



STRATEGIC PLAN
For School Improvement
2011-2016

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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 the 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.

- **Actions-** The “how” we will reach our goal. What we will and must do.
- **PIE (Partners In Education)-** everyone involved in the education of the child to include the parents, the educators, the community, and the students themselves.



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 all partners in the educational process. 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 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

The School District of the City of Saginaw will provide opportunities for students to apply knowledge that is relevant to their future endeavors and their potential regardless of socioeconomic status, race, ethnicity, mobility, or educational status.

CORE BELIEFS

We believe fundamentally that:

1. Every student is unique, valuable and capable of learning.
2. Every student needs to graduate from high school, prepare and understand that learning is life-long; in order to compete and contribute successfully in a global society.
3. The responsibility of education is shared among all members of the community.
4. That appreciating the diversity of student’s backgrounds, abilities, and interests is integral to the success of each student.
5. 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, is 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 PRIORITY GOALS

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.

Goal #2- The District will operate in a fiscally responsible and transparent manner.

Goal #3- The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.

GRADUATE STANDARDS

The Graduate Standards are skills and knowledge that all students need in order to be successful in the world after graduation. These standards represent a combination of Common Core State Standards and the knowledge and expertise of our partners in education. The District's Strategic Plan is designed to support all students, along with our partners in education, in acquiring the Graduate Standards.

- Academic Achievers
- Self-Directed Learners
- Complex Thinkers
- Effective Communicators
- Individual/Group Problem Solvers
- Strong Interpersonal Skills
- Collaborative Workers
- Creative Quality Producers
- Community Contributors
- Health Conscious Individuals

Five Year Action Plan

FY 2011 – FY 2016

What is the framework of this plan?

This strategic plan provides a concrete, specific plan of action that will empower and guide Saginaw Public Schools toward achieving its mission. This plan has multiple parts: Goals, Objectives, Strategies, measurements and action steps.

Goals: The goals provide a statement of intent regarding *Academic Achievement, Fiscal Responsibility, and Community Relations*. Each goal of this plan has strategies that will help achieve the goal.

Objectives: The anticipated result we are committed to achieving.

Strategies: The strategies provide a conceptual framework or method for how the objective can be achieved.

Measurements: The method in which we will track our progress.

Performance Indicators: Items used to evaluate how we have meet the objective

Context Indicators: Items that may impact the ability to meet the objective

Action Steps: This plan has specific actions that are “do-able,” “assignable,” and “measurable” for implementing the strategies. There are four components to each action item, described below:

Timeline: States when the action should be completed; the timeline, however does not imply the level of importance
The timelines are subject to change, depending on additional funding or changes in priority!

Lead Role: The assigned person/committee responsible for ensuring the action is implemented

Documentation: Material that provides official information or evidence or that serves as a record

Resources Needed: Items needed that can be used for support or to help complete the action steps

ACADEMIC ACHIEVEMENT

Goal One

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.

Objective 1: The District will use research-based instructional practices for all students to meet/exceed Common Core State Standards for academic and career employability skills.

Strategy 1: Curriculum Alignment

Strategy 2: Differentiated Instruction

Strategy 3: Evaluation

Measurement Objective 1

<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Mastery of Formative Assessments - Student exhibits one year of academic growth - Absences (unexcused) - < 5 is expected - Discipline incidents - Graduation rate/Regular diplomas - Student access to college and/or career counseling - Enrollment in post-secondary institutions or training - AP and Honors enrollment (any course) <ul style="list-style-type: none"> • % enrolled in AP classes • % enrolled in Honors classes • AP scores, of those enrolled - Student satisfaction surveys 	<p>Context Indicators:</p> <ul style="list-style-type: none"> - Student demographics - Course grades - Enrollment in early education programs - Struggling students identified for additional support - Time spent with supplemental services - Teacher experience (years) - Education level (by degree) - Certifications/endorsements - Highly qualified status - # of years teaching course X - # of years in building - Staff absences - # of discipline referrals - Days/Minutes student is tardy
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ACADEMIC ACHIEVEMENT

Goal One

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.

Objective 2: Provide learning opportunities to all Partners in Education (PIE) in order to fully implement best practices and resources to support life-long learning.

Strategy 1: Culture of collaboration with all Partners in Education (PIE).

Strategy 2: Equity in learning opportunities across the District

Strategy 3: Parental Involvement by engaging parents in ongoing parent educational support opportunities

Measurement Objective 2

<i>Performance Indicators:</i>	<i>Context Indicators:</i>
- Teacher evaluations (by principals)	- Type of professional development received
- % of PD offerings linked directly to SPS goals	- Content of professional development received
- Teacher survey data	- Amount of professional development (hours)
- Cost to acquire and distribute resources	- Teacher demographics (gender/race)
- Achievement among students with these specific resources	- Teacher experience (years)
- % of staff using supplemental resources	- Education level (by degree)
- Response time	- Certifications/endorsements
- Increased student achievement in all subgroups	- Highly qualified status
- Parent visits to schools and teacher meetings	- Staff absences
- Parental and Community contact with the school	- # of discipline referrals
- Active PTAs /PTOs	- # of building transfers
- Use of Instant Alerts for communication	- Resource types
	- Class type
	- Student demographics
	- Training received
	- Methods of engagement
	- Tools provided for home learning

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.

Objective 1
The District will use research-based instructional practices for all students to meet/exceed Common Core State Standards (CCSS) for academic and career employability skills.

Strategy 1: Curriculum Alignment

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Develop and implement PreK-12 curriculum documents that are aligned to the CCSS	<p>Year 1: Develop and implement reading and writing across the curriculum; Develop mathematics</p> <p>Year 2: Implement mathematics; develop science and social studies</p> <p>Year 3: Implement science and social studies; develop electives and other technical subjects</p> <p>Year 4: Implement electives and other technical subjects</p> <p>Year 5: Refine and extend in all areas</p>	Instructional Division, CCCIS, Curriculum Team	Standards Based Units, Scope & Sequence Charts, Classroom observations, Teacher Reflections	Content specific collaboration teams, Professional Development, Technology Resources

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Objective 1
The District will use research-based instructional practices for all students to meet/exceed Common Core State Standards for academic and career employability skills.

Strategy 1: Curriculum Alignment

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Curriculum will be delivered across all grade levels to ensure teacher understanding and alignment to instruction CCSS	Year 2	Instructional Division, CCCIS and School Administrators	Grade, department and District level instructional meeting agenda	Content specific collaboration teams, Professional Development, Technology
Develop and implement District grade-level assessments	Year 2: ELA Year 3: Mathematics Year 4: Science and social studies Year 5: Electives and other technical subjects	Instructional division, CCCIS, Curriculum Team	District assessments, teacher reflections and student progress data	Content specific assessment creation teams and grade level collaboration teams, Technological resources to collect data and facilitate assessments
Ensure vertical and horizontal curriculum alignment through meetings across grade levels, departments and schools	Year 1	Professional Learning Communities, Principals, Lead Network, Core Curriculum Content Implementation Specialists, Evaluation and Quality Measurement Department	Implementation checklist for each unit, student progress data, Classroom observations and teacher evaluations	Content specific collaboration teams

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Objective 1
The District will use research-based instructional practices for all students to meet/exceed Common Core State Standards for academic and career employability skills.

Strategy 2: Differentiated Instruction

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Incorporate research-based instructional strategies into student learning opportunities	Year 1	Instructional staff, Building Administration, Professional Learning Communities	Student products/work samples, Classroom observations, teacher evaluations, Professional Learning Communities minutes	Professional development on research based instructional strategies
Include goals and strategies for improving academic performance of AYP subgroups within School Improvement Plans (SIPs)	Year 1	Instructional Division School principals, and school quality teams	SIPs	
Create and implement a pyramid of interventions and options for students demonstrating behavioral and/or academic challenges	Year 1	Instructional Division School principals, and school quality teams	Program and interventions options lists	
Ensure students experience contemporary methodologies and develop cutting-edge media and digital literacy skills to be globally competitive	Year 2	Instructional staff, Building Administration, Professional Learning Communities, Building Level Technology Coaches	Lesson plans, classroom observations, Professional Learning Communities work, staff development plans and documentation	Professional Development, Technology

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.

Objective 1
The District will use research-based instructional practices for all students to meet/exceed Common Core State Standards for academic and career employability skills.

Strategy 3: Evaluation

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Will evaluate the effectiveness of Professional Development	Year 1	Instructional Division	Sign in logs, agendas, Survey	Professional Development
Utilize Professional Learning Communities (PLC) to collect and analyze data to inform classroom instruction	Year 1	Instructional staff, Building Administrator, PLC's	PLC minutes, agendas, sign in logs, assessment data	
Establish a program evaluation/research instructional programs and strategies that reduce the achievement gap and can be implemented and retained	Year 1	Instructional Division Building Administrator, PLC's	PLC minutes, agendas, sign in logs, assessment data	

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.

Objective 2
Provide learning opportunities to all Partners in Education (PIE) in order to fully implement best practices and resources to support life-long learning.

Strategy 1: Culture of collaboration with all Partners in Education (PIE).

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Recruit and retain representatives from all PIE subgroups (i.e. Parents, community members, students, teachers, additional building staff, etc.) on School Quality Teams	Year 1	SQT Leadership	Sign in logs, agendas, recognition for PIE participants	
Develop PIE Resources in each building	Year 2	Building Administrator, SQT Leadership, other staff members as determined by SQT	Resources, surveys	

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.				
Objective 2 Provide learning opportunities to all Partners in Education (PIE) in order to fully implement best practices and resources to support life-long learning.			Strategy 2: Equity in learning opportunities across the District.	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Develop a system to create learning opportunities for all through the utilizing District's professional development coordinator	Year 1	District Professional Development Coordinator, PD Sub-Committee, Information Services	Procedure created and shared with PIE, minutes from PD sub committee	Web Based Registration System
Create a long range professional development and learning opportunity calendar that reflects District and building initiatives, and the needs of PIE	Year 2	District Professional Development Coordinator, PD Sub-Committee	Calendar, minutes from PD sub-committee, school newsletters	

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.

Objective 2
Provide learning opportunities to all Partners in Education (PIE) in order to fully implement best practices and resources to support life-long learning.

Strategy 3: Parental Involvement

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Create a 1.5 hr per month parental involvement card encouraging parents to complete 1.5 hrs per month	Year 1	Community Education Information services Principals	Monthly parent involvement data	Punch card, Parental Involvement Procedure Document List of volunteer options
Use of Instant Alert Phone system to invite and notify parents of upcoming meetings and events	Year 1	Building principal or building designee	Data collection from participation	Instant Alert Phone System access Procedures
Have monthly programs or information meetings for feeder potential parents. Elementary to Middle, Middle to High School	Year 1	Feeder school principals	Parent participation data and enrollment data	Calendar of Programs Instant Alert Phone System access
Consistent procedures and protocols for enrollment and welcoming of new students/ families	Year 2	Principal, building secretary	Customer Service Survey Number of retained students	Exit interview cards, Enrollment Procedure Manual

FISCAL RESPONSIBILITY

Goal Two

The District will operate in a fiscally responsible and transparent manner.

Objective 1: Focus on Operational Efficiency and Professionalism

Strategy 1: Organizational Structure: Reorganize Functions for Greater Productivity and Efficiency

Strategy 2: Focus on Customer Service

Strategy 3: Build Capacity to Assess and Analyze Facilities

Strategy 4: Develop a Strategically-Focused Technology Plan

Measurement Objective 1

<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none"> - Cost of resource (salary, paper and raw materials, time) - Time to complete transactions/processes - Survey data - Cost to operate facility (including maintenance, debt & interest personnel, or other) - Facilities Condition Index (deficiencies / total replacement cost) - Energy costs of facility - Price per square footage - Maintenance costs of each facility - Facilities Condition Index - Costs saved from reducing operating or maintenance costs - Technology Audit - Student attendance - Average age of computers - Proportion of computers 5 years old or more - % of teachers trained in using specific instructional technology(i.e. smartboards) - Return on technology investment <ul style="list-style-type: none"> • Purchase price of asset • Maintenance cost • Life of asset • Number of users 	<p><i>Context Indicators:</i></p> <ul style="list-style-type: none"> - Central office position - Time spent in the position - Value of the building - Age of the building - Size of the building (square footage) - Location of the building (proximity to central office and address) - Number of employees located at the site - \$ spent on technology - Professional development for teacher - Teacher experience (years) - Education level (by degree) - Certifications/endorsements - Highly qualified status
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FISCAL RESPONSIBILITY

Goal Two: The District will operate in a fiscally responsible and transparent manner.

Objective 2: Transform Data into Actionable Knowledge

Strategy 1: School Level Cost Management

Strategy 2: Build an Education Management Information System (Data Warehouse)

Strategy 3: Develop the Knowledge to Manage a Dynamic Student Population

Measurement Objective 2

<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none">- Building Budget Detail- Data available to teachers- Technology available in each classroom- Teacher's use of data- Speed at which data is available- Attendance rates (decreased overall absences)- Number of students with truancy issues- Student performance- Graduation rates- Accurate enrollment projections	<p><i>Context Indicators:</i></p> <ul style="list-style-type: none">- User-friendliness of data- Professional development regarding data- \$ spent on generating or providing data- Reason for missing school- # of student transfers- System used to address attendance issue
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Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 1 Focus on Operational Efficiency and Professionalism			Strategy 1: Organizational Structure: Reorganize Functions for Greater Productivity and Efficiency	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Evaluate and refine the District’s current organizational structure	Year 1	District Leadership Team	Organizational Chart	
Maximize and sustain influential and effective communication with federal, state, local, and private sectors on all issues regarding the District	Year 1	District Leadership Team	Letters, List of Contacts	
Align resources (people, time, money) to provide academic interventions within the school day, outside the school day and for the extended year	Year 1	District Leadership Team, School Quality Teams	Agendas	
Monitor and anticipate changes in state funding and the general economy and garner input from internal stakeholders in order to plan for the effective fiscal management of the District	Year 1	District Leadership Team, Finance Department	District Budget process	
Secure financial resources from public sources (State and Federal government) and private sources (corporations, foundations, individuals) to initiate the superintendent’s systematic change initiatives	Year 1	District Leadership Team, Finance Department, Building Administrators, School Quality Teams, Departments	Grant Application Grant Awards or other funding received	
Develop technologies and systems to automate many Human Resources and Finance functions	Year 2	Human Resources Department, Finance Department and Technical Services	Agendas Procedures Manual	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 1 Focus on Operational Efficiency and Professionalism			Strategy 2: Focus on Customer Service	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Rubric / systemic approach for Customer Service Expectations	Year 1	All District Staff	Procedure Manual and customer service surveys	System to collect survey responses
Training on Customer Service Expectations	Year 1	District PD Director, Information Services	Professional Development Session Agenda	
Communicate with and educate all stakeholders regarding the financial system of public education, as well as the fiscal responsibility and stability of the District	Year 1	District Leadership Team, Finance Department and Information Services	Documents created Community Forums	Website Forum Location
Training on substantive conversation (real talk)	Year 2	District PD Director	Professional Development Session Agenda	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 1 Focus on Operational Efficiency and Professionalism			Strategy 3: Build Capacity to Assess and Analyze Facilities	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Prioritize facility needs based on building evaluation and student enrollment	Year 1	District Leadership Team, Finance Department and Facilities Managed Services	Meeting Agendas Documents	
Create maintenance plan for indoor and outdoor facilities	Year 2	Finance Department and Facilities Managed Services	Meeting Agendas Documents	
Develop an unused facilities disposition plan	Year 2	Finance Department and Facilities Managed Services	Meeting Agendas Documents	
Develop a comprehensive energy efficiency long-term master plan	Year 3	Finance Department and Facilities Managed Services	Meeting Agendas Documents	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 1 Focus on Operational Efficiency and Professionalism			Strategy 4: Develop a Strategically-Focused Technology Plan	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Technology Plan will address how we will implement and utilize technology as a district to support student learning through technology	Year 2	Information Services, Technical Services Department and School Quality Team	Agendas Technology Plan	
Develop a hardware replacement cycle for the next five years	Year 2	District Leadership Team, Information Services and Technical Services Department	Replacement cycle document	
Create a system to support technology District-wide	Year 3	District Leadership Team, Information Services Department	Building training schedule	
Continue transformation to a technology coaching support model	Year 4	District Leadership Team, Information Services Department	Professional Development offered	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 2 Transform Data into Actionable Knowledge			Strategy 1: School Level Cost Management	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Refine and improve the school resource allocation methodology developed for FY2011	Year 1	District Leadership Team, Finance Department	Allocation Procedure and timeline	
Improve fiscal control processes and procedures.	Year 1	District Leadership Team, Finance Department and Expenditure Review team	Final Budget Expenditures	
Build a model for analyzing the allocation of resources to individual schools and their operating efficiency	Year 2	District Leadership Team, Finance Department	Agendas	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 2 Transform Data into Actionable Knowledge			Strategy 2: Build an Education Management Information System (Data Warehouse)	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Roll out the data warehouse tool to school personnel	Year 1	District Leadership Team, Information Services and Technical Services Department	Professional Development Sessions	
Load four years of data into the data warehouse including: core demographics, high stakes assessments, programs, course grades, GPA, student mobility, special education, formative assessments, teacher attendance, teacher certification, and school supplemental services	Year 3	Instructional Division, Evaluation and Technical Services Department	Data points in Data Warehouse	
Load assessment data (strand detail), teacher professional development, teacher mobility, and financial data (evaluation of community support)	Year 4	Instructional Division, Evaluation and Technical Services Department	Data points in Data Warehouse	
Load extracurricular activities, transportation data, and financial data by program level	Year 5	Technical Services and School Quality Teams	Data points in Data Warehouse	

Priority Goal #2: The District will operate in a fiscally responsible and transparent manner.				
Objective 2 Transform Data into Actionable Knowledge			Strategy 3: Develop the Knowledge to Manage a Dynamic Student Population	
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Establish a District-wide Enrollment Management function	Year 1	District Leadership team and Director of Student Retention	Procedure Manual	
Develop and refine methodologies and systems for projecting and managing student enrollment	Year 2	District Leadership team and Finance Department	Budget Process	

COMMUNITY RELATIONS

Goal Three

The District's partners in education will demonstrate quality customer service, safety and student success.

Objective 1: Identify and respond to the needs of all individuals.

Strategy 1: Provide an advocate to serve as a liaison for students, parents, staff, and community members, so that all members' needs are met

Strategy 2: Engage parents and volunteers

Measurement Objective 1

<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none">- Responses to Family Engagement surveys- Active PTAs /PTOs- Parental contact with the school- Attendance/tardiness- # and frequency of parent workshop- Survey results:<ul style="list-style-type: none">- Satisfaction with Welcoming Environment- Satisfaction with Communication- Satisfaction with Degree of Involvement- Satisfaction with Support for Home Learning- Calls made to families through SchoolMessenger- Number of parents logging onto website (individual school sites and District site)- % of accurate telephone numbers & addresses	<p><i>Context Indicators:</i></p> <ul style="list-style-type: none">- Methods of engagement- Tools provided for home learning- School- Principal- Teacher information- Student demographics (ethnicity, race, gender, socioeconomic, etc)- Training received by staff- Teacher certification and experience (years)- Number of years each staff member has been in building- Number of parents reached (through SchoolMessenger, mailings, etc.)- Method of communication- Frequency of communication
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COMMUNITY RELATIONS

Goal Three: The District's partners in education will demonstrate quality customer service, safety and student success.

Objective 2: The District will create and embrace meaningful partnerships

Strategy 1: Develop an on-going outreach campaign that brings awareness of how we can build excellent schools together, through partnerships

Strategy 2: Develop partnerships with community, business and higher education leaders to share our common assets to enhance the development of learning

Measurement Objective 2

<p><i>Performance Indicators:</i></p> <ul style="list-style-type: none">- Student surveys- Teacher impact - assigned values- Teacher surveys- Number of volunteers screened & deployed- Volunteer surveys (re: coordination, user-friendliness of system)- Achieving the partnership's established goals- Impact of partnerships (resources, training, school based activities)- # of people seeking to participate- Partnerships/relationships established- Follow-up actions taken by participants in the experience	<p><i>Context Indicators:</i></p> <ul style="list-style-type: none">- Number of volunteers- Site of volunteer activity- Type of volunteer activity- Types of partnerships- Length of partnerships- Level of partnership (school or District)- Types of leaders who participate- Principal and participant feedback
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COMMUNITY RELATIONS

Goal Three: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.

Objective 3: The District along with its partners in education will provide a safe and effective learning environment for ALL.

Strategy 1: Utilize Positive Behavioral Interventions and Supports. (MIBIsi)

Strategy 2: Build positive customer service relationships with Partners In Education (PIE)

Strategy 3: All Partners In Education (PIE) feel safe in ALL District buildings

Measurement Objective 3

<i>Performance Indicators:</i> <ul style="list-style-type: none">- Survey data (Feedback from staff and students)- Violent or other dangerous incidents documented- In schools Suspension / Expulsions- Attendance rates- Teacher mobility- Behavior incidents	<i>Context Indicators:</i> <ul style="list-style-type: none">- Principal-years of experience/background- Number of years in building- Teacher background- Teacher experience- School Support Staff- background/experience
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Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 1 Identify and respond to the needs of all individuals.		Strategy 1: Provide an advocate to serve as a liaison for students, parents, staff, and community members, so that all members' needs are met.		
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Use 21 st Century Coordinators as community liaisons, and hire individuals in non 21 st Century buildings	Year 1	Director Community Educational Services District Leadership team	All building will have a community liaisons	Retirees, business partners, P.D, training on mediation skills.
Recruit support team-coaches, club leaders, community members, retired educators	Year 1	Building Administrator Director Community Educational Services	Volunteer Procedures Manual	Volunteer Form
Formalize a District-wide Family and Community Engagement (B.E.S.T) function to coordinate and lead our family engagement efforts	Year 1	Director Community Educational Services Community Liaison	Sign in sheet Agendas	
Increase number of direct and personally relevant parent contacts that relate to student academic and social achievement, and parent/school collaboration on both the District and school levels	Year 1	Director Community Educational Services Community Liaison School Quality team Director of Co-Curricular Activities	Logs List of collaboration efforts	
Establish expectations and provide training for ALL volunteers	Year 1	Community Liaison	Sign-ins and agendas	Printed materials

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 1 Identify and respond to the needs of all individuals.		Strategy 2: Engage parents and volunteers		
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Provide families with ongoing opportunities to exchange educational and parenting ideas, challenges, and solutions	Year 1	Director Community, Educational Services, Community Liaison, School Quality team	Calendar of Events, SQT Sign-In Sheet	
Conduct a community/resource needs assessment at each school, including human and other resources, to best support in-school and after-school programs	Year 1	Director Community, Educational Services, Community Liaison, School Quality team, Information Service	Survey Results	
Create new standards and specific information about academic concepts covered in each grade K-8 and share with parents	Year 2	Deputy Superintendent, Core Curriculum, Implementers, Information Services	Standards, Brochures	
Develop a guide for parents to understand the high school program and academic requirements, transitions, and other information related to their child's academic success	Year 2	Deputy Superintendent, Core Curriculum, Implementers, Information Services	Standards Guide, Brochures	
Provide opportunities for parents and community leaders to “experience” staff perspectives and daily activities in the school setting	Year 2	Community Liaison, School Quality team	Sign In sheets	

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 2 The District will create and embrace meaningful partnerships	Strategy 1: Develop an on-going outreach campaign that brings awareness of how we can build excellent school together through partnerships.			
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Create a centralized volunteer coordination system	Year 1	Director Community, Educational Services, Community Liaison, School Quality team	Volunteer Procedures manual	
Determine the current social services needs of families and identify potential partners/services if the District's current services cannot accommodate the identified needs	Year 1	Director Community, Educational Services, Community Liaison, School Quality team	Services Brochure Survey assessment	
Increase the number of service partnerships between Saginaw Public Schools and the community	Year 2	Director Community, Educational Services, Community Liaison, School Quality team, Information Service	Types of Service Partnerships and projects	

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 2 The District will create and embrace meaningful partnerships		Strategy 2: Develop partnerships with community, business and higher education leaders to share our common assets to enhance the development of learning in the schools.		
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Provide families with ongoing opportunities to exchange educational and parenting ideas, challenges, and solutions	Year 1	Director Community Educational Services Community Liaison School Quality team	Community Forum Dates Surveys District/Building Newsletters SQT meeting sign in sheets	
Identify resources to help students who need additional support, reaching academic standards using outside resources/partnerships	Year 1	Core Curriculum Implementers School Quality team	Data on student academic support needs	Human capital, time
Monthly Board Report e-mails to all staff, Board, Key Community Contacts, and a database of parents	Year 1	Information Services Department	Number of Board Report Recipients.	Recipient list
Create/build/continually update a searchable database with community volunteers who are willing to have a student job-shadow them.	Year 2	Counselors Director Community Educational Services District leadership team	Database is built and maintained	Database
Each school, department and program will create and maintain a current and accurate web site that complies with District standards	Year 2	Building Administrators Department Leads Information Services Department Technical Services	Number of District websites	Software Content Management System

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.

Objective 3
The District along with its partners in education will provide a safe and effective learning environment for ALL

Strategy 1: Utilize Positive Behavioral Interventions and Supports. (MiBIsi)

ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Implement Positive Behavioral Support system <ul style="list-style-type: none"> - improve lesson designs and instructional practices - develop intensive support system for students who exhibit behavioral challenges 	Year 1	Building Administrator, SQT, PIE	Discipline referrals per year from the data of the previous	Training
Review and evaluate (quarterly) the discipline behaviors (District and/or building wide) in order to incorporate preventative measures	Year 1	Chief of Security, Building Administrator, MiBIsi team, SQT	Discipline referrals	Skyward data
Develop major and minor infractions list with alternative creative consequences for PIE	Year 2	Building Administrator, SQT, PIE	Discipline referrals	Training
Improve communication and implementation of the student code of conduct <ul style="list-style-type: none"> - Building Administrator will provide code of conduct violation AND list of Skyward discipline reports for parents when an infraction occurs 	Year 2	Building Administrator, SQT, PIE	Number of PIE who attend opening sessions, orientations, conferences etc.	Training, printed materials, website, newsletters
Implement Parent University District-wide with topics selected by the District's parent involvement committee in collaboration with PIE, that brings in community members as special speakers	Year 2	PIE\ Director Community Educational Services Community Liaison	Sign-ins and agendas, parent attendance	Printed materials, Community partnerships

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 3 The District’s partners in education will provide a safe and effective learning environment for ALL.		Strategy 2: Build positive customer service relationships with Partners In Education (PIE)		
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Train staff/support staff in friendly and courteous customer service responses. - acknowledgment to all correspondences (not necessarily resolution)	Year 1	District Administration	Survey responses	Training
Solicit diverse community partners to help supplement curriculum	Year 1	Building Administrator, Director Community Educational Services, Community Liaison	Number of participants	Human capital
Develop an exit survey for parents when they take their children out of school and move them to another school. Have community partners or other parents complete survey	Year 1, Implement Year 2	District Administration, Director of Student Retention	Number of survey responses	Printed Materials, time
Consistent consequences for students with similar infractions of discipline	Year 2	Building Administrator, MIBLsi Team, Chief of Security	Exit surveys	Training
Cultural diversity training	Year 2	District Administration, Director of Professional Development	Climate surveys	Training

Priority Goal #3: The District along with its Partners In Education (PIE), will provide quality customer service, safety, and student success.				
Objective 3 The District's partners in education will provide a safe and effective learning environment ALL.		Strategy 3: All Partners In Education (PIE) feel safe in ALL District buildings.		
ACTION STEPS	TIMELINE	LEAD ROLE	DOCUMENTATION	RESOURCES NEEDED
Training and education for all students, staff, and PIE on building safeguards	Year 1	District Administration, Building Administrator, Chief of Security	Sign-in, Agendas	
Consistent guidelines for entering and leaving buildings	Year 1	District Administration, Chief of Security, Information Services Department	Sign-in sheets in building Procedures	Training, signage
Improve scheduling of security officers to offer more coverage throughout the day	Year 1	District Administration, Chief of Security	Schedules	
Survey (quarterly) of PIE regarding safety concerns in District	Year 1	District Administration, Building Administrators	Discipline referrals	Survey

EVALUATION

Strategic Planning is an ongoing process. The Strategic Plan is only 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 correspond with the District's marking periods, will be required of those implementing certain strategies and actions. Discussions and activities will center on student performance and growth. Evaluative results of action or program will determine if the action or program can be sustained, remains cost effective and provides the desired outcomes. Measurement data, that will be included in such reports, include, but are not limited to: number and percentage of students who receive intensive intervention, referral data, universal screening, academic and achievement data for all core subjects at each grade level. This cycle of implementation, review and revision will continue to involve our Partners in Education (PIE).

CONTINUOUS GROWTH

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, implementing, and monitoring, 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 and the implementation of that plan, that ensure the expectations 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.

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.

Continuous alignment of building, department, and division plans with the District Strategic Plan for School Improvement is key to the continuous growth of our organization and our students.