

**Clio Area Schools  
2016-2020  
Strategic Plan Summary Document**



*Clio Area Schools  
Leaders in Educational Excellence*

Submitted by the Michigan Association of School Boards, April 14, 2016  
Approved by Clio Area Schools, April 14, 2016

## Letter from Board President and Superintendent

*Clio Area Schools 2016-2020 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Clio Area Schools.*

This document contains the 2016-2020 Clio 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 Clio Area Schools.

Community, parent/guardian and staff forums and an electronic survey resulted in 463 people providing input for the planning process. A Strategic Planning Team of 45 community members, parents/guardians, staff and students participated in an all-day planning retreat on March 5, 2016 and an Implementation meeting on March 10, 2016.

Throughout the planning process the community expressed high expectations of Clio 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. Clio 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 Clio Area 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 of 45 stakeholders, developed the goal statements. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and strategies.

Mary Ann Dipzinski, President of the Board

Fletcher Spears III, 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 January 2016, the Clio 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.



## **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 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 463 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 (2009-2015; (variable by data)) 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 Clio Area Schools are Cadillac Area Public Schools, Cedar Springs Public Schools, Gaylord Community Schools, Northwest Community Schools and Owosso 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, 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 Clio 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***

## **Strategic Planning Team Members**

Sue Adkins	Teacher	Lydia Heine	Board Member	Craig Nelson	Administrator
Carrie Ammons	Administrator	Dan Hemingway	Parent	Julie Newman	Support Staff
Anne Anger	Parent	Leah Holloway	Student	Steve Nordstrom	Board Member
Bonnie Bare	Community	Christine Huff	Parent	Jon Pechette	Administrator
Neil Bedell	Administrator	Lexi Kaiser	Student	Michelle Pyrett	Teacher
Cheryl Childers	Teacher	Steve Keskes	Administrator	Bayli Ragsdale	Teacher
Jennifer Clark	Parent	John Lanyi	Administrator	Tim Ranville	Board Member
Shelly Cranick	Administrator	Karen Love	Parent/Booster	John Roard	Administrator
Nancy Daniels	Administrator	Mike Lytle	Administrator	Travis Smith	Administrator
John Darga	Elementary Principal	Jessica McCallum	Administrator	Fletcher Spears	Administrator
Mary Ann Dipzinski	Board Member	Chip McCallum	Teacher/CEA	Paul St. Louis	Community
Jim Dundas	Administrator	Matt McMullen	Teacher	Lisa Taylor	Administrator
Pam Flores	Teacher	Linda Miller	Administrator	Patti Wagner	Teacher
Bob Gaffney	Board Member	Katrina Mitchell	Administrator	Stefanie Williams	Parent/Support Staff
Henry Hatter	Board Member	Kristin Moss	Teacher	Rick Witham	Community

## **Retreat Workshop**

A retreat workshop was held on March 5, 2016. The workshop 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

## **Clio Area Schools 2016-2020 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:

***Clio Area Schools***  
**Leaders in Educational Excellence**

## **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 developed during the Strategic Planning Team Retreat Workshop:

### *Clio Area Schools* Building a Solid Foundation for 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 that:**

- Every student deserves excellence every day.
- Parent, community, and school partnerships are essential.
- We have a responsibility to prepare students for a world outside of school.
- Assessment of student learning can be measured in a variety of ways
- Adaptability and flexibility are essential for enduring success.
- High expectations are imperative to individual success.
- Application, logic and reasoning are the true evidence of learning.
- Communication and collaboration are necessary for life success.



## **2016-2020 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 March 2016 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

### **2016-2020 Goal Areas**

- ***Student Achievement***
- ***Communication***
- ***Technology***
- ***Positive Learning Environment***
- ***Facilities/Operations/Finances***

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:** Clio Area Schools will increase student achievement.

### **Priority Objectives:**

- Develop a Process of Vertical and Horizontal Alignment of K-12 Curriculum with Instruction and Assessment
- Implement Ongoing and Relevant Professional Development for Teaching Staff
- Develop and Align District-Wide Multi-Tiered System of Supports That Includes Strategies to Reach All Learners
- Enhance Teacher and Administrator Evaluation Process and Tool
- Develop Strategies to Ensure Every Student has a College Experience Prior to Graduation
- Continue and Enhance Data Driven Instruction Through Professional Learning Committees
- Develop Strategies for Pre-K Students and Parents for Kindergarten Readiness

## **Goal Area 2: Technology**

**Strategic Goal Statement:** Clio Area Schools will implement and update technology to meet the academic and operational needs of the district.

### **Priority Objectives:**

- Develop Purchasing and Replacement Refresh Cycle for Hardware and Software
- Develop Training Process for Current and Future Staff Needs
- Expand Capacity and Consistency of Network Infrastructure
- Develop Plan and Funding for Additional Technology to Improve Student Learning
- Upgrade Security Camera Systems



### **Goal Area 3: Facilities/Operations/Finance**

**Strategic Goal Statement:** Clio Area Schools will improve facilities, increase efficiency in operations, and maintain a balanced budget.

#### **Priority Objectives:**

- Develop Annual Sinking Fund Plan to Update Facilities and Infrastructure
- Develop Comprehensive Budget process
- Enhance Maintenance Request Process
- Review, Enhance and Standardize Custodial Cleaning Standards for Facilities
- Improve Financial Situation for District
- Improve Energy Efficiency

## **Goal Area 4: Positive Learning Environment**

**Strategic Goal Statement:** Clio Area Schools will provide a safe and positive learning environment.

### **Priority Objectives:**

- Increase Student Engagement and Build Relationships Within the School Community
- Fully Implement Positive Behavior Intervention and Supports
- Reduce Class Sizes for Grades K-2
- Provide Better Quality Substitute Staff
- Enhance Classroom Safety Protocols for Student Misbehavior
- Enhance Co-Curricular Programs to Engage All Students



## **Goal Area 5: Communication**

**Strategic Goal Statement:** Clio Area Schools will improve the efficiency of communication throughout the district and community.

### **Priority Objectives:**

- Develop Marketing and Recruitment Plan Including Entrance and Exit Surveys
- Standardize Parent and Teacher Classroom Communication Process
- Coordinate and Build Connections with Social Media
- Develop Process for Updating District and School Websites
- Include Staff and Student Presentations at Board Meetings

## 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?

### Personnel

- Teachers
- Dedicated Staff
- Helpful, Friendly

### Programs/Academics

- Middle College
- Dual Enrollment
- Title One Program
- 9th Grade Academy

### Culture/Learning Environment

- Sense of community
- Students first
- Student success
- Commitment to improvement

### Communications/Community

- Family oriented
- Small, close-knit community
- Sinking Fund
- Supportive community
- Board/Administration

### Operations

- Good Finances
- Leadership
- Clubs
- Athletics



# Attachment 1 – Input Summary – Cont'd

## What Needs Our Attention?

### Personnel

- More staff for interventions
- Smaller class sizes
- Curriculum director

### Programs/Academics

- Curriculum content/alignment
- Technology
- Increase elective classes

### Culture/Environment

- Student discipline
- Focus on education
- Too many adm meetings

### Communications/Community

- Communications
- Negative district perception
- Community involvement

### Leadership

- Consistency
- Stability
- Consistency at building level

### Operations

- Update Facilities
- Safety/Security/Behavior
- Computer Labs
- Technology

# Attachment 1 – Input Summary – Cont'd

## What Barriers Exist to Improvement?

### Personnel

- Staff wears many hats
- Lack of time
- Too much subbing

### Programs/Academics

- Curriculum
- Too Many Tests
- High Class Sizes

### Culture/Learning Environment

- Attitude
- Priorities
- Apathy
- Lack of funds

### Communications/Community

- Parent Involvement
- Community buy-in
- Communication needs to be improved

### Leadership

- Board stability
- Lack of consistent leadership
- The next new thing

### Operations

- Current state funding
- Technology
- Lack of resources
- Lansing

# Attachment 1 – Input Summary – Cont'd

## What Is Your Vision for the District?

### Personnel

- Great Staff

### Programs/Academics

- Above average state test scores
- Improved scores
- More elective classes
- More AP classes

### Culture/Learning Environment

- Safer school environment
- Better reputation
- Attractive for School of Choice

### Communications/Community

- Pride in our schools
- Working together
- Excellence in education for each individual student
- Student Success

### Leadership

- Clear vision
- Measurable outcomes
- Positive board/superintendent relationship

### Operations

- Improved facilities
- Better maintenance process
- Improved technology

## Attachment 2 – Data Summary

### ***Data-Driven Strategic Planning: Clio Area Schools***

Based on analysis of data in this report, the following points are highlighted concerning Clio Area Schools:

- Enrollment has decreased over the past five years, down 453 students since 2011. (B-2)
- Net gain of enrollment from Schools of Choice is 80 students for 2015. This has decreased from 217 gain in 2011. Currently, 373 non-resident students are coming in, while 293 resident students are going elsewhere. (B-3, B-4, B-5, B-6, B-7)
- The percentage of the district's students eligible for lunch assistance in 2015 is similar within the reference districts with a combined eligibility of 47.1% and similar to the statewide average, and is slightly higher than five years ago. (B-8, B-9)
- The district's 2014 four-year cohort graduation rate is 63.61% and below the statewide average. It is lower than the reference districts and has dropped 4 points since 2010. (B-10, B-11)
- 61% of graduating students attend post-secondary right away 76% within five years. 20% earned a degree or certificate within five years. (B-12, B-13)
- 16.1% of residents have a BA degree or higher, which is well below the state average of 25.9%. About 51.5% of adults have a degree or some college (B-13, B-14)
- 94.6% of eligible students attend public schools, with 67.6 % of preschool children attending public preschool. (B-16)
- The district's 2013 average household income is lower than the state average at \$61,034, and slightly higher than most of the reference districts. (B-17)
- The district's demographics in the student population have stayed similar since 2010 with about a 93% white student population. (B-18, B-19)
- The district's students are academically above state averages in fifteen areas and below in nine areas.
- M-Step results show the district above the state average in nine areas and below in eleven areas.
- 3rd grade math and ELA M-Step scores shows scores both above state average. On the MEAP, 3rd grade scores have been above state averages across the years. (C-1, C-2, C-3)
- 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. (C-4, C-5, C-6, C-7)

## Attachment 2 – Data Summary – Cont'd

- 5th Grade math M-Step is below state average while reading and social studies are above state averages. MEAP scores in math are below state average. (C-8, C-9, C-10, C-11)
- 6th Grade M-Step math and reading scores are above state average and MEAP scores are above state averages. (C-12, C-13, C-14)
- 7th Grade M-Step math and science are below state average, but ELA is above state average. MEAP scores are above state averages. (C-15, C-16, C-17, C-18)
- 8th Grade M-Step scores are below state averages. MEAP Scores are at or below state averages (C-19, C-20, C-21, C-22)
- 11th Grade M-Step scores and ACT scores are below state averages. Cohort scores have shown an increase (C-23 to C-30)
- 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. C-31, C-32)
- The district spends less on Instruction Spending than some other reference districts, and is below state average. (D-1, D-2)
- The district spends less on Instructional Support than state average and it has slightly increased over the past couple years. (D-3, D-4)
- Business and administration spending is below the state average and less than most reference districts. (D-5, D-6)
- The district spends \$9,062 per pupil on general fund expenditures which is similar to reference districts, lower than state average, and slightly higher than 5 years ago. (D-7, D-8)
- The fund balance has declined over the past five years from \$5.4 million to \$2.9 million. (D-9 to D-16)
- Student-teacher ratio is 24, which is slightly higher than state average and higher than some reference districts. (E-1, E-2)
- The average teacher salary is \$60,415, higher than most reference districts, but lower than state average. It has seen a slight decrease since 2010 (E-3, E-4)

Submitted: March 4, 2016

*Dr. Rod Green*

## 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

On-line testing

Social media

M-Step

Balanced Calendar

Blended learning

Competition in Education Choices

SAT

Student Testing/Data

Technology

Personalized instruction

### Horizon

Weighted GPA

Inquiry, Reasoning, Logic Assessment

5-year HS/College

STEM

Individualized Instruction

Flexible Classroom Learning

On-line Textbooks

More independent learning

Education for profit

Balanced Calendar

Flipped Classroom

## Attachment 3 – Environmental Scanning – Cont'd

### Established

Number of School Days	Typical School Day	Grade Structure
Traditional Grading System	Policies	AP Classes/Student Handbook
Critical Thinking Skills	Mustang	Standards/Goals
Basic Subjects	Schools of Choice	Boundaries
Athletics	Methods of Funding	Legislative Mandates

### Disappearing

Paper Textbooks	Traditional Schools	Teacher Driven Classroom
Local Control	Respect and Funding	Typical Student
Parent Involvement	Cursive Writing	Spelling
Teacher Individuality	Face to Face Communication	Memorization
Paper and Pencils	Whole Group Teaching	