




Kenowa Hills Public Schools
Education inspired.

STRATEGIC PLAN 2017-18

Revised: October 2, 2017
 Board Adopted: November 13, 2017

Key terms noted in *italics* and defined on subsequent pages.

<i>Vision Statement</i>	<i>Beliefs</i>	Goals	Key Initiatives Annual Priorities
Kenowa Hills will be the most <i>innovative, student-centered</i> district in the State.	Kenowa Hills collectively believes in the importance of: <i>A quality learning environment</i>	Focus on collaboration component of GRR through <i>Professional Learning Communities</i> .	Implement <i>Empower</i> for reporting student progress.
<i>Mission Statement</i>	<i>Research-based</i> approaches to schooling	Professional development in <i>Gradual Release of Responsibility</i> and <i>Empower</i> to support the implementation of our Personal Mastery Action Plan.	Continue implementation of <i>Gradual Release of Responsibility</i> .
Cultivate and graduate globally competitive citizens.	<i>Student-centered</i> processes and practices	Increase <i>stakeholder</i> voice through a variety of engagement strategies.	Meet annual NWEA-MAP <i>growth projections</i> .
Brand Promise	Intentionally building <i>relational capacity</i>		Increase <i>graduation rate</i> .
High levels of learning for each and every student.	Continuous improvement for excellence.		Explore alternative school schedules and configurations for grouping students.
			
<i>BHAG</i>	Actions	Targets 5 Year	Key Thrusts 5 Year Priorities
Become a global model for educational excellence to revolutionize change.	Create safe and challenging educational environments.	All students will score within their grade level's <i>proficiency band</i> on NWEA-MAP assessments.	Personal Mastery, a <i>student-centered, proficiency-based</i> system.
Tagline	Use the school Improvement process to identify district goals.	100% of career bound graduates will be gainfully employed within six (6) months of graduation in their chosen field of employment.	<i>Guaranteed and Viable Curriculum</i> .
Education inspired.			Develop a culture of <i>shared leadership</i> .
Rocks/Barriers	Provide ongoing professional development for all staff members.	100% of students in a college bound pathway will be enrolled and attending a community college, a technical school or a four-year institution.	Design a school schedule and configuration for grouping students around student needs.
State and Federal funding. Traditional school calendar. Traditional system of education.			

Key Terms

1:1 Student Device - refers to every student being given an electronic device (either a Chromebook, iPad, or laptop computer).

Beliefs - in the context of education, beliefs are a system of cultural, experiential, moral/ethical, and/or research-based values that are the foundation for action.

BHAG – acronym for Big Hairy Audacious Goal. As the name implies, it's a 10- to 25-year, lofty goal, similar to Kennedy's legendary goal to put a man on the moon (Harnish, 2002).

Empower – a Learning Management System provides the tools and management to meet the individual needs of every child. Empowers provides detailed scoring guides for each standard, so the student, parent and teacher can see what prerequisite knowledge is needed, what is required at each stage of learning a specific skill from beginner to advanced, *and* what each stage of learning looks like.

Fund Balance - the total amount of an excess of assets of a fund that exceeds its liabilities.

Global Society - in the context of education, refers to a set of skills, competencies, and learning targets that prepares students for an era of globalization.

Gradual Release of Responsibility (GRR) – A teaching model that is a structured method of pedagogy devolving responsibility within the learning process from the teacher to the eventual independence of the learner. This model is based on the book, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility (2nd Edition)* by Douglas Fisher & Nancy Frey.

Graduation Rate - the percent of “on-time” graduates who earn regular diplomas within four years of entering the high school setting.

Growth Projections - targets based on the typical growth exhibited by students in the same grade who started with the same RIT level.

Guaranteed and Viable Curriculum (GVC) - as referenced in *What Works in Schools* (ASCD, 2003), the essential components of a GVC include: 1) essential content identified for all students; 2) adequate time for students to master the essential content; 3) both instruction and assessment that is aligned with the essential content; 4) consistent use of vocabulary used in all classes; and 5) a focus on student achievement goals and targets.

Innovative - in the context of education, innovation often takes shape in the way in which systems and practices are organized. There are also innovations at the classroom level such as instructional techniques or new technologies.

Instructional Design - this three-day training, provided by the Re-Inventing Schools Coalition, helps learners design meaningful and relevant learning opportunities for (and with) their learners. Participants engage in conversations about what motivates, reflect upon research and identify research-based key factors that support engaged learning. Participants practice identifying learner needs,

determining ways to combine standards within one unit, drawing in 21st century (college and career readiness) skills, and developing aligned assessments (formative and summative) to support the learning. This workshop type of training uses peer feedback and collaboration to support the development of an effective unit by each participant and to leave each with the positive impact of a professional learning community.

Instructional Expenses - the total amount of expenses incurred in basic programs, added needs and athletics.

MDE – an acronym for the Michigan Department of Education (MDE). The MDE houses a number of offices and departments that support local and intermediate school districts. Some of these include: 1) Educational Assessment and Accountability; 2) Education Improvement and Innovation; 3) Field Services; 4) Career and Technical Education; 5) School Aid and School Finance; and 6) Professional Preparation Services.

Mission Statement - per John Quinley, a mission statement is, “a beacon that provides strategic direction for the institution” (1991).

NWEA/MAP – an acronym for Northwest Evaluation Association/Measures of Academic Progress. MAP reading and math assessments are given to students in grades K-12. MAP language usage assessments are given to students in grades 2-12. MAP assessments help schools monitor progress to identify areas of strength and areas of needed improvement.

Professional Learning Community (PLC) - as noted in *Learning by Doing*, PLC's are an, "Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve". (DuFour, DuFour, Eaker, & Many, 2006).

Proficiency Band - a range in assessment scale scores that denote students as being proficient and having mastered the given objective or learning target(s).

Proficiency-based – an instructional approach that requires students show mastery of skills and content standards (typically at a rate of 80% or higher) prior to advancing on to more difficult and challenging skills and content standards. Proficiency-based approaches aim to eliminate gaps in learning and believe in the powerful potential of confident, competent, and engaged learners.

Relational Capacity - the level of trust and safety in any given relationship. In the school setting, the influence a teacher has on students' learning is significantly related to the degree of relational capacity (Montague, 2012).

Research-based - a research-based decision making process requires programs and practices being considered for adoption and implementation have high-quality research and evidence to strongly suggest they will have a statistically significant impact on student achievement.

Rocks - financial, human resource, political, and/or cultural considerations that must be accounted for in the strategic planning process. At face value, these considerations present a challenge and possible obstacle to forward movement in the goals and targets within the strategic plan.

Shared Leadership - Hughes and Pickeral (2013) provide key elements of a research-based, proven, and effective shared leadership approach in the educational setting. First, schools leaders must inherently view leadership as a shared endeavor; and one that requires an equal balance of power. In order to do so, schools must (per Hughes and Pickeral): 1) engage all stakeholders in working toward the shared purpose; 2) ensure all participants share responsibility and accountability; 3) embrace diverse perspectives; 4) teach, model and expect persistence, honesty, optimism, integrity, generosity, and empathy.

Stakeholder - all members of a school community including students, parents, all school and district employees, community members, and community business employees.

Student-Centered - a philosophy and approach to education that places the focus on students and their needs (as opposed to teachers and administrators). Students' voice and choice are key elements in a student-centered approach. Additionally, the instructional match, which involves aligning students' natural affinities (refer to Gardner's nine intelligences) to a compatible instructional environment, is another key element to student-centered approaches.

Quality Learning Environment (QLE) - Marzano (2007), Mourshed, Chijioke, & Barber (2010), and Hargreaves & Fullan (2012) all provide evidence for what constitutes a QLE. Most importantly, a QLE is one that improves learning for all students. A QLE accomplishes this through student engagement and quality teacher-student relationships. QLE's include 1) clearly identified learning outcomes; 2) balanced assessment practices; 3) a personalization of learning; and 4) purposeful instructional strategies.

Vision Statement - per Gabriel and Farmer, a vision statement is a statement that, "staff members recognize as a common direction of growth, something that inspires them to be better. An effective vision also announces to parents and students where you are heading and why they should take the trip with you" (2009).