

Adrian Public Schools

**Strategic Plan
2008-2011**

The mission of Adrian Public Schools is to provide, in partnership with parents and our community, quality educational opportunities that challenge students to excel academically and socially to become contributing citizens.

STUDENT ACHIEVEMENT

Ensure that all administrators are able to provide support, based upon data for district strategic planning to reach the following goal.

| GOALS | STRATEGIES | TIMELINE | PROFESSIONAL LEARNING | MEASUREMENT OF SUCCESS |
|---|--|--|---|---|
| Increase student achievement across all subjects. | Daily learning outcomes displayed in each classroom. | Year 1 Continue Years 2, 3 | Clear learning outcomes | Increase in MEAP (Michigan Educational Assessment Program)/MME (Michigan Merit Exam) scores |
| | Implement non-fiction writing across the curriculum (with feedback). | Start Year 1, continue years 2 and 3 | Non-fiction writing Collaborative analysis | Increase in MEAP/MME scores |
| | Have all teachers and administrators trained in non-fiction writing and implement into classrooms (along with a discussion of student work). | Start Year 1, continue years 2 and 3 | Non-fiction writing Collaborative analysis | Increase in MEAP/MME scores |
| | Revise student code of conduct | Start Year 1 Complete Year 2 | Research effective practice Integrate Positive Behavior Support System strategies | Reduction in referrals/suspensions Perception survey data |
| | Develop classroom management strategies to support effective instruction and align with the code of conduct | Start Year 2 Continue Year 3 | Research effective classroom management strategies | Reduction in referrals/suspensions Perception survey data |
| | Create time for teacher collaboration | Start Year 2 Continue Year 3 | Tasks for collaboration time | Increase in MEAP/MME scores |
| | Develop instructional focus teams | Start Year 3 | Reeves – Data Teams Standards and Assessment | Increase in MEAP/MME scores |
| | Utilize Data director to track longitudinal achievement data from standardized and local benchmark assessments | Year 1 – administrators Year 2 – teachers Year 3 – parents and students | Training on data director, benchmark (formative) assessments | Increase in MEAP/MME at a rate determined annually by the leadership team. |
| | K-4: Pacing guides that include common assessment tasks in math for units | Year 1 – 2 units Year 2 – additional 4 units of common assessments Year 3 – additional 4 units of common assessments | GLCEs (Grade Level Content Expectations) Assessment development Data Analysis Essential Questions/Skills | Math MEAP scores increase at a rate determined annually by the leadership team |
| | 1-4: Continue to give ELA (writing/SRI) common assessments and provide time for teacher collaboration K: Dibels/MLPP/DRA | Year 1 – implement SRI and Writing in Data Director Years 2, 3 – additional time for collaboration | SRI (Scholastic Reading Inventory) training Data analysis | ELA (reading and writing) MEAP scores increase at a rate determined annually by the leadership team |
| | 2-4: Utilize study island | Start Year 1 Increase use Years 2 and 3 | Use of study island Alignment with local pacing guides and GLCEs | Increase in MEAP at a rate determined annually by the leadership team |
| | K-4: Analyze intervention programs for struggling students. Create and fully implement a plan for Year 3 | Start Year 1 Continue Year 2 Fully implement Year 3 | Research programs that are effective in other districts | Increase in MEAP at a rate determined annually by the leadership team |

| | | | | |
|---|---|--|--|--|
| | 5-8: Develop documents aligned with GLCEs that include assessment tasks for all subjects | Start Year 1 Continue Year 2 Complete by Year 3 | GLCEs Assessment Development Data Analysis Essential questions/skills | Increase in MEAP at a rate determined annually by the leadership team |
| | 5-8: Analyze and implement intervention programs for struggling students and create a plan for Years 2/3. The programs in 7/8 should focus on students who are at risk of not graduating or dropping out and provide immediate interventions. | Research Year 1 Begin implementation Year 2 Fully implemented Year 3 | Research programs that are effective in other districts | Increase in MEAP at a rate determined annually by the leadership team |
| | 9-12: Complete power standards for all subjects with common formative assessments. | Start Year 1 (2 power standard assessments per course) Continue Year 2 (7 assessments per course) and Year 3 (all power standard assessments complete) | Data and assessment strategies | Increase in MME at a rate determined annually by the leadership team |
| | 9-12: Expand intervention programs (i.e., credit recovery, Read180, Cognitive Tutor, Alternative Ed) | Start Year 1 Implement Year 2 Revise Year 3 | Evaluation of program effectiveness Research best practice | Increase in MME at a rate determined annually by the leadership team |
| Increase APS graduation rate (all students and subgroups) | Develop academic programs which meet the needs of at-risk students (at all levels): <ul style="list-style-type: none"> Alternative Education Programs Credit Recovery Read/Write/Read 180 Carnegie Cognitive Tutor (7-12) Web-based curriculum application Other research-based programs Pay attention to the quality of academic programs versus traditional programs | Year 1 – continue current programs and research best practices Year 2 – expand/refine program implementation Year 3 – full implementation | Research best practices Identification of at-risk students Data-driven decision making | Increase in graduation rate for all students and subgroups |
| | International Baccalaureate Program development in grades 11-12 | Year 1 - Application process Year 2 – planning process Year 3 – full implementation | Staff training Board/Community information | Increase graduation rates by providing advanced educational programs for successful students |
| | Research honors/model-school programs in grades 7-8 | Start Year 1, Continue Years 2,3 | Staff training | Increase graduation rates by attracting successful students from local districts/schools |
| | Implement effective instructional strategies in the classroom (i.e., cooperative learning, web-based instruction, integration of technology, formative assessments which guide instruction, multi-learning instructional strategies 50/72 minutes, student pacing, smaller learning communities) | Years 1, 2, 3 | Teacher/Administrator training in all areas Research cooperative learning programs PD (professional development) dates/training to increase teachers' instructional strategies | Increase in graduation rate and decrease in dropout rate. |
| | Mentoring program, advisor/advisee program to create smaller learning communities (start with HS, expand/research at MS) | Initiate Year 1 (AHS) Expand Year 2 Continue Year 3 | Research mentoring, advisor, advisee programs | Increase in graduation rate and decrease in dropout rate. |

| | | | | |
|-----------------------------|---|--|--|---|
| Increase student attendance | Rewards/positively promote school attendance that is consistent throughout all grade levels and grade spans | Year 2 Continue Year 3 | Research best practices | Improved yearly attendance |
| | Early intervention <ul style="list-style-type: none"> • Parent involvement • LISD resources – truancy officer – utilized consistently throughout all grade levels • Student Assistance Teams | Start Year 1 Continue Years 2, 3 | Research parent involvement strategies Student assistance teams Administrative training in truancy officer process | Higher retention/graduation rate |
| | Provide academic support and intervention to assist students with poor attendance and poor skills | Begin development Year 1 Continue development Years 2 and 3 | Research best practices | Improved yearly attendance Higher retention/graduation rate Decrease in truancy reports |
| | Attendance recovery program for students whose attendance is impacting performance/achievement | Develop Year 2 Implement Year 3 | Research to develop program | Improved yearly attendance Higher retention/graduation rate Decrease in truancy reports |
| | Model positive attendance as a staff and display data on building dashboards for building school improvement purposes | Years 1, 2, 3 | Information on the impact of adult absences Strategies for improvement | Improved yearly attendance |

WorKing

COMMUNICATION

Ensure that all administrators are able to provide support, based upon data for district strategic planning to reach the following goal.

| GOALS | STRATEGIES | TIMELINE | PROFESSIONAL LEARNING | MEASUREMENT OF SUCCESS |
|--|--|---|---|---|
| Increase positive communication in recognition of student success. | Conduct and analyze communications survey | Develop Year 1 Conduct and Analyze Year 2 Analyze for next strategic planning cycle Year 3 | None required – community resource office is familiar with process | 100% survey participation and communications plan developed |
| | Inform all staff of methods and techniques for showcasing success. | Years 1, 2 | Presentation by Community Resources Office staff | More success stories received from a greater number of staff members than previous years. |
| | Investigate and implement a web-based district activities calendar | Investigate Year 1 Implement Year 2 | Research (similar to highschoolsports.net) | Implementation of web-based calendar |
| | Research best practices to increase electronic communication | Years 1, 2 | Research of organizations, companies, and other school districts. | Proposal of best practices presented |
| | Make alumni list available to teaching staff to use as a resource (AHS) | Year 2 | Survey of alumni | Identification and distribution of resources |
| Increase effective informative and interpersonal communication. | Develop teacher websites (district connected) and require a website for all staff at each building level | Year 1 – HS Year 2 – MS/Elementary | Teach Nexusbuilder to teachers and administrators | Perception survey data |
| | Update district website | Year 1 Continue Year 2 | Research other district sites | Perception survey data |
| | Create district blog | Years 2, 3 | Teach Nexusbuilder | Perception survey data |
| | HAC (Home Access Center) @ Middle schools with food service connected to HAC | Start Year 1 Continue Years 2, 3 | Grade book for 5/6 HAC for administrators and parents How to connect food service with HAC | Parent feedback and perception survey data |
| | HAC @ Elementary schools | After food service is connected to HAC and grade book is correlated with standards//benchmarks | Grade book for K-4 HAC for administrators and parents How to connect food service with HAC Standards-based reporting | Parent feedback and perception survey data |
| | Instant alert – voice messages for announcements in multiple languages | Start Year 1 Continue Years 2, 3 | Training for principals and administrative assistants | Parent feedback and perception survey data |
| | Create newsletters both in paper and electronic form (posted on website) in multiple languages | Years 2, 3 | Training for principals, administrative assistants Parent training opportunities | Parent feedback and perception survey data |

SENSE OF BELONGING

Ensure that all administrators are able to provide support, based upon data for district strategic planning to reach the following goal.

| GOALS | STRATEGIES | TIMELINE | PROFESSIONAL LEARNING | MEASUREMENT OF SUCCESS |
|--|---|---|--|--|
| All stakeholders will be and feel respected and valued. | Implement anti-bullying policy and program (K-12) | Year 1 – 5-8 Year 2 – Start K-4 and 9-12 Year 3 – Full implementation | All staff trained | Perception survey data and MIPHY |
| | Implement positive behavior systems (K-4) | Year 1 – K-4 Year 2 – start similar program 5-8 Year 3 – start similar program 9-12 | Staff training | Perception survey data Reduction in referrals/suspensions |
| | Create consistent interventions | Start Year 1 Continue Years 2, 3 | Adjusting code of conduct | Perception survey data |
| | Develop an understanding and demonstrate respect for families and cultures | Start Year 1 Continue Years 2, 3 | Ruby Payne work Analysis of research and how to put it into action | Perception survey data |
| | Model respectful behavior at every level of organization | Year 1, 2, 3 | Reciprocal respect | Perception survey data |
| Increase participation of all students, staff and families to be involved. | Conduct a community audit | Year 3 | Understand process | Completion of audit |
| | Identify and remove barriers to participation | Year 1 – research processes for identification Year 2 – refine process and make appropriate adjustments Year 3 – complete audit | Understand process | Completion of audit |
| | Target families and students utilizing Communities in Schools to improve family participation | Year 1 – develop focus areas Years 2, 3 – proceed | Collaboration between district and community organizations/initiatives | Increase number of students and families involved in outreach activities |
| | Provide diverse selection of extracurricular activities | Years 1 – develop list of what is currently offered Year 2 – identify needs and start implementations Year 3 – implement | Collaboration with community | Increase numbers, offerings and participation |
| | Provide additional parent workshops/meetings | Years 1, 2, 3 | Research on what to provide | Increase numbers, offerings and participation |
| Increase APS involvement in the community as well as the community involvement in APS. | APS students and staff volunteering with community groups/clubs (e.g., Boys and Girls Club, United Way, Humane Society, Service Projects, etc.) | Years 1, 2, 3 | Research community groups/clubs Research area of community need | Increase in frequency of community participation |
| | Actively pursue bringing volunteers into the school | Years 1, 2, 3 | Effective volunteer programs | Increase in volunteers in schools |