

**West Branch-Rose City Area Schools
2020 - 2023
Strategic Plan Summary Document**



West Branch-Rose City Area Schools

The School of Choice for Educational Excellence . . .

Submitted by the Michigan Association of School Boards, November 21, 2016
Approved by the West Branch-Rose City Area Schools, 11/21/16, 2/17/20

Letter from Board President and Superintendent

West Branch-Rose City Area Schools 2020-2023 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of West Branch-Rose City Area Schools.

This document contains the 2020-2023 West Branch-Rose City Area 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 West Branch-Rose City Area Schools.

This plan originated from community, parent/guardian and staff forums, and an electronic survey that resulted in 227 people providing input for the planning process. A Strategic Planning Team of 24 community members, parents/guardians, staff and students participated in an all-day planning retreat on October 1, 2016, and Board Members were joined with staff for a workshop at a public meeting on February 3, 2020 to review, assess and reestablish goals through 2023.

Throughout the planning process the community expressed high expectations of West Branch-Rose City Area Schools including improving the District, having all students graduate from high school, and ensuring life-long success for all students. The goals adopted reflect the strong desire that has been expressed to embrace significant change and dramatically improve the school system.

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

1. West Branch Rose-City Area School District has made several changes recently and is headed in the right direction with positive momentum.
2. The future of growth and success of WBRC Schools must be a top community priority that requires support from all stakeholders including students, parents/guardians, community members, and staff.
3. As a district, we must do a better job of positively engaging and aligning internal stakeholders and external 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, developed and assess the goals on an ongoing basis. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Mr. Scott Williams, President of the Board

Mr. Philip Mikulski, 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 July 2016, the West Branch-Rose City Area 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 and this 2020-2023 Plan is part of our District’s ongoing commitment.

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 one community, student and staff forum. 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 227 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 (2010-2015) in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for West Branch-Rose City Area are: Crawford AuSable Schools, Freeland Community School District, Gaylord Community Schools, Houghton Lake Community Schools, and Tawas Area Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisted of 24 parent/ guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as an additional committee meeting 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 West Branch-Rose City Area Schools Board of Education, administration, staff, parents, and the entire community have really illustrated a high level of care for the school district, the community, and most of all, the students”.

—Dr. Rod Green, MASB Facilitator

2020 Strategic Plan Update Participants

Dr. Rod Green	MASB Facilitator
Gail Hughey	Parent/Administrator
Scott Kartes	Board Member
Calie Kavalunas	Staff
Heather Kearns	Parent/Board Member
Ted Matuszak	Administrator
Phil Mikulski	Superintendent
Gary Miller	Board Member
Jessica Quigley	Board Member
Philip Stephens	Board Member
Scott Williams	Board Member

Workshop

The 2016 and 2019 workshops 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 development of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Scheduling of implementation meeting for administrative leaders to develop the objectives, timelines, and plans for each goal statement

West Branch-Rose City Area Schools 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:

West Branch-Rose City Area Schools

***The School of Choice for Educational
Excellence . . .***

Your Future Begins Here

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 statement was renewed during the Strategic Planning Team Retreat Workshop:

West Branch-Rose City Area Schools

The School of Choice for Educational Excellence . . . Your Future Begins Here

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:

- We must prepare all students to be career and college ready.
- Every child has a right to a safe and caring learning environment.
- We must use innovative strategies for all students to reach their maximum potential.
- We must develop knowledgeable, caring, respectful, and responsible citizens.
- In preparing students to face changes in local and global society.
- We must embrace innovations in education.
- In a collaborative parent, staff, student and community partnership.
- We must offer a variety of programs to develop the whole child.

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 Teams developed and refined goal statements and specific objectives. The goal areas are categorized below

Goal Areas

- **Student Achievement**
- **Technology**
- **Facilities/Operations**
- **Curriculum/Academics**
- **Communications**

Following the workshops, 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 improve student achievement in all curricular areas.

Priority Objectives:

- Build Relationships with Students to Increase Student Engagement and Attendance
- Implement Ongoing Professional Development for Teaching Staff Including Instructional Coaching
- Develop and Align District-Wide Multi -Tiered System of Supports That Includes Strategies to Reach All Learners
- Create Incentives and Programs to Increase Student Participation at School Events.
- Continue and Enhance Data Driven Instruction Through Professional Learning Committees and Department Meetings
- Align the Continuous Improvement Process with Strategic Plan

Goal Area 2: TECHNOLOGY

Strategic Goal Statement: We will enhance teaching and learning through the use of technology.

Priority Objectives:

- Continue Purchasing and Replacement Plan for Infrastructure, Hardware, and Software to Improve Student Learning
- Develop Professional Development Process for Current and Future Staff Needs
- Enhance Instructional Coaching for Technology
- Investigate New Technologies to Enhance Teaching and Learning

Goal Area 3: FACILITIES/OPERATIONS

Strategic Goal Statement: We will improve and modernize district facilities and grounds.

Priority Objectives:

- Update Facility Study Process to Continue Plans for Improvements
- Complete a Facility Utilization Study Meeting Student Needs with Grade and Academic Alignment
- Ensure Quality Facility Standards are Met with Third Party Custodial Services
- Improve Energy Efficiency
- Continue Purchasing and Replacement Plan for Buses
- Develop and Streamline Facility Request Process from Outside Groups
- Upgrade and Increase Building Security
- Continue to Explore Grant Opportunities to Improve Student and Staff Safety

Goal Area 4: CURRICULUM/ACADEMICS

Strategic Goal Statement: We will improve the effectiveness and relevance of our curriculum.

Priority Objectives:

- Develop a Process of Vertical and Horizontal Alignment of K-12 Curriculum with Materials, Instruction and Common Assessments
- Enhance and Communicate a Variety of Programs and Electives Available Including Science, Technology, Engineering and Math (STEM) Opportunities for All Students, Dual Enrollment, Advanced Placement, Early College, Alternative Education, and Other Career Ready Opportunities

Goal Area 5: COMMUNICATION

Strategic Goal Statement: We will improve communication with students, parents, staff and community.

Priority Objectives:

- Continue to Improve Communication to the Community
- Develop Advertising, Marketing and Staff Recruitment Plan
- Continue to Communicate Clear and Consistent Expectations Across the District
- Utilize State of the District Meetings to Update Community
- Provide Opportunities for Parents to Meet Informally With the Superintendent

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 do we celebrate? What are we most proud of?

Personnel (Human Resources)

- Teachers
- Administrators
- Support Staff
- Dedicated
- Caring, Supportive

Programs/Academics

- Variety of Offerings
- Clubs/Sports
- LINKS
- Building Trades/CTE

Culture/Environment

- RTI
- Supportive Environment
- Good Reputation

Communications/Community

- Community Support
- Attractive for Schools of Choice
- Awards
- Close Knit Community
- Traditions

Operations

- Financial Stability
- New Leadership

Attachment 1 – Input Summary – Cont'd

What are the opportunities? What needs our attention?

Personnel (Human Resources)

- Diversity in Staff
- Professionalism
- Training for Substitutes
- Professional Development

Programs/Academics

- Curriculum Alignment
- Technology
- Alternative Education/Virtual
- More Elective Choices
- Graduation Rate
- Class Options

Culture/Environment

- Facilities
- Improve Between Two Communities
- Class Sizes
- Student Involvement

Communications/Community

- Communication – Internal and External
- Parent Involvement

Leadership

- Welcoming Environment
- Public Image
- Trust

Operations

- Facilities Need Upgrading
- Lunch Options
- Mechanical Systems
- Security

Attachment 1 – Input Summary – Cont'd

What barriers exist to improvement?

Personnel (Human Resources)

- Staff Turnover
- Trust

Programs/Academics

- Enrollment
- Staffing

Culture/Learning Environment

- Geographics
- Socio-Economics

Communications/Community

- Negativity
- Resistance to Change
- Parent Involvement
- Aging Community

Leadership

- Trust
- Turnover of Leadership
- Working Together

Operations

- Funding

Attachment 1 – Input Summary – Cont'd

What is the vision for the district? What do we want to be known for in 5, 10, 15 years?

Personnel (Human Resources)

- Stable Staff
- Diverse, Well Trained
- Better Paid

Programs/Academics

- More Opportunities
- Improved Scores
- Great Academics
- Aligned K-12 Curriculum
- Less Standardized Testing

Culture/Learning Environment

- Students are Happy
- Students are Successful
- Athletic Success
- Attractive
- Growing Enrollment
- Pride

Communications/Community

- More Parent Involvement
- Better Communications
- Community Support

Leadership

- Caring and Welcoming
- Strong

Operations

- Better Facilities
- Better Technology
- Safe and Secure
- One to One Technology
- Leader in Technology

Attachment 2 – Data Summary

Data-Driven Strategic Planning: West Branch-Rose City Area Schools

Based on analysis of data in this report, the following points are highlighted concerning West Branch-Rose City Area Schools:

Demographics

- Enrollment has decreased over the past five years, down 191 students since 2011.
- Net loss of enrollment from Schools of Choice is 98 students for 2016. This loss is a change from 39 gain in 2012. Currently, 122 non-resident students are coming in, while 220 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 61.2% and higher than the statewide average, and is the same as five years ago.
- The district's 2015 four-year cohort graduation rate is 83.46% and above the statewide average. It is lower than most he reference districts and has gained 5 points since 2011.
- 74% of graduating students attend post-secondary right away 83% within five years. 28% earned a degree or certificate within five years.
- 13.5% of residents have a BA degree or higher, which is well below the state average of 25.9%. About 47% of adults have a degree or some college.
- 91.2% of eligible students attend public schools, with 62.8 % of preschool children attending public preschool.
- The district's 2014 average household income is lower than the state average at \$49,856, and lower than most of the reference districts.
- The district's demographics in the student population have stayed similar since 2012 with about a 93.9% white student population.

Attachment 2 – Data Summary – Cont'd

Academics

- The district's students are academically above state averages in thirteen areas and below in eleven areas.
- M-Step results show the district above the state average in eleven areas and below in nine areas.
- 3rd grade math and ELA M-Step scores shows scores both below state average. On the MEAP, 3rd grade scores have been above state averages across the years.
- 4th Grade math and ELA M-Step scores are above state average, while 4th Grade science is below state average. 4th Grade MEAP scores are above state averages.
- 5th Grade math M-Step is below state average and reading and social studies are below state averages. MEAP scores are above state average.
- 6th Grade M-Step math and reading scores are above state average and MEAP scores are mostly below state averages.
- 7th Grade M-Step math and science are below state average and ELA is below state average. MEAP scores are mostly above state averages.
- 8th Grade M-Step scores are above state averages. MEAP Scores are mostly below state averages.
- 11th Grade M-Step scores and ACT scores are above state averages. Cohort scores have shown an increase.
- Dual enrollment has increased from 0 students in 2012 to 8 students in 2016. AP classes offered are about the same now as in 2012.

Finance

- The district spends less on Instruction Spending than some other reference districts, and is below state average.
- The district spends less on Instructional Support than state average and it has slightly decreased over the past couple years.
- Business and administration spending is below the state average and less than most reference districts.
- The district spends \$9,000 per pupil on general fund expenditures which is similar to reference districts, lower than state average, and slightly higher than 5 years ago.
- The fund balance has declined over the past five years from \$3.1 million to \$2.2 million.

Personnel

- Student-teacher ratio is 23, which is the same as the state average and higher than some reference districts.
- The average teacher salary is \$46,234, lower than all reference districts, but lower than state average. It has seen a steady decrease since 2010.

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

Unified
Curriculum

Middle
College

On-line
Testing

Balanced
Calendar

Data Driven
Evaluations

Social
Media

Accountability

State/National
Control

Technology

Competition for Students

Horizon

Online Schools – Anytime, Any Place

Less Seat Time

Funding Changes

Year Round Schooling

More Options for Students

Balanced Calendar

5-year HS/College

On-line Textbooks

School of Choice Impacting Enrollment

Virtual Learning

Specialized Teaching

Attachment 2 – Data Summary

Established

Calendar	CTE Interest	Grade Structure
Traditional Grading System	Summer School Credit Recovery	Community Relationships
Merit Curriculum	School District Boundaries	Ogemaw Kids Club
Common Core	Schools of Choice	Boys/Girls Clubs
Athletics	Methods of Funding	

Disappearing

Paper Textbooks	Traditional Schools	Two Parent Household
Local Control		
Parent Involvement	Respect and Funding	Calm Environments - Society
Sit and Get Model		
Economic Recession	Equal Programs Throughout	Teacher Driven Classroom
	Face to Face Communication	CTE Certified Teachers

Attachment 2 – Data Summary