Based Measurement, High School Testlets, ITBS, School Process Rubrics,(EdYES), Comprehensive Needs Assessment (CAN)
2. Meet and exceed Michigan Common Core Standards at each grade level.	Central Office Instructional Personnel, Building Administrators, Teachers	2010-2011 School Year	All available general, State, and Federal monies/partnerships with universities and businesses, technology for instructional and monitoring purposes	Michigan Common Core Standards Training, Pacing Guides, intervention strategies, monitoring/evaluation systems, integration of technology	Grade Level Report Cards, Curriculum Based Measurement, High School Testlets, student products, Senior Projects, Portfolios, Comprehensive Needs Assessments, (CAN)
3. Provide a consistent framework for reporting data to stakeholders.	Dept. of EQM, Central Office Instructional Personnel, Building Administrators, Teachers	2010-2011 School Year	Timelines for assessments at all levels	Interpreting data	Quarterly reporting, each marking period, Annual Reports, Report cards, progress reports, website portal/Skyward
4. The district will evaluate programs and services each year for their effectiveness and relevance.	Dept. of EQM, Central Office personnel, consultants, Buildings Administrators	2010-2011 School Year	Data, staffing to perform and interpret, EQM, consultants	Interpreting data, research on Best Practices	Reports (surveys, consultants, supplemental software reports), student achievement data
5. All students will demonstrate achievement in standards for career and employability skills and the district will monitor the number and percent of students who are employed and/or placed into higher education.	Central Office Instructional Personnel, Building Administrators, Teachers	2010-2011 School Year	Follow up surveys, graduation data, partnerships with colleges and universities, Career Pathways data		Senior projects, graduation data, surveys

Priority Goal #1: Continued.,

Objectives	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs	Performance Measures/ Evidence
6. Monitor students for academic and behavioral progress.	Central Office Instructional Personnel, Dept of EQM, Building Administrators, Teachers	2010-2011 School Year	Progress monitoring systems, intervention plans and teams	MiBlisi Training to include Response to Intervention and Positive Behavior Support, intervention plans	Curriculum Based Measurement, decrease in behavioral and academic referrals, decrease in dropout rate, retention numbers, increase in graduation rate.
7. The district will employ staff that meets the definition of "Highly Qualified" as defined by the State of Michigan.	Executive Director of Human Resources	2010-2011 School Year	Federal Funding for support of any required courses	Course offerings to complete or continue HQ status	State certifications kept on file and reviewed yearly.
8. Site-based management will ensure that the needs of the stakeholders are being met	Central Office Instructional Personnel, Building Administrators, Teachers, School Quality Teams, Parents, University and business partners	2010-2011 School Year	Funding to support training, time allocation for meetings	Training on grade level expectations, data interpretation, School Quality Planning, LEA Planning, funding requirements and process	School Quality Plans, surveys

Priority Goal #2: The District will operate and maintain schools of excellence through financial stability and with safety assurances.

Objectives	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs	Performance Measures/ Evidence
1. The district will provide checks and balances that are transparent to all stakeholders and ensure an understanding of finances and operations.	Chief Financial Officer, Finance Dept., Title I,II,III 31a, Directors, Asst. Supt for Teaching/Learning, Expenditure Review Comm., Building Adm. Saginaw Board of Education members	2010-2011 School Year	Skyward financial system, monthly reports, expenditure procedures, Consolidated Application, District Strategic Plan	Use of Skyward, reviewing of reports by building, procedures and policies training, Federal and State programs training	Balanced budget, procedures for expenditures followed, expenditure reports tie to district needs /Strategic Plan and building level comprehensive needs assessments.
2. The district will maintain a balanced budget.	Chief Financial Officer, Finance Dept., Title I, II, III, 31a, Directors, Asst. Supt for Teaching/ Learning, Expenditure Review Committee, Building Adm., Saginaw Board of Education members	2010-2011 School Year	Expenditure review committee, Consolidated Application, Finance Committee, 2010-2011 budget	Use of Skyward, reviewing of reports by building, procedures and policies training, Federal and State programs training	Balanced budget, procedures for expenditures followed
3. Over the next year, the district will work towards stabilizing student enrollment in order to plan for a more accurate budget and stabilize staffing.	All Stakeholders, school employees, business, community, and parents, students	2010-2011 School Year	A rigorous academic plan at all grade/skill levels, student alternative support systems, Strategic Plan that provides direction and consistency, a marketing plan, data to examine mobility rates and attrition	School Quality Planning sessions to align school plans to the District, Common Core Standards	Building plans that align with the district strategic plan, surveys from all stakeholders, assessment for academic and community needs
4. The district will use Federal and State dollars in conjunction with the LEA Planning Cycle and other grant planning documents, to increase the amount of support given to students.	Title I, II, and III,31a Directors, Chief Financial Officer, Finance Dept., Building Adm./Teams/Grants officer	2010-2011 School Year	Consolidated Application to support instruction	State and Federal Program training, funding request forms, operations of grant sources and allocations	Time/service logs, expenditure reports, Consolidated Application, sign-in sheets, consultation sessions with building level teams, Funded Program Plans within the School Quality Plan.

Priority Goal #2: Continued..,

Objectives	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs	Performance Measures/ Evidence
5. The district will reduce the amount of Student Code of Conduct violations by 5% as outlined in the District Policies and Procedures Governing Student Behavior and Discipline.	All District Staff, students, parents, student support services/hearing officer	2010-2011 School Year	Policies and procedures handbook, Student database, Social Workers	Positive Behavioral Training, Intervention planning, diversity, cultural norms and sensitivity training, alternative to suspension training	SID Report, reductions in suspensions and Board Level Hearings, Intervention Plans for staff and students
6. The district will work toward improving the public's perception that the District is a Safe and Effective Learning Environment.	Chief of Security, District staff, parents, students, Director of Facilities Services	2010-2011 School Year	Safety and security plans, security officers, building plans, district-wide expectations and follow through, customer service, facility reviews, community input/maintenance and custodial staff	Carrying out behavioral expectations, customer service, relevant home/school connection	Surveys, number of students attending our schools, increase in parental involvement, sign in sheets from trainings, Parent Involvement data, reduction in complaints, satisfaction surveys, KEYS Assessment. The Facilities Plan for Improvement is reviewed yearly. Successful completions and reports for updating required safety inspections.
7. The district will increase the average daily attendance rate.	Truancy officers, building administrators, student support services, student accounting	2010-2011 School Year	Skyward attendance, truancy teams	Truancy in-service, the importance of the educational process and attendance.	Attendance data by building and district will show decrease in truant students and drop outs.

Priority Goal #3: The District welcomes and values all of its business and community members and meets their needs in a timely, respectful, courteous, and proactive manner.

Objectives	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs	Performance Measures/ Evidence
1. Identify and respond to the needs of all individuals.	All District staff, parents, students, Business and Community partners	2010-2011 School Year	Needs Assessment	Year-long sensitivity training, EPSTEIN Model	Surveys, reduction of complaints, maintain/increased enrollment, District Parent Advisory Team
2. Understand that the work of all stakeholders adds value to the organization, improving quality and productivity and academic success.	All District staff, parents, students, business and community partners	2010-2011 School Year	EPSTEIN, research in involvement, academic achievement with correlation data	EPSTEIN Model, Best Practices training, relevant parent involvement	Parent workshop participation, District Parent Advisory Team
3. Engage in Community, Business/Industry, and Higher Education partnerships.	All District staff, parents, students, Business and Community partners	2010-2011 School Year	Current status/baseline data of partnerships, hold meetings outside of our facilities	Business/industrial/community training offerings	Increase partnerships by 5%

STRATEGIES

The Strategies listed below are the District guidelines for action and support. They are organized around four major themes:

- The Nature and Organization of Curriculum
- The Changing Role of Learners and Professionals
- Staff and Organizational Development
- Accountability

We believe attention to these four themes will provide an effective and complete foundation for continuous improvement to meet and exceed our stakeholders' expectations.

Some strategies are self-explanatory. Others are followed by a series of suggested actions that will give meaning and intent to the strategy.

The Nature and Organization of Curriculum

Strategy

The district perceives the world as a classroom and promotes innovative programs to emphasize the interdependence of global systems.

Actions

1. Multidisciplinary and interdisciplinary approaches to curriculum are employed.
2. Understanding of the personal ethics and value systems of the world's cultures are addressed in all content areas.
3. Teaching and learning emphasize the interdependence of world systems (i.e., economical, political, social, cultural, etc.).
4. Curriculum emphasizes a greater understanding of different cultures and an appreciation of diversity in the community.
5. Curriculum increases the understanding that, from preschool through adult education, all human beings are interconnected and interdependent.

Strategy

Values, ethics, and human understanding and appreciation, are integral parts of the curriculum.

Actions

1. Life in the workplace and society is valued.
2. Schools exhibit and teach work virtues (punctuality, reliability, work ethic).
3. Responsible family and societal memberships are expected.
4. Employees understand that their work and effort adds value to the organization, improving quality and productivity.

Strategy

District programs and procedures assure that students learn and can apply critical thinking, problem solving and decision making skills.

Actions

1. Individual and group problem solving skills are integral parts of the curriculum, including:
 - Teamwork
 - Human relation skills
 - Cooperation and understanding

Strategy

Project methodologies and themes are used to link academic and career preparation for all students.

Actions

1. Students are exposed to many broad occupational areas.
2. Education partnerships with business, industry, community and higher education through apprenticeships, job shadowing, co-ops, etc., are established.
3. Business, community, and school advisory committees are in place in each content area.
4. Vocational/Academic Councils are set up among teachers in both areas across high schools.
5. District-wide PK-post-secondary curriculum focuses on student competency in career, personal, and academic planning and decision-making.
6. Teachers receive ongoing professional development on integrating and developing applied curricula.

Strategy

The district will continue to train and implement the middle education.

Actions

1. Middle level education must address the developmental needs of students, ages 11-14.
2. Middle level education can include home base, exploratory classes, integrated curriculum; block scheduling, team teaching, and intra-mural sports, professional learning communities, and the concepts of Making Middle Grades Work (MMGW).

Strategy

A core curriculum that is developmentally appropriate, both affective and cognitive, articulated at all levels, and based in the core academic Content Standards and Grade Level Benchmarks, will be in place at all levels, PK-adult. Instruction, assessment and professional development are tightly aligned with the core curriculum.

Actions

1. A core content area Lead Teacher network is implemented district-wide.
2. Professional development will be determined by identifying needs in School Quality Plans.
3. Pacing guides are used throughout the school year to ensure the implementation of the core content areas.

Strategy

Technology is a supportive element in the K-12 educational curriculum delivery.

Actions

1. Students are knowledgeable about the uses of technology in the workplace and life.
2. The District has a technology plan in place that allows for full immersion within the classroom setting to support the content areas
3. Parents have access to student information through the district web portal.

Strategy

The district supports education in the humanities and fine arts and innovative programs integrating such instruction with other areas of study.

Actions

1. Art, music, and the humanities are valued as real world experience.

Strategy

The district addresses the health needs of the community through curriculum and partnership building.

Actions

1. Physical and health education are integrated within the elementary curriculum.
2. Parenting education and child development are an integral part of the curriculum.
3. District will establish and maintain a Parent Resource Center, and develop partnerships with local health providers to meet the Health needs of our parents, children and community.

The Changing Roles of Learners and Professionals

Strategy

Schools engage in partnerships with community, business, industry, and higher education to facilitate student learning.

Actions

1. Internships with business and industry related to individual career goals are a requirement for graduation.
2. Business and industry are involved in strengthening the connection between education and work.
3. Parents and community members are active participants on building school quality teams.

Strategy

Teachers collaborate with students, other educators, and appropriate resource people to facilitate student learning and self-esteem.

Actions

1. Teachers work in partnerships with students to help students make wise career, personal, and educational choices.
2. Students are given more autonomy and power of choice in determining their educational programs, through individualized educational development plans and processes.
3. A collaborative decision-making model is encouraged for making teaching and learning decisions.

Strategy

Students with special needs are provided with high quality learning experiences in a variety of appropriate settings.

Actions

1. Innovative programs allow special education, compensatory education, and regular education students and teachers to collaborate in the classroom (Inclusive Education).
2. Programs for students gifted and talented in a variety of areas are offered.

Strategy

Students are actively engaged in seeking knowledge, constructing knowledge, and applying knowledge.

Actions

1. Students are involved in active, experimental, real-world learning.
2. Learning is centered around themes.
3. Students communicate, learn and evaluate their success with real audiences.

Strategy

Students and teachers use appropriate technology as a means of enhancing and enriching instruction.

Actions

1. Technology, first and foremost, is used as a student tool for accessing and using information, learning in all content areas, and communicating effectively.
2. Media Centers in each school are information centers.
3. Teachers are trained in the use of technology.

Staff and Organizational Development

Strategy

Effective and appropriate professional development is provided as a means of supporting the continuous improvement of student achievement.

Actions

1. Staff development activities are designed in response to building needs, as identified through the School Quality Plan process.
2. Professional development becomes an integral part of all jobs.
3. Professional development is job-embedded and most effective when professionals actively engage in a cycle of continuous improvement centered on goals in the building, which align with the District goals.

Strategy

The school time is organized and structured flexibly to enhance student learning and teacher collaboration.

Actions

1. Time is allowed for professionals at building and district level for planning.
2. Innovative organizational designs are encouraged in and among schools.
3. Community service is encouraged.

4. Non-traditional school organizations are considered.

Strategy

Schools serve as community centers to meet the needs of students, parents, staff and community.

Actions

1. Facilities are used for community activities as well as school related after-school activities.
2. Parent University (workshops), are held at each building during the school year.

Strategy

Participatory site-based, building level management is supported and encouraged.

Actions

1. People affected by decisions are involved in those decisions.
2. Necessary information is readily available to decision makers.
3. Decision making levels are clearly defined and implemented district-wide.
4. Maximizing the resources available at levels closest to student learning is a priority – in exchange for improved student performance on district goals and measures.
5. Freedom to innovate and take risks at levels closest to student learning is encouraged – in exchange for improved student performance on district goals and measures.

Accountability

Strategy

Student achievement is assessed by means of multiple approaches including performance assessments, objective referenced measures, norm referenced tests, and portfolio assessments.

Actions

1. Assessment is used to improve student performance and the instructional program.
2. Assessment of learning is continuous.

Strategy

The district regularly uses up-to-date needs assessment and public reporting techniques to remain responsive and accountable to its constituency.

Actions

1. District implements a web-based and a building-based form for effective parent, student and community to gage their feelings on customer service.
2. District holds public forums intermittently to gather input and share information as it relates to students, the community, and current educational initiatives.

Strategy

Roles, responsibilities, and accountability are clearly defined for all participants in the educational process.

Actions

1. Teachers involve students in determining their process for learning.
2. Teachers develop self-directed learners through increased opportunities for student self-assessment against success standards.
3. Principals and teachers have the discretion to make more decisions and the flexibility to use resources in productive, innovative ways that improve learning – in exchange for improved student performance on district goals and measures.
4. Students are actively involved in the learning process.
5. Parents are partners in the learner-teacher-parent team.
6. Parents have access to the support and training required to fulfill an active role in their children’s learning through parent workshops.

EVALUATION

Strategic Planning is an ongoing process. The Strategic Plan is the most current document stating our design for the future. We expect the Strategic Plan to change, and have established the Strategic Planning process to accommodate change. The Plan will be updated regularly as new information is known. Annual reviews of progress will be held as an opportunity to address priority planning for the future. Board involvement and approval will be sought for the ensuing year. Quarterly reports and reviews, which coincide with the District’s marking periods, will be required of those implementing certain strategies and actions. Discussions and activities would center on student performance results. Measurement data that will be included in such reports are: number and percentage of students who receive intensive intervention ,referral data, universal screening, academic achievement data for all core subjects at each grade level. . This cycle of implementation, review and revision will continue to involve all people affected by the plan.

THE FUTURE

We intend that the Strategic Plan shape and guide the District, realizing that change is the only certainty. The Plan will establish and maintain standards, and most importantly, will define the parameters within which buildings and divisions operate and develop plans. The Strategic Plan is purposely written to allow innovation and creativity in accomplishing the District Mission. It recognizes that planning by building personnel are key to improving student learning.

We expect buildings to use the pathways established in the Plan to actively contribute to the achievement of the District’s Beliefs, Goals and Mission. It is through the building level School Quality Plan that many of the dreams expressed in the District Strategic Plan are transformed into reality for students. School Quality Teams are guided by the following:

1. School Quality Plans must be consistent with the District Strategic Plan.
2. School Quality Plans must actively contribute to achieving the Vision, Core Beliefs, Goals and Mission of the District.
3. School Quality Plans must actively contribute to achieving the Vision, Core Beliefs, Goals and Mission of the building.

The District Strategic Plan has great implications for the central office support role. Research and development will continue to improve the essential curriculum for all students including integration of academics, the arts, career and technical education, applied learning, and attention to the active, engaged role of the learner.

The Strategic Plan is a living document. It is ambitious in its scope, but grounded in the reality that much of what we have done in public education has been good and should not be discarded.

This Strategic Plan is unique for several important reasons:

1. It allows us to create our preferred future;
2. It is based on a set of well-defined standards and benchmarks, which give us a clear picture of what knowledge, skills, and attitudes our graduates should possess;
3. It provides a structure for maximum involvement of all stakeholders in the educational process – staff, parents, the community, business and industry, higher education, and students; and
4. It requires constant updating and communication.

The process of strategic planning defines what our job is - and how we'll know when the job is being done well. The real work of the organization takes place as close to students as possible. Alignment of building, department, program and division plans with the District Strategic Plan for School Improvement is key to that happening.