Fraser Public Schools
Strategic Plan
2011-2014

David M. Richards, Ph.D.
Superintendent of Schools

Innovate, Learn, Lead

In Fraser, we have seen tremendous success thus far in the efforts we have made as a school district and community to provide our students with a comprehensive and rigorous educational experience. It has been exciting to see our staff members, students, and parents embrace our efforts to redesign our learning environments in order to address the essential skills that are needed to prepare our students for the 21st century. By doing so, our students are demonstrating success both academically and personally. I'm proud of our staff members for working diligently to improve as a professional learning community and by continuously reflecting on what needs to be done to further improve student achievement and provide classrooms that address the needs of today's learner.

Fraser Public Schools and the members of the Strategic Planning Task Force has spent the 2010-11 school year engaged in an in-depth process of developing a strategic plan that would guide our district efforts over the next three (3) years. This process brought forth discussions regarding many of our accomplishments and identified areas that need improvement. Throughout the numerous committee and sub-committee meetings that were held, our conversations have been focused on improving our efficiencies and the quality of education that we offer to our students. Countless hours have been dedicated to developing a plan that will build upon our outstanding tradition while focusing on the identified areas of improvement. As a result, Fraser Public Schools will continue to be one of the finest school systems in the State of Michigan and the country. It is the expectation of the Strategic Planning Task Force that our community and our staff will use this document as the beginning source when developing program and school improvements.

In closing, I would like to thank the Board of Education for providing the leadership to initiate this process and supporting our efforts throughout. I would also like to thank each of the committee members for sacrificing time with their families in order to be an active participant as we developed this plan to support the future of our school district and our students.

With Fraser Pride,

David M. Richards, Ph.D.
Superintendent

Mission:
Innovate, Learn, Lead

Innovate	• We will be a district that focuses on innovation to redesign our learning environments to meet the needs of today's learner.
Learn	• As a Professional Learning Community, we will engage in a process of continuous improvement that focuses on "Learning for All".
Lead	• Fraser Public Schools and our community will be a leader in the design and delivery of a rigorous and relevant education for our students.

Vision:

The Fraser Public School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Strategic Planning Committee

Facilitators: *Dr. Mike Wilmot – Michigan Leadership Institute*
Dr. Dave Richards – Superintendent

Strategic Planning Task Force:

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Paula Herbart
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Kerry Terman - Chair

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Wendy Murray
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Kris Young - Chair

Professional Development:

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Brandon Miller
Mike Demetral
Katie Fitzpatrick
Jessica Carrier – Co-Chair
Mike Lonze – Co-Chair

Finance:

Kelly Dumas
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Teresa Van Sickle
Kerry Terman
John Thompson
Laurie Videtta – Chair

Fraser Public Schools

Focus Area: Technology

Fraser Public Schools will utilize technology to enhance instruction and learning while increasing organizational effectiveness.

Fraser Public Schools will look very different in three years as teaching and learning is transformed by Technology. Technology will become a tool to increase student achievement by integration throughout our curriculum. It will allow anytime anywhere access to the learning environment (learning will not be limited to the school day, nor the school building). Students/staff will have the ability to bring their own technology into the classroom and utilize mobile computing to move technology to the point of instruction.

Year 1 = 2011-2012 School Year
Year 2 = 2012-2013 School Year
Year 3 = 2013-2014 School Year

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 1 Establish home and school 24x7 access to collaboration tools and resources (given available resources)	Document quantity and type of new and established home and school access connections	17 Staff and approximately150 students have access from home and school	Staff and Student home and school access complete	Complete by June 2012 (given available resources)	Director of Technology Technology Team
Year 1 Expand Wireless Connectivity (given available resources)	Document quantity and type of new and established wireless connectivity	Hot Spots in FHS and RMS and full wireless at Eisenhower and Admin building	Wireless connectivity throughout District	Complete by June 2012 (given available resources)	Director of Technology Technology Team

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 1 Increase Staff Awareness for available technology resources	Curriculum Portal, Technology Portal, and Technology Resource Wiki	Curriculum & Technology Portals created, & technology resources documented	Modify existing portals and documents for ease of use to increase staff awareness and use	Complete by June 2012	Director of Technology Technology & Media Teams
Year 1 Update District Technology Plan	Technology Plan	Current Tech Plan in place that expires June 2012	Updated District Technology Plan that encompasses the new look and feel of Fraser Public Schools	Complete by Due Date to State	Director of Technology Technology Committee
Year 1 – Stretch Goal Increase technology support staff knowledge base (given available resources)	Document type of knowledge for support staff and implement plan to increase knowledgebase	Have provided some basic training	Technology support staff knowledge based increased to meet needs of District staff and increase support abilities at the building level	Increase Yearly (given available resources)	Director of Technology Technology Team
Year 2 Increase opportunities for participating in web-based educational programs (given available resources)	Document type of program and use	FHS is piloting hybrid courses currently, some distance learning and video conferencing is being utilized throughout District	Web-based education programs are integrated and increased throughout the District	Increase Yearly (given available resources)	Director of Technology Technology & Media Teams

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 2 Increase mobile computing devices (given available resources)	Technology Inventory	Mobile devices limited to mobile carts at FHS & RMS along with a small quantity of other mobile devices throughout the District	Increased number of mobile computing devices available to bring technology to the point of instruction throughout the District	Increase Yearly (given available resources)	Director of Technology Technology Team
Year 2 Decrease average completion time for technology support requests	Technology Portal reporting	Average completion time for technology support requests is currently 6 days	Decrease average completion time for technology support requests	Decrease Yearly	Director of Technology Technology Team
Year 2 – Stretch Goal Increase staff proficiency with Technology	Pre and post survey of staff proficiency levels	Not Started	Increased staff proficiency with technology so staff is comfortable and able to integrate technology and the METS into the curriculum	Increase Yearly	Professional Development Team Director of Technology
Year 3 Consult and Assist District with their projects to streamline and automate systems to maximize the functionality of technology (given available resources)	Technology Portal Projects	Some systems have been streamlined throughout the District	Consulting and Assistance Provided to District to ensure success of projects	Increase Yearly (given available resources)	Director of Technology Technology Team

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 3 Explore Funding Opportunities (given available resources)	Document opportunities and compare to District needs	Not Started	Apply for additional funding for technology initiatives	Increase Yearly (given available resources)	Director of Technology Technology & Media Teams
Year 3 Evaluate ability to reduce technology spending	Document items evaluated and outcomes	Reduced spending on copy machines and cell phones	Technology cost savings opportunities are evaluated and taken advantage of throughout the District	Complete by 2014	Director of Technology Business Manager
Year 3 – Stretch Goal Increase Home Literacy (given available resources)	Document quantity and type of literacy provided	Cyber Safety presentations provided yearly	Increased opportunities for parents to expand their knowledgebase with regards to computer literacy and cyber safety	Increase Yearly (given available resources)	Director of Technology Technology & Media Teams

Focus Area: Finance

The current financial status in the State of Michigan has put tremendous pressures on the stability of public schools. Fraser Public Schools, as well as every other school organization in the State, will continue to be challenged for the foreseeable future.

In an effort to insure maximum stability for the District and to best allow for the fullest implementation of the District's mission and vision possible, the District must engage in a transparent and open budget process that reflects the realities of the financial condition and fiscal accountability. These considerations, therefore, must make provisions to optimize spending, cost containment and cost/benefit relationships. Prudent planning and skillful management will be required.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Enhance budget protocols, projections and evaluation tools to provide a transparent and open budget process.	Year 1 – Develop an ongoing Budget Forecasting tool.	Spreadsheets are currently used to project future operations.	Implement Dynamic Budget Projection Software.	Development during 2011-12. Implementation during 2012-13.	Business Office
	Year 2 – Develop an Annual Budget/ Forecast Timeline.	Budget process is currently unwritten.	Written document that details the Budget Development Timeline and identifies the tasks to be completed by each department.	Implementation with Original Budget Adoption for 2012-2013.	Business Office
	Year 3 – Website will include budget and financial information.	Only required transparency data is posted.	Charts, graphs and other tools depicting budget and financial data in an understandable format.	Implementation with Original Budget Adoption for 2013-2014.	Business Office

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Given successful passage of the bond issue, enhance processes to control and monitor bond progress and expenditures.	Year 1 - 3 Establish bond team and schedule regular meetings to discuss progress. Year 1 – 3 Operations Director to meet with Construction Manager and Architect weekly to monitor progress to limit change orders.	Established procedures from previous bond using Barton Malow recommended format. Established procedures from previous bond using Barton Malow recommended format	Completion of planned construction and other projects timely and within allotted budget. Completion of planned construction and other projects timely and within allotted budget.	Ongoing review to monitor progress to complete all projects in a timely manner. Ongoing review to monitor progress to complete all projects in a timely manner	Business Office Director of Operations, Maintenance and Transportation
Automation of Processes to improve efficiency, productivity and to reduce costs.	Year 1 - Implement TripDirect software to facilitate efficient scheduling of field trips and athletic events.	Desegregated system currently using manually generated forms and schedules is used.	Implementation and consistent usage of the program by all buildings and departments resulting less paperwork and scheduling conflicts.	Implementation during 2011-12.	Director of Operations, Maintenance and Transportation

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
	Year 2-Maximize Facility Scheduling and Building Usage utilizing Schooldude software or other software.	Desegregated system currently using manually generated forms and schedules	Implementation and consistent usage of the program by all buildings and departments by realizing all revenue opportunities and better record keeping. Successful implementation may require additional manpower.	Implementation during 2012-13.	Business Office and Director of Operations, Maintenance and Transportation
	Year 3 -In coordination with an automated Human Resource System implement a Time Management System.	Manual Time reporting via time sheets, supplemental time sheets, etc.	No re-work/ manual labor required to verify data will be eliminated.	Implementation during 2013-14.	Business Office in conjunction with Human Resources

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
	Stretch Goal – Create a formal document that adopts policies, procedures, ownership and accountability for the After School Child Care Program.	No formal documentation is available.	Implementation of procedures and improved accounting and accountability.	Potential completion given available manpower.	Business Office and Elementary School Principals
Streamline Business Office processes improving productivity and operations.	Year 1-Evaluate the feasibility of Purchase Cards and establish procedures for use.	Not currently in use. Purchase orders and/or check requests are used for purchases and reimbursements.	Improve and streamline the purchasing process by using Purchase Cards at all buildings and Departments.	Implementation during 2011-2012.	Business Office
	Year 2-Expand on-line payment system to increase accessibility and use.	Limited to Latchkey and School Lunch.	Increase convenience and customer service for parents, clubs and other departments.	Implementation during 2012-13.	Business Office

Focus Area: Human Resources

Highly skilled employees throughout the district are essential to create a positive learning environment for our students. Fraser Public Schools recruits, develops and retains staff committed to excellence. Innovative thinking, strong leadership, and collaborative team members are essential to our District's success. A quality work environment allows staff to be effective in their role for the District.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Create job description template and prepare detailed job descriptions for all district employees that meets states guidelines.	Job description template agreed to by union / district and training sessions held with those responsible for job description completion.	Current documentation is outdated or non-existent.	All employees have job descriptions on file depicting their position responsibilities and requirements.	Agreement on template and training 2011 - 2012. All job descriptions completed, presented to employees and filed 2012 – 2013.	Human Resources and various Union Representatives.
Create performance evaluation template and prepare annual performance evaluations for all district employees.	Performance evaluation template agreed to by union / district and training sessions held with those responsible for conducting evaluations.	Limited documented performance evaluations on file and current forms lack measurable objectives. Education Service Personnel currently working towards meeting state standards.	All employees have performance evaluations on file, yearly objectives and evaluation process in place.	September 1, 2011	Evaluation Committee.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Automation of HR Processes to improve efficiency and productivity (given available resources).	Explore options and seek vendor presentation / cost analysis.	Limited systems / processes and current systems lack flexibility.	Increased automation and processes to increase efficiency and productivity.	Increase yearly (given available resources).	Human Resources and Payroll.
Automation of Processes to improve efficiency and productivity linking service to pay (given available resources).	Implement a System.	Currently utilizing manual time reporting via time sheets, supplemental pay forms, etc.	Increased automation and processes to increase efficiency and productivity.	Implementation during 2013-14 (given available resources).	Human Resources and Payroll.

Focus Area: Professional Development

Fraser Public Schools will utilize Professional Development opportunities to enhance instruction and provide learning opportunities for our staff.

Fraser Public Schools will look to provide Professional Development opportunities for our staff using a number of different methods over a variety of opportunities. The over-arching goal is to provide Professional Development for staff on an individual basis. When possible, Professional Development will be presented using the current experts that we already have within the district. This will help to ensure that the Professional Development provided will be relevant, robust, and reliable.

Year 1 = 2011-2012 School Year
Year 2 = 2012-2013 School Year
Year 3 = 2013-2014 School Year

GOAL	STRATEGY	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 1 Develop a process to determine the scope and sequence of professional development based on data and the goals established through the PLC process, School Improvement Plans, and Individual needs.	Develop and test the survey instrument	None in place currently	Surveys will be given to: All Staff Department Heads Grade Level Chairs Data is analyzed and PD is developed based on the analysis	Survey Completed by August of 2011	Asst. Sup.
Year 1 Develop a format for embedding professional development throughout the district.	Develop a process to identify willing experts within the district	Currently not available	A resource list is developed, maintained, and accessed	Complete by June 2012 (given available resources)	Asst. Sup.

GOAL	STRATEGY	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 1 Develop a format for embedding professional development throughout the district.	Expand and evaluate opportunities for interested staff to receive teacher leadership training.	MISD Leadership Cohort Galileo	Relevance evaluation completed and programs staffed accordingly New programs identified (as needed)	Complete by June 2012	Asst. Sup
Year 1 Develop a format for sharing information gained through professional development activities/workshops.	Develop a common process for sharing with other staff members the PD received	There are many different ways PD is being shared currently	A process will be developed and implemented for all formal PD received to be shared with other staff	In-Place 2011-2012 school year	Asst. Sup.
Year 1 Develop a process that provides support for staff.	Evaluate current teacher mentorship programs and develop a common program across the district.	There is a mentorship process in place	Current mentorship program will be evaluated	2011-2012	Asst. Sup.
Year 2 Develop a process to determine the scope and sequence of professional development based on data and the goals established through the PLC process, School Improvement Plans, and Individual needs.	Develop a process of notifying staff of PD related areas of interest/need.	None in place currently	Staff will receive notification of PD related to areas of interest/need	In-place for the 2012-2013 school year	Asst. Sup.

GOAL	STRATEGY	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Year 2 Develop a format for embedding professional development throughout the district.	Develop a common process for evaluating PD	There are many different ways PD is being evaluated currently	Form(s) will be developed and implemented for all formal PD	In-Place 2012-2013 school year	Asst. Sup.
Year 2 Develop a format for embedding professional development throughout the district.	Develop other methods for providing PD	PD is being provided in a few different varieties	Increase the variety in which PD is offered	2012-2013 school year	Asst. Sup.
Year 2 Develop a process that provides support for staff.	Mentorship program adjusted based on suggestions from the evaluation process	Not Started	Adjustments made to the mentorship program	2012-2013	Asst. Sup.
Year 3 Evaluate all programs that have been implemented over the past two years.	Reevaluate the processes in place to identify areas of improvement	Not Started	Modifications made as needed	2013-2014	Asst. Sup.

Focus Area: Partnerships

Fraser Public Schools strives to incorporate the community at-large to support the District's instructional and student activity programs. We recognize the importance of developing these strategic partnerships in order to support our District mission and vision.

ACTION POINT	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARD OF EXCELLENCE	TIMELINE	OWNERSHIP
1. Fraser Public Schools will explore strategic partnerships to improve student learning (Young people are full partners. An effective service-learning partnership is not just a partnership between institutions; it is also a partnership with young people. Thus, "youth voice" is vital as partnerships emerge; ensuring a good fit between the young person and the programs and creating strong buy-in among young people to the partnership.)	• Talent Surveys/Parent groups • Poll vendor base • Research local businesses • City and local government • Non-profit service organizations • Alumni • CTE Training Agreement	Some partnerships established on limited basis.	Create opportunities for: • Job Shadowing • Externship • Internship • Coaching/Mentoring • Community Service • In-service/Guest Speakers	**Year 1** • Develop online talent survey/distribute review • Establish partnerships **Year** 2 • Evaluate/adjust **Year** 3 • Evaluate/adjust	Superintendent

ACTION POINT	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARD OF EXCELLENCE	TIMELINE	OWNERSHIP
2. Fraser Public Schools will explore strategic partnerships for the purpose of revenue enhancements and expense reduction.	Identification of specific revenue increases and decrease of expenses across all strategies by teaming with: • City government • Surrounding school districts • Local business • MISD • Post-secondary	We do coordinate some transportation services as well as cooperative bids with other county school districts and state /municipal governments as needed	Develop a process for our diverse community to support and enhance the district's objectives in a manner that will support both our financial and educational needs.	**Year 1 – 3** • Ongoing	Superintendent

Focus Area: Communication (Internal and External)

Fraser Public Schools maintains on-going, two-way communication with all segments of the school community. It is imperative that the school-community be well informed. Information shall be communicated openly, honestly, and in a timely-manner which is easily understood.
Goal: Continue to develop our communication system so that it is concise, consistent, easy, efficient, and accessible to all stakeholders.

Baseline Data: Survey Completed and analyzed by June 2011
Baseline Need: Hire a "Communications Director/Public Relations Coordinator"; re-allocate resources from Sussman/Sikes to contract person for external communication (March 2011)

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Improve internal communication	Year One: • Common Calendar • Access to Policies • Investigate and implement an organizational chart for areas of responsibility	• Needs development • Needs expansion • Needs development	• Completion of calendar • Policies available on intranet • Posted on intranet	Fall 2011 Spring 2012 January 2012	Superintendent/ Communication Coordinator
Improve internal communication	Year Two: • Improve use and understanding of Portal (add a staff directory link) • Student academic transparency (tracking student progress)	• Needs expansion • Needs development	• 90% of staff will feel comfortable using portals • District form developed to track progress over time	• Spring 2012 • Fall 2012	Superintendent/ Communication Coordinator

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Improve internal communication	Year Three: • Create electronic forms for individual department use • Phase out hard copies of district forms	• Needs development	• Completion of forms • Each dept. will reduce hard copies by 80%	• Fall 2013 • Spring 2014	Superintendent/ Communication Coordinator
Improve external communication	Year 1: • Based on survey data & information, with guidance from the district and union, staff will increase web presence with current, up-to-date information • Improve home/school communication through the development of written criteria and guidelines for parent notification on student academic, social and behavioral progress • Obtain district alert system for schools (general communication, emergencies, etc.)	• Needs improvement • Needs development • Needs development	• 80% of staff will have web presence • Development of written criteria • Purchase alert system	• June 2012 • June 2012 • Fall 2011	Superintendent/ Communication Coordinator

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE	OWNERSHIP
Improve external communication	Year 2: • Update website to include interactive abilities (virtual tours, school-of-choice forms, parent paper work, new hire forms, archive of positive FPS articles, advertising district events, school supply lists, **tells Fraser's story**) which are easy to use and navigate, with a data collection piece (how many hits per site/item). • Explore & implement multi-media communication options, (cable channel, Face book, billboards, virtual tours, website, text messaging, etc.) • Determine & create district protocol for disseminating district-wide communications & information (Ex: news release, and interviews with press)	• Needs Improvement • Needs improvement • Needs development	• Updated website will be completed • Creation of communication options will be completed. • FPS media presence will increase by 50%	• Fall 2012 • Fall 2012 • Fall 2013	Superintendent/ Communication Coordinator

Focus Area: Curriculum, Instruction and Assessment

Fraser Public schools utilizes the Professional Learning Community (PLC) process to engage in a continuous cycle of improvement focusing on student learning. Maximizing learning requires a carefully aligned connection between **curriculum** (that which is learned), **instruction** (how it is learned), and **assessment** (evaluation of the effectiveness of each).

Curriculum

To meet the changing needs and expectations of tomorrow's learners, the curriculum must be broad-based, rich, and challenging. It is essential that the District's curriculum meets the needs and abilities of each student and is aligned to exceed state and federal standards and benchmarks. The curriculum must be reviewed and updated based upon current research, availability of new technologies and changing conditions.

The curriculum must be clearly articulated, committed in writing and accessible to parents, students, teachers and administrators. The curriculum shall be consistently implemented across the district to ensure the development of a common knowledge and skill set among students.

The adopted curriculum must be enhanced by opportunities for students to participate in co-curricular and extra-curricular activities. These activities complement the instructional program in developing the skills and talents of students and their educational needs.

Instruction

Quality instruction is the cornerstone of student learning. Fraser Public Schools is committed to creating learning environments that are research based, flexible, and responsive to student needs. High expectations for achievement are the standard for both staff and students in every class, every day, every way.

The redesign of the learning environment based upon a continuous evaluation process is critical to the success of our school District. This process will include the adoption of research based best practices, the integration of technology at the point of instruction, and the development of a learning environment that meets the needs of tomorrow's learners.

Assessment

Fraser Public Schools uses a variety of assessments utilized on an on-going basis to guide instruction and provide data to monitor student growth. Data that is mined from these assessments shall be used to improve instructional practice.

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Fraser Public Schools will establish learning environments that support the development of 21st Century learning skills PreK-12.	Classrooms will be designed and equipped to support 21st Century learning. Teachers will become facilitators of learning.	The district and our instructional staff are at the developing stages of implementing the available technology resources. Instructional design conversations are in the initial phase with ongoing professional development being provided.	▪ Classrooms will become flexible learning environments that ensure there is no front or back of the room, rather, an environment with furniture that is easily moved into different project orientations, as well as provides comfort to the learner. ▪ The 21st Century classroom will be designed and equipped to support learning that encourages collaboration, creative problem-solving, critical thinking skills, and presentation of learning on project teams. Students will move from consumers to producers of information. ▪ Teachers will move beyond "providers of content" to "providers of context." ▪ Classrooms will employ and support the technologies students use every day. ▪ Teachers will become facilitators both inside and outside of the learning environment. Learning will no longer be dependent on the teacher alone for the acquisition of knowledge (blended instruction, online learning, etc.) ▪ Students will be surrounded by readily accessible curriculum through display, discussion, and interaction. ▪ Learning occurs on an Anytime, Anywhere basis. ▪ Teachers are utilizing a variety of resources to design and deliver instruction that enhances the established goals of 21st Century learning.	▪ Classroom environments will provide evidence of growth in the development and implementation of 21st Century instruction. ▪ Administrators are proficient and knowledgeable in the evaluation and appropriate use of technology in the instructional process.	▪ Time is dedicated for professional development on ongoing basis. ▪ Technology resources are provided and supported.	▪Assistant Superintendent ▪Director of Technology ▪Building Principals

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
To develop a district curriculum review process	Appoint a district committee and define a five-six year cycle that will include curriculum review & development, monitoring & evaluation, and adoption & selection of resources	▪K-12 Curriculum Committees formed in Language Arts and Math ▪K-6 Committees formed in Social Studies and Science	<u>Year 1</u> ▪Appoint district committee ▪Define review process ▪Present review process to Board Curriculum Committee ▪Formal Board approval ▪Share review process with buildings <u>Year 2</u> ▪Implement process as defined ▪Support and monitor curriculum committee meetings <u>Year 3</u> ▪Review implementation of process with district committee ▪Continue to support and monitor curriculum committee meetings	▪Published and approved District Curriculum Review Process used to guide all curriculum decisions	▪Time and subs as necessary for district committee	▪Assistant Superintendent ▪Curriculum Committee Chairs

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Develop a District written, aligned, 21st century curriculum in all areas preK-12 to meet/exceed state standards	▪Establish preK-12 Curriculum committees in the core content areas to develop written curriculum	▪K-12 Curriculum Committees formed in Language Arts and Math ▪K-6 Committees formed in Social Studies and Science ▪The Writing component of the Language Arts Curriculum is complete ▪The Reading Component of the Language Arts Curriculum is currently under development ▪Math essentials K-12 have been defined	<u>Year 1</u> ▪Establish core committees ▪Review essentials/ common core ▪Complete written curriculum in Language Arts and Math ▪Language Arts and Math committees decide which assessments go into Data Director and a timeline for entering data ▪Begin work on written curriculum in Social Studies, Science, and World Languages ▪Provide professional development as needed <u>Year 2</u> ▪Complete pacing guides in Language Arts and Math ▪Continue work on written curriculum in Social Studies, Science, and World Languages ▪ Social Studies, Science, and World Languages committees decide which assessments go Data Director and timeline for entering data ▪Provide professional development as needed <u>Year 3</u> ▪Complete work on written curriculum in Social Studies, Science, and World Languages ▪Complete pacing guides in Social Studies, Science, and World Languages	▪Completed curriculum documents ▪Data Director assessments and reports	▪Staff release time	▪Assistant Superintendent ▪Principals ▪Curriculum Committee Chairs

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Develop a District written, aligned, 21st century curriculum in all areas preK-12 to meet/exceed state standards	▪Develop a written curriculum K-12 in all other non-core areas	▪K-12 Music curriculum is written ▪K-6 Visual arts curriculum is written	Year 1 ▪Complete a written curriculum ▪Develop/review essentials ▪Begin developing pacing guides ▪Secondary elective teams decide which assessments go into Data Director and a timeline for entering data Year 2 ▪Continue developing/ complete pacing guides (depending on area) ▪Ongoing review of essentials and curriculum Year 3 ▪Continue developing/ complete pacing guides (depending on area) ▪Ongoing review of essentials and curriculum	▪Completed curriculum documents	▪PLC Time ▪Release Time	▪Assistant Superintendent ▪Principals ▪Department Heads
Develop a District written, aligned, 21st century curriculum in all areas preK-12 to meet/exceed state standards	▪ Ensure District curriculum is taught	▪A committee is being formed to identify a new teacher administrator evaluation process	Year 1 ▪In cooperation with FEA and FAA, develop a teacher/administrator evaluation process that supports the monitoring of the written curriculum ▪Provide professional development as needed Year 2 ▪Continue to monitor curriculum implementation ▪Provide professional development as needed Year 3 ▪Continue to monitor curriculum implementation ▪Provide professional development as needed	▪Common assessment data ▪Relevant teacher/administrator evaluation data	▪PLC Time ▪Release Time	▪Assistant Superintendent ▪Principals

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Develop a District written, aligned, 21st century curriculum in all areas preK-12 to meet/exceed state standards	▪Publish district curriculum in a variety of formats.	▪Teachers have received curriculum that has been written to date	<u>Year 1</u> ▪Language Arts and Math curriculum in written form for teachers ▪Language Arts and Math curriculum published online ▪ Non-core written curriculum in written form for teachers ▪ Non-core written curriculum published online <u>Year 2 -3</u> ▪Science, Social Studies, and World Languages curriculum in written form for teachers ▪ Science, Social Studies, and World Languages curriculum published online ▪Parent brochure by grade level K-8 ▪Explore the possibility of a secondary parent brochure highlighting special programs	▪Written documents ▪Online access ▪Parent brochure shared with community	▪Release time for staff as needed ▪Printing costs	▪Assistant Superintendent

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Implement research based best instructional practices	▪Identify best practices that target areas of need	▪At beginning stages	<u>Year 1</u> ▪Using research, K-12 Math and Language Arts curriculum committees identify best practice on which to focus ▪Provide professional development supporting the identified best practice <u>Year 2</u> ▪Continue implementation of the identified Math and Language Arts best practice ▪Using research, K-12 Science and Social Studies curriculum committees identify best practice on which to focus ▪Video-tape "model" instruction in classrooms ▪Provide professional development supporting the best practices <u>Year 3</u> ▪Provide ongoing professional development supporting the best practices	▪Common assessment data ▪Teacher/Administrator Evaluation	▪Staff release time	▪Assistant Superintendent ▪Core Committee Chairs

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Implement research based best instructional practices	▪Effectively Integrate technology into instructional practices	▪Technology is being integrated into instructional practices at varying degrees across all levels. None of these are currently part of written curriculum.	Year 1 ▪A technology strand incorporated as part of the written curriculum in the areas of Math and Language Arts. Year 2 ▪A technology strand incorporated as part of the written curriculum in the areas of Science and Social Studies. ▪ Continue to develop the technology strand in the areas of Math and Language Arts. ▪ PD related to the technology strand in the areas of Math and Language Arts. Year 3 ▪ Continue to develop the technology strand in the areas of Math, Language Arts, Science and Social Studies. ▪ Provide professional development related to the technology strand in the areas of Math, Language Arts, Science and Social Studies.	▪Technology strand as a part of written curriculum	▪Staff release time	▪Assistant Superintendent
Implement research based best instructional practices	▪ Ensure best instructional practices are implemented	▪A committee is being formed to identify a new teacher administrator evaluation process	Year 1 ▪In cooperation with FEA and FAA, develop a teacher/administrator evaluation process that supports the monitoring of implementation of best practices supported by technology ▪Provide professional development as needed Year 2 ▪Continue to monitor best practice implementation ▪Provide professional development as needed Year 3 ▪Continue to monitor best practice implementation ▪Provide professional development as needed	▪Common assessment data ▪Relevant teacher/administrator evaluation data	▪PLC time ▪Release time	▪Assistant Superintendent ▪Principals

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Utilizing the PLC process - use data to drive instruction responsive to student needs.	▪Develop a district/building/team level system of analyzing data to identify student needs to drive instruction on a daily basis	▪PLC teams in place in all buildings at all levels ▪Teams are in various places related to their effective use of data to drive instruction	<u>Year 1</u> ▪ Analyze and report common assessment data by essential, by teacher, and by student at the team level ▪Within PLC teams use data to make instructional decisions ▪Analyze and report state assessment data annually at the team/ building/ district level ▪Provide professional development on effectively analyzing data and its implications for instruction <u>Year 2 -3</u> ▪ Ongoing use of data to drive instruction ▪Continue to provide professional development on effective data analysis and implications for instruction	▪Common Assessment in Data Director and shared with Administrators ▪Meeting record sheet completed ▪Analysis shared with stakeholders	▪PLC Time	▪Assistant Superintendent ▪Building Principals ▪Department Heads
Utilizing the PLC process - use data to drive instruction responsive to student needs.	▪Use data to create SMART goals at the team level	▪Teams at the elementary and middle school have defined SMART goals ▪Teams are in various places related to their effective use of data to drive instruction	<u>Year 1</u> ▪Develop SMART* goals by teams at all levels ▪Assess progress toward SMART goals quarterly and make instructional adjustments as needed ▪Provide necessary professional development <u>Year 2 - 3</u> ▪Ongoing ▪Provide professional development as needed ***S**trategic & Specific **M**easurable **A**ttainable **R**esults – Oriented **T**imebound	▪Completed SMART goal forms	▪PLC Time	▪Assistant Superintendent ▪Principals ▪Department Heads

GOAL	STRATEGY	CURRENT STATUS	IMPLEMENTATION	MEASUREMENT	RESOURCES	OWNERSHIP
Utilizing the PLC process - use data to drive instruction responsive to student needs.	▪Investigate and implement alternative instructional delivery models responsive to student needs	▪Several Pilot Hybrid classes second semester 2011	Year 1 ▪Pilot the delivery of hybrid classes at Fraser High School ▪Investigate expansion of online learning opportunities ▪Investigate establishing an alternative high school ▪Investigate the opportunities to meet the learning needs of advanced students Year 2 - 3 ▪Expand the number of hybrid classes being offered at Fraser High School ▪Expand opportunities to meet the learning needs of all students	▪Pilot classes implemented ▪Document type of learning environment and status	▪Staff ▪Financial resources as needed	▪Assistant Superintendent ▪Principals ▪Department Heads
Utilizing the PLC process - use data to drive instruction responsive to student needs.	▪Implement Response to Intervention (RTI) to meet individual student needs	▪District team established and attended MISD RTI training ▪Building RTI teams established at several schools; schools attended MISD RTI training ▪Pyramids developed at several schools	Year 1 ▪Establish a District RTI team ▪Establish Elementary Building RTI teams ▪Establish Middle School/High School RTI teams to begin investigating RTI process ▪Develop a Pyramid of Intervention at each elementary building ▪Provide professional development as needed Year 2 ▪Develop a Pyramid of Intervention at each secondary building ▪Provide ongoing support for implementation at the elementary ▪Provide professional development as needed Year 3 ▪Provide ongoing support for implementation at all levels ▪Provide professional development as needed	Year 1 ▪District and Elementary teams established ▪Secondary teams established ▪Elementary Pyramids of Interventions Year 2 ▪ Secondary Pyramids of Interventions	▪Release time for staff as needed ▪professional development as needed	▪Assistant Superintendent ▪Special Education Director ▪Principals ▪RTI teams