

**Eastpointe Community Schools
2016-2021
Strategic Plan Summary Document**



**EASTPOINTE
COMMUNITY SCHOOLS**

Mission Statement:

“Eastpointe Community Schools, in partnership with families and community, will empower all students to achieve academic and personal success.”

**Submitted by the Michigan Association of School Boards, July 2016
Approved by the Board of Education, July 2016**

Letter from Board President and Superintendent

Eastpointe Community Schools 2016-2021 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Eastpointe.

This document contains the 2016-2021 Eastpointe Community Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Eastpointe.

Community, parent/guardian, and staff forums and an electronic survey resulted in 161 people providing input for the planning process. A Strategic Planning Team of 39 community members, parents/guardians, staff and students participated in an all-day planning retreat on May 21, 2016.

Throughout the planning process the community expressed high expectations of Eastpointe Community Schools becoming a high achieving school district and having all students graduate from high school. The goals adopted reflect the strong desire that has been expressed to embrace significant reform and dramatically improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While much more work needs to be done, Eastpointe Community Schools is headed in the right direction with positive momentum behind the academic growth, instruction reforms and innovative new school choices.
2. The future of growth and success of Eastpointe Community Schools must be a top community priority that requires support from all stakeholders including students, parents/guardians, taxpayers, businesses, non-profits, foundations, and government agencies.
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 39 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Craig Brozowski, President of the Board

Dr. Ryan McLeod, Superintendent

Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In February 2016, the Eastpointe Community Schools Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision and the mission statement were renewed and belief statements were created. Based on qualitative and quantitative data and a renewed vision, mission and beliefs, strategic goals and objectives were developed. Regular monitoring of progress and renewal is critical to the plan's success.

The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff input sessions. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision making tool
- Develop communication plans and tools

The response rate of 161 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).

Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years (data ranges from 2008-2016, depending on the agency) in comparison with districts selected by the Board and Administration and state averages. (Attachment 2 for the data analysis summary). The reference districts used for Eastpointe Community Schools were: Centerline Public Schools, Clintondale Community Schools, Fitzgerald Public Schools, Van Dyke Public Schools, and Warren Woods Public Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team, consisting of 39 parents/guardians, community members, board members, students and staff members, was selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop on May 21, 2016 to develop a renewed mission statement, vision, beliefs and strategic goals. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on page 5).

“Through this strategic planning process, the Board of Education, administration, staff, and community really illustrated their level of care for the school district, the community, and the students.”

—Dr. Rodney Green, MASB Facilitator

Strategic Planning Team Members

Lisa Ayrault, Teacher	Colette Jenkins, Parent	Susan Miller, Principal
Craig Brozowski, Board Member	Karen Johnston, Paraprofessional	Diana Moses, Teacher
Kim Busuttil, Principal	Janet Jones, Interim Principal	Margaret Podsiadlik, Board Member
Lisa Caramone, Director of Technology	Michelle Kato, Teacher	Greg Roberts, Administrator
Tiffany Criswell, Parent	Ashleigh Landry, Student	Albert Rush, Community
Julie DeVita, Board Member	Gloria Licata, Social Worker	Lori Rush, Administrator
Mike Dixon, Business Consultant	Francesca Lucido, Marketing/Communications	Linda Springer, Paraprofessional
Stephanie Fleming, Assistant Principal	Karren MacKool, Board Member	Tiffany Stevens, Parent
Jon Gruenberg, Board Member	Cindy Madison, Executive Assistant	Paul Szymanski, Executive Director
Diane Haack, Parent/Clerical	Ryan McLeod, Superintendent	Traci Whetstone, Teacher
Rose Hatcher, Teacher	Dakota McRoberts, Student	Renita Williams, Assistant Principal
Laurie Hillebrand, Teacher	Christie McRoberts, Parent	Abby Willis, Student
Charley Jackson, Board Member	Bruce McRoberts, Parent	Randy Wilson, Board Member

Retreat Workshop

A retreat workshop was held on May 21, 2016. The workshop covered included:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Assignment of planning team leaders to develop action plans for each goal and objective, including responsibilities, timelines and measurements

Eastpointe Community Schools 2016-2021 Strategic Plan Vision Statement:

Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

Vision:

Eastpointe Community Schools
Students Prepared for Success in
College, Career, and Life

Mission Statement:

The mission statement establishes, in the broadest terms, the purpose of a school district. It should answer the question “What ultimate end will the district pursue and in the broadest sense, how?” The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:

Eastpointe Community Schools, in partnership with families and community, will empower all students to achieve academic and personal success.

Beliefs: The basic beliefs of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were created during the Strategic Planning Team Retreat Workshop:

We Believe:

- Students are our first priority
- In a strong partnership between our schools, families, and community with open communication
- All students will learn and become productive citizens
- All students are deserving of a high quality education in a safe and nurturing environment
- In providing a relevant and rigorous curriculum which is research-based and technologically rich
- We are culturally responsive; we acknowledge, respect, and embrace all differences in the community
- High quality education requires strong teacher and student engagement
- Meaningful relationships enhance learning

2016-2021 Strategic Goals

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the May 2016 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2016-2021 Goal Areas

- **Student Achievement**
- **Facilities/Operations**
- **Positive Learning Environment**
- **Finance**
- **Communications/Community Involvement**

Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the team.

Goal Area 1: Student Achievement

Strategic Goal Statement: We will increase student achievement in all curricular areas.

Priority Objectives:

- Develop a Process of Vertical and Horizontal Alignment of PreK-12 Curriculum, Instruction, and Assessment
- Implement Ongoing Professional Development for Instructional Staff
- Develop and Align District-Wide Academic and Behavioral Multi-Tiered System of Supports
- Review and Revise Evaluation Processes and Tools
- Implement Best Practice Skills that Support and Maximize Student Learning (ie., Technology and Goal Setting)
- Continue and Enhance Data Driven Instruction Through Professional Learning Communities
- Expand Options for Pre-K Students and Parents/Guardians

Goal Area 2: Facilities/Operations

Strategic Goal Statement: We will improve and maintain facilities and the effectiveness of operations.

Priority Objectives:

- Review and Revise Preventative Maintenance and Replacement Cycle for Systems and Equipment
- Align Expectations Between District and Third-Party Provider(s)
- Expand Capacity and Consistency of Technology Network Infrastructure
- Develop Plan and Funding for Additional and Upgraded Technology
- Review and Revise Safety Protocols and Security Needs
- Develop Plan for Utilization, Improvement and Renovation of Facilities

Goal Area 3: Positive Learning Environment

Strategic Goal Statement: We will provide an environment conducive to learning that promotes relevance, rigor, and positive relationships.

Priority Objectives:

- Increase Student and Parent Engagement and Build Relationships Within the School Community
- Fully Implement Positive Behavior Intervention and Supports
- Reduce Employee Absenteeism and Improve Quality of Substitute Staff
- Enhance Classroom Management Protocols for Student Behavior and Safety
- Enhance Co-Curricular Programs to Engage All Students

Goal Area 4: Finance

Strategic Goal Statement: We will improve and maintain the financial stability of the district.

Priority Objectives:

- Review and Revise Budget Process
- Stabilize and Improve Enrollment in the District
- Develop Short and Long Term Goals Regarding Improving Financial Situation
- Review and Revise Operational Efficiencies

Goal Area 5: Communications/Community Involvement

Strategic Goal Statement: We will improve communication and increase community and family involvement.

Priority Objectives:

- Develop Marketing and Recruitment Plan Including Entrance and Exit Surveys
- Develop Partnerships with Outside Agencies and Businesses
- Coordinate and Build Positive Communication with Stakeholders Including District Website and Social Media
- Increase Parent Opportunities for Volunteering and Education about our Curriculum

Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals/objectives identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action plan
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update

Attachment 1 – Input Summary

What We Celebrate

Personnel

- Teachers
- Support Staff
- Dedicated
- Supportive

Programs/Academics

- Athletics Program
- Clubs
- Upgraded Technology
- ALPS
- Middle College Program

Culture/Learning Environment

- Diverse
- Resilient
- Pride

Community

- Good Relationship with the Community

Leadership

- New Leadership
- Changing Previous Environment

Attachment 1 – Input Summary – Cont'd

What Needs Our Attention

Personnel

- Training for New Staff
- Staff Retention
- Higher Salary
- Diversity Training
- Staff Behavior
- Hire More Staff
- Morale
- Purpose

Communications/Community

- Clear and Relevant Communication
- Stronger Community Involvement
- Stronger Parental Involvement
- Community Connection

Programs/Academics

- Academics
- Testing
- Sports
- Textbooks
- Supplies
- Technology
- Updated Curriculum

Facilities

- Curb Appeal
- Cleaning
- Infrastructure
- Carpet
- HVAC

Culture/Learning Environment

- Safety
- Security
- Climate/Culture
- Dress Code
- Bullying
- Attendance
- Image/Reputation

Operations

- Updated Policies
- Enforce Discipline Policies
- Enforce Code of Conduct
- Support for PBIS
- End School of Choice
- Food Service
- Janitorial Service

Attachment 1 – Input Summary – Cont'd

Barriers

Learning Environment/Culture

- Willingness to Change
- Finances
- Follow Through
- Communication
- Tradition
- Status Quo
- Motivation
- Time
- Turnover
- Large Class Sizes
- Collaboration
- Buy-In
- Declining Enrollment
- Reputation
- Disruptive Students
- Schools of Choice

Community

- Parental Involvement/Support
- Community Involvement/Support
- Buy-In
- Perception

Operations

- Third Party Contracts
- Resources
- State/Unions
- Finances
- Not Enforcing Disciplinary Policies

Attachment 1 – Input Summary – Cont'd

Vision

Personnel

- Teachers Appreciated
- Higher Salaries
- Consistent Staff

Programs/Academics

- Updated Curriculum
- Consistent Curriculum
- Scholarships
- ROTC
- Higher Test Scores
- College Ready
- Co-Op
- Hands On Learning

Culture/Learning Environment

- Safe and Secure
- Success for Students
- Improved Reputation
- District of Choice
- Better Student Behavior
- Students Excited and Engaged
- Higher Achievement
- Quality
- Pride
- Working Together

Communications/Community

- Collaboration with Community and Parents

Facilities

- Clean
- Appealing

Operations

- Stable Enrollment
- Consistency
- Out of Deficit
- No State Involvement
- Ending School of Choice
- Students Returning

Attachment 2 – Data Summary

Finance

- The district spends less on instructional spending than some other reference districts, and is below state average.
- The district spends more on instructional support than state average and it has slightly increased over the past couple years.
- Business and administration spending is at the state average and less than most reference districts.
- The district spends \$9,292 per pupil on general fund expenditures which is lower than reference districts, lower than state average, and lower than 5 years ago.
- The fund balance has increased over the past five years from -\$7.8 million to +\$1.8 million.

Personnel

- Student-teacher ratio is 26, which is slightly higher than state average and higher than some reference districts.
- The average teacher salary is \$51,292, lower than reference districts, and lower than state average. It has seen a big decrease since 2010

Attachment 2 – Data Summary – Cont'd

Academic Performance

- The district's students are academically below state averages in all twenty-four areas.
- M-Step results show the district below the state average in all areas.
- 3rd grade math and ELA M-Step scores shows scores both below reference districts. Scores have been dropping over the last few years.
- 4th Grade math and ELA M-Step scores are below state average, and 4th Grade science is below state average.
- 5th Grade math M-Step is below state average and reading and social studies are below state averages. MEAP scores in math are below state average.
- 6th Grade M-Step math and reading scores are below reference districts and MEAP scores are below state averages.
- 7th Grade M-Step math, ELA, and science are below state average and reference districts. MEAP scores are below state averages.
- 8th Grade M-Step scores are below state averages. MEAP Scores are below state averages.
- 11th Grade M-Step scores and ACT scores are below state averages. Cohort scores have shown a decrease.
- Dual enrollment has increased from 27 students in 2011 to 120 students in 2015. AP classes offered are about the same now as in 2011.

Attachment 2 – Data Summary – Cont'd

Demographics and Enrollment

- Enrollment has decreased over the past five years, down 477 students since 2011.
- Net loss of enrollment from Schools of Choice is over 3000 students for 2015. This has increased since 2011. Currently, 473 non-resident students are coming in, while 3980 resident students are going elsewhere.
- The percentage of the district's students eligible for lunch assistance in 2015 is similar within the reference districts with a combined eligibility of 63.9% and higher than the statewide average, and is slightly lower than five years ago.
- The district's 2014 four-year cohort graduation rate is 71.12% and below the statewide average. It is lower than some reference districts and has increased 6 points since 2010.
- 56% of graduating students attend post-secondary right away, 72% within five years. 18% earned a degree or certificate within five years.
- 11.6% of residents have a BA degree or higher, which is well below the state average of 26.4%. About 46.4% of adults have a degree or some college.
- 92.1% of eligible students attend public schools, with 77.2 % of preschool children attending public preschool.
- The district's 2014 average household income is lower than the state average at \$46,069, and similar to most of the reference districts.
- The district's demographics in the student population have changed since 2010 with African American student population growing from 49.7% to 69.3%.

Attachment 3 – Environmental Scanning

The Wave – In the arena of education, what are incoming and outgoing trends, ideas, practices, and paradigms?

Emerging

On-line Education

Collaboration

Rigorous Curriculum

On-line Testing

Blended Learning

Technology

Social Media

PLC/ILC Process

Data Driven Instruction

Multi-Tier Systems of Supports

Horizon

Classroom Configuration Flipped

Individualized Instruction

More Student Centered Learning

More Specialized Classrooms

Flexible Classroom Learning

Classrooms Without Textbooks

Online Learning Virtual Classrooms

On-line Textbooks

STEM

More Independent Learning

Attachment 3 – Environmental Scanning – Cont'd

Established

Number of School Days

Athletics

Grade Structure

Traditional Grading System

Typical School Day

Daily Schedules

Online Testing

Technology in Classroom

Basic Subjects

School Structure

Disappearing

Paper Textbooks

Creative Arts

Homework and Science Projects

Local Control

Neighborhood Schools

Whole Group Teaching

Parent and Community Involvement

Teaching as respected profession

Money

Staff Stability