



South Lyon Community Schools
Strategic Planning
Progress Update
February 2018

A DYNAMIC PLANNING PROCESS FOR CONTINUOUS IMPROVEMENT

Strategic Plan Adopted
June 19, 2017 By the
SLCS Board of Education

SOUTH LYON COMMUNITY SCHOOLS STRATEGIC PLANNING

During 2016-17, a committee of SLCS parents, staff, students, administrators, representing all buildings across the district, as well a variety of community members participated collaboratively in the Strategic Planning Process to develop the following four goals:

Community & Communications

Every community member will be a connected, informed and valued participant in South Lyon Community Schools for the betterment of our students and the community at large.

Resources

South Lyon Community Schools will allocate resources to prioritize and support the diverse academic, social-emotional, and health-related needs of all students as well as nurture community partnerships to enhance revenue and increase involvement in the district.

School Culture

South Lyon Community Schools will create and foster a culture where school community members are recognized, involved, and accepted, resulting in everyone realizing their value to the school community.

Curriculum/Instruction/Assessment

South Lyon Community Schools will maximize each student's academic, creative, and social-emotional potential in an inclusive learning community, provide diverse academic paths, and inspire a passion for learning.

Details of the action plans to be implemented over the next five school years (2017-2022) for each goal area have also been developed and are documented on the pages that follow. These action plans are not static, but are "living documents," and will be updated as appropriate throughout the implementation process. Annual progress reports will be provided to the Board of Education.

At the end of the 5th year (2021-2022) an evaluation of the plans implemented for each goal area will be conducted. A summary of the results will be shared with the Board of Education and community.

Focus Area: Communication and Community Relations

Goal: Every community member will be a connected, informed and valued participant in South Lyon Community Schools for the betterment of our students and the community at large.

1. Using the OCR resolution agreement, the SLCS district and building websites will be improved to provide increased accessibility for site visitors with visual and hearing impairments
2. Guidelines will be developed and implemented for district and building communications
3. Increase emphasis on “Telling Our Story” (Points of Pride)
4. Strengthen community partnerships and two-way volunteer opportunities with community
5. Redesign of district and building websites (for better flow and more effective sharing of information with stakeholders)

Progress to date January 2018:

1. All requirements of the Office of Civil Rights (OCR) resolution agreement related to our District website’s accessibility have been met. The final required report was submitted to OCR in December 2017. We are awaiting notification of closure of the related complaint. The Administrative Services Department will continue to monitor the website for compliance and run diagnostic reports monthly. Appropriate training will be provided on an ongoing basis as required in the OCR resolution agreement.
2. Initial guidelines for consistency of communications across the District have been developed and will be piloted during second semester. After monitoring and review, any necessary revisions to the guidelines will be made. These guidelines will be shared with the Communication and Curriculum Committee this spring and then also shared with the community. Implementation will continue in the 2018-19 school year with a stakeholder survey conducted at the end of the year.
3. Discussions have begun on how we can improve “Telling our Story.” This action plan will be more fully developed during second semester and implemented in the 2018-19 school year. We are continuing to look for opportunities to feature staff and student presentations prior to Board meetings. This school year we have already had South Lyon Youth Assistance and a performance by Hardy student musicians. Additionally, an update was provided by the East School Resource Officer.

4. The Superintendent has been working with the South Lyon Educational Foundation (SLEF) Board and the Foundation’s volunteer committee members to establish the SLEF. Fundraising has begun. The Administrative Services Department will coordinate with SLEF to communicate information as requested.

Our technology department has collaborated with the Salem-South Lyon Library to share information and practices related to our intern program. Once the library set up their own program, we shared the job posting with high school students.

The library also asked for a listing of the software programs and applications that SLCS students use on our network; their goal is to offer the same programs for students who wish to use Library computers to complete school work. The District has also agreed to provide partnership support for the Salem-South Lyon Library as part of their submission of a grant for LSTA funding in order to increase the technology offerings at their site and provide our students with access to that technology during the afternoons, evenings and weekends.

The District is working with the Salem-South Lyon Library to assist them with setting up “Community Conversations,” with four meetings this spring.

The Salem-South Lyon library is hosting weekly drop-in “ESL Café” sessions to allow adults for whom English is a second language (ESL) a chance to practice conversational English. SLCS has shared information about this program with our ESL families.

The SL Theater has made arrangements to show Spanish language versions of some popular movies so that our Spanish speaking families, as well as high school students studying Spanish, could attend and enjoy. SLCS has partnered to publicize these events.

We have also assisted some other community organizations by sharing student employment opportunities through our high school counseling offices.

5. Now that accessibility issues on the website have been addressed, we will continue to review the layout and design features. The District’s Curriculum and Communication Committee has begun a process which will ultimately result in a new logo and slogan for the District. When this is complete, this will be incorporated into the District website, including any requisite changes in color scheme, as appropriate.

Each building now has their Google calendar of events on their own page of the website. We will continue to work on developing guidelines for consistency in the types of information shared via calendars. With the new Lakes Valley Conference, the Athletic Department has the Athletic Schedules for all four secondary schools accessible on the main page of the website under the Quick Links area. We will continue to review and improve the presentation of athletic event information as well.

Focus Area: Resources

Goal: South Lyon Community Schools will allocate resources to prioritize and support the diverse academic, social-emotional, and health-related needs of all students as well as nurture community partnerships to enhance revenue and increase involvement in the district.

1. Support the three other target goal areas of Community & Communications, School Culture, and Curriculum, Instruction and Assessment
2. Community will create and Educational Foundation
3. District will investigate, evaluate and potentially implement alternative revenue resources
4. District will review facility usage by outside groups and provide recommendations
5. District will create a technology blueprint that provides the most effective access for curriculum and instructional purposes for students and staff
6. Create a comprehensive technology model that ensures that the most effective and efficient access to curriculum and instruction for all students and staff

Progress to date January 2018:

1. Moving forward with the review of the current budget makeup to assess each department/program budget to determine funding level based on operational impact. This plan will include the gathering of financial data going back to 2010 by department/program with total expenditures, total wages, total FTE's and breakdown if applicable. We will compare all areas to statewide averages and SLCS funding levels. Developing questionnaires for the department heads to assess percentage of time spent on activities and major areas of impact to students. We will begin using these questionnaires and averages to determine if the activity is necessary, can be done more efficiently, or can be automated. As we continue to grow in student population we are looking to see if there are more opportunities for efficiencies. With this plan a list of recommendations and the associated financial impact to the District will be presented. This plan includes a four section process for departments, sub-groups and district wide areas analyzing historic data, comparison peer group data, major processes and recommendations. The Administrative Enrollment Committee (AEC) is continuing to update enrollment trends for

the financial budget impact and the corresponding facility needs. The committee is meeting weekly and looking at data from builders and the student data system. This strategic plan will continue to evolve and update the five year financial forecast with the involvement of the Finance Committee.

2. The South Lyon Education Foundation (SLEF) has setup bylaws, determined a Board and applied and received their tax ID number and 501C(3) designation. The community members involved in the Foundation have setup sub-committees for several areas including Finance, Fundraising/Events, Grants, Scholarships, Marketing, Legal & Governance. The committee reports are reported in the Foundation minutes. The SLEF has received donations and received payroll deductions starting with the November 24, 2017 pay. All donations are now tax deductible. Fundraising plans have begun for a Spring 2018 event. SLEF Grants and Scholarship sub-committees are determining what type of financial support they can provide this school year based on their donations and fundraising activities. As the SLEF builds and the grants for staff increase, we hope this will free up resources for the district.
3. The district is still investigating other potential revenue sources. The Facilities Usage Committee (FAC) has been developed to look at any potential increases in facilities rentals. The Finance Committee will be looking at other non-traditional revenue sources with this budget process.
4. The Facility Usage Committee was formed and has met several times. The committee has split into sub-committees to determine policy/administrative guidelines, indoor facilities usage, outdoor facilities usage and pool usage. Each of these sub-committees are looking at overall usage, district staffing, conflicts, security issues, group priorities and technology. The committee includes board members that report as Board Liaisons. The committee meeting dates will be updated as some dates conflicted with other committees.
5. The districts technology blueprint is continuing to be updated based on the school improvement plan and the three year technology plan. The technology department is continuing to attend MACUL and provide classroom support with CITA. The five year device replacement plan is annually being updated. Technology is assessing support in both staffing and processes for the department as a whole. This action plan is continuing to be updated based on both department needs.
6. The technology model that is used in these strategy/actions will continue to evolve annually with the input of principals, SAC committee members and technology liaisons. The current e-rate plan is no longer required as the e-rate qualifications have changed. This plan will still be reviewed for other recommendations and to assess current classroom technology support.

Focus Area: Community and Culture

Goal: South Lyon Community Schools will create and foster a culture where school community members are recognized, involved, and accepted, resulting in everyone realizing their value to the school community.

1. Each building will establish a School Culture Liaison
2. Each school will develop and utilize a School Culture Survey that seeks input from all stakeholders
3. Each building will develop a group/club focused on improving the culture in their building
4. Academic and non-academic support time built into the school day
5. Increase emphasis on mentoring program
6. Support for students at risk of not graduating

Progress to date January 2018:

1. Each building now has established a School Culture Liaison. These school-culture representatives will meet twice a year beginning next fall.
2. Each building will be conducting a school-culture survey by the end of the year. The buildings will be utilizing Josten's "Pulse", the Oakland Schools' survey, or the AdvanceEd survey as their tool. The purpose of the survey is to receive input from stakeholders such as parents, staff, and students regarding the culture and climate of each building in order to establish priorities for the following year.
3. Each building is in the process of establishing a school-culture club, or already has a group in place. Some examples are SLC3 and LEAD at the secondary level, and Bartlett Buddies, Kent Lake Constellations, and Sayre Strong at the elementary level.

4. Schools continue to focus on building support time for students into the school day. South Lyon High School implemented an advisory hour this year, and 75% of our secondary buildings now have some form of advisory hour in place.
5. Our teacher mentoring program continues to provide support and feedback for our new teachers. We will continue to review the structure and guidelines of our mentoring program and principals will share feedback with the Curriculum Committee.
6. In order to further support our at-risk population, all secondary schools have established a 'redo/retake' policy in their departments.

Focus Area: Curriculum/Instruction/Assessment

Goal: South Lyon Community Schools will maximize each student's academic, creative, and social-emotional potential in an inclusive learning community, provide diverse academic paths, and inspire a passion for learning.

Action Plan: Literacy Development, with a focus on grades K-3

1. Reevaluate existing K-3 literacy assessment plan and adjust plan as needed to be compliant with legislation
2. Development of literacy supports within Multi-Tiered System of Support (MTSS) model
3. Development of coaching model for literacy
4. Professional Learning for classroom staff

Action Plan: Development of Aligned Science Curriculum

1. Professional Learning for all staff on instructional shifts
2. Development of new units of study and selection of materials

Action Plan: Social Emotional Learning

1. Reevaluate existing K-5 social emotional learning curriculum components used in district

Action Plan: Expanded Student Choice, with focus on middle school first

1. Reevaluate middle school elective options
2. Stronger communication about existing high school programs
3. Expansion of high school electives

Action Plan: Academically Talented Programming

1. Reevaluate the existing Magnet programming for the purpose of assessing and/or updating the programming offered to students
2. Review data from recently updated Plus identification process
3. Utilize MTSS intervention model at elementary level to provide additional opportunities for enrichment for students who are academically strong but are either too young for or do not qualify for the magnet program

Action Plan: Elementary Assessment Plan

1. Reevaluate the existing elementary assessment plan

Progress to date January 2018:

Literacy Development, with a focus on grades K-3:

This year we replaced the South Lyon Reading Assessment with the NWEA Measures of Academic Progress Growth assessment in Reading. This assessment was one of the assessments that appeared on the Michigan Department of Education's approved assessment list aligned with the PA306 legislation. Additionally, we revised the schedule for administration of the Developmental Reading Assessment (DRA) to align with the requirements of the legislation. Lower elementary teachers received professional development in implementation of the Literacy Footprints Guided Reading kits. These kits were purchased for all buildings to be utilized to support students reading below grade level benchmark. Additionally, our district MTSS work group is continuing to develop guidance for implementing supports for students within our Multi-Tiered System of Supports. This guidance includes a collaborative data-based problem solving model to support all teachers in identifying instructional supports for students. For the 2017-18 school year, each building has 0.2 FTE of a Reading Recovery position dedicated to Literacy Coaching. Buildings have been able to design the supports and professional learning offered through this model based on the specific needs of their building. Also, classroom staff members have received professional learning on how to use results from the MAP Growth Reading assessment and the Developmental Reading Assessment to help guide their instruction for students. Additionally, professional learning this year has focused on development of Individual Reading Improvement Plans, use of the Literacy Footprints Guided Reading kits, and guided reading instructional strategies.

Development of Aligned Science Curriculum

K-12 science SAC members have had SAC meetings focused on Next Generation Science Standards (NGSS) professional development, led by the Curriculum Coordinator. A group of elementary teachers participated in a 2-day professional development specifically on the NGSS and 3-dimensional learning with the accompanying instructional shifts. A group of secondary teachers- biology, geophysical science, chemistry and physics-participated in professional development facilitated by two science education professors from Michigan State University centered on teaching and learning using three dimensional instruction; the topic being studied was Human Impacts in the Planet. Additionally, for the past year and a half, other district staff members have been attending NGSS training offered through Oakland Schools Intermediate School District. Updated units of study for grades 4-5, along with a materials purchase, will be presented to the Board of Education this spring.

Social Emotional Learning

Social workers and elementary Restorative Practices facilitators have been working together to provide instruction to classrooms to help support students' social emotional growth. Additionally, we are working this year to identify critical social emotional components that would be beneficial to be covered at each elementary grade level.

Expanded Student Choice, with focus on middle school first

Beginning with the 2017-18 school year, middle school semester long electives were offered independently of other elective choices. In the past, a pair of elective options was "bundled" for ease of scheduling. Now semester elective choices such as art, technology, and digital literacy are offered independently. Additionally, art was added as an option for 8th grade. At the high school level, Cybersecurity, a technology elective, is in the process of being finalized. Cybersecurity would be offered beginning in the 2018-19 school year. Three new courses, Consumer Math, Anatomy and Physiology, and AP Language were added just prior to the beginning of Strategic Planning.

Academically Talented Programming

We are continuing to monitor data from the recently updated Plus identification process, along with tracking to determine at what point it would become viable to offer the program at both middle schools. If that becomes a financial possibility, a determination will then need to be made about whether that is the direction we wish to move as a district. At the elementary level, staff are in the process of learning how the individual student data we receive from NWEA MAP Growth assessments to help them plan more targeted differentiation and enrichment for students who are academically strong but either too young for or do not qualify for the Magnet program.

Elementary Assessment Plan

During the 2017-18 school year we added the NWEA Measures of Academic Progress Assessments in Reading and Math for students in grades K-5 and Language Assessment for students in grades 3-5. These computer adaptive assessments replaced the South Lyon Reading Assessment, South Lyon Math Assessment, and South Lyon Revising and Editing Assessment; this resulted in a reduction to overall testing time. Additionally, the K-5 Social Studies Assessments were revised and are now made up of primarily constructed response questions (with the exception of the Government unit of study for each grade level). We will continue to review the assessments utilized at the elementary level once these new assessments are all fully implemented and will then make any adjustments that are deemed necessary.