



KENOWA HILLS PUBLIC SCHOOLS

DISTRICT STRATEGIC PLAN

JULY 2023 - JUNE 2028



Kenowa Hills Public Schools
VALUE. SUPPORT. EMPOWER.



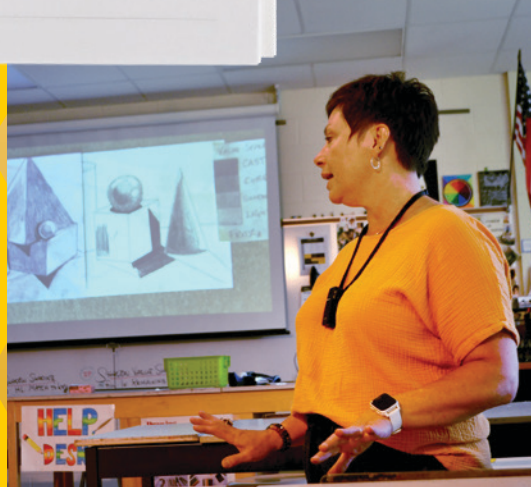
Dear Kenowa Hills Public Schools Community Members,

Strategic planning is a dynamic process that helps define the scope and trajectory of a school district's efforts to achieve its full potential. While there are common markers to all school district strategic plans, the process we chose was unique to our defined needs. First and foremost, we pushed to maximize stakeholder input and feedback in a systematic way. Secondly, we wanted to be intentional in our efforts to envision a desired future, while leaving room for changes as we work the plan, measure our progress, and adjust to unseen challenges and opportunities.

We are excited to see that so many colleagues are committed to the Goal Areas and Objectives found within this plan. To make true progress in these Goal Areas, we must focus on and continually redefine what it means to value, support, and empower all of our learners.

Our path ahead is sure to be both exciting and difficult, but we are confident we have the capacity to push triumphantly forward in our quest to provide meaningful learning experiences for every student, every day.

Sincerely,
Kenowa Hills Public Schools
Strategic Planning Task Force



THE PURPOSE OF A SCHOOL DISTRICT STRATEGIC PLAN IS TO DOCUMENT AN ORGANIZATION'S RENEWED PURPOSE, DESIRED FUTURE STATE, AND FOUNDATIONAL BELIEFS IN THE FORM OF A MISSION, VISION, AND CORE VALUES.

The mission, vision, and core values define a strategic plan's core elements that support a school district's goals and objectives covering the duration of the plan.

This strategic plan is the result of a process developed by members of the District's Strategic Planning Task Force with the assistance of consultants from the Michigan Virtual Learning Research Institute (MVLRI).

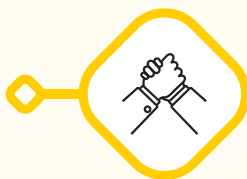
The District's Strategic Planning Task Force included representation from a cross-section of elementary, secondary, and district administrators and was informed by consultation with the District's Administrative Team and a Critical Friends subcommittee group with teacher, administrator, school board, parent, and local community members.

Five distinct stages of work were identified, designed, and worked on by the Task Force.



FIVE STAGES OF STRATEGIC PLANNING WORK

Task Force Member
Identification



Data Collection,
Research & Analysis



Final Board of Education
Review & Approval



Task Force Development
& Preparations

Strategic Plan
Development

After Task Force members were identified and recruited, they began close work with MVLRI consultants and the Critical Friends committee in the winter of 2021-22. The bulk of the work completed by the Task Force during this time period was focused on the second and third phase of this work.

During the Data Collection, Research, and Analysis phase of strategic planning, thousands of perspectives were collected from web-based community surveys, stakeholder focus groups, Task Force subcommittees, family interviews, and staff and administrator dialogue. Each of these perspectives have informed and been revisited over several iterations to inform the development of this plan.

This third phase included the collection of quantitative (using a web-based, community-wide survey) and qualitative (using scripted focus group and home visit protocols for family interviews) data to ensure the collection of information from a wide variety of internal and external stakeholder groups.

A web-based community survey yielded more than 2000 individual responses from students and educators, district educators and staff, and community members. Responses helped ground the Task Force's efforts to identify and develop key elements for inclusion in the district's mission, vision, and core values.

Qualitative data was collected during scripted focus group sessions using a common set of prompts to generate responses and discussion points with representatives from the following stakeholder groups:

- Elementary students
- Middle school students
- High school students

- Elementary parents
- Middle school parents
- High school parents

- KK-5 Classroom teachers
- 6-12 Classroom teachers
- K-12 Support staff
- K-12 Instructional support staff

- KHPS administrators
- Admin building staff

- College & business representatives
- Community members
- Families of traditionally marginalized populations

The Board of Education, Administrative Cabinet, and Critical Friends subcommittee were also guided through specific protocols and activities (S.W.O.T. analysis, affinity groupings, etc.) to gather initial input as well as provide feedback on draft efforts in the third and fourth stage of this work. This provided additional qualitative data and feedback to inform the development of the elements found within the plan.

The sum total of all of these related data sets were analyzed by the Task Force to develop the mission, vision, and core values that were proposed and approved by the Board of Education in June of 2022.





The Task Force continued their efforts by further analyzing this data to identify Strategic Goal Areas (or themes) and related Objectives. Seven themes emerged from this analysis including four Strategic Goal Areas and three Integrated Themes. The Task Force identified each Integrated Theme as a supportive concept that strengthens and helps focus each Strategic Goal Area. These seven concepts and their relationships are shown in the following graphic.



It's important to understand that the three Integrated Themes are strongly correlated with each of the four Strategic Goal Areas in critically important ways. Each of the Integrated Themes were consistently identified as points of concern requiring exploration and future growth for the district in the coming years.

For example, respect was a common theme defined in starkly different terms by students, parents, support staff, and classroom teachers during focus group sessions. The Task Force believes that we must acknowledge and work through these differences to realize our potential as a school district. If we do not learn more about the differing ideas associated with respect, we will not make progress in the four Strategic Goal Areas and fail to move the district forward.

Similarly, we must focus on continuing to enhance our staff and administrator's capacity to anticipate, recognize, and respond to people's needs (something we define as service orientation) in order to adjust to the complex demands being placed on K-12 public education systems. Lastly, we must continue to refine our ability to provide equitable, research-based academic and behavioral support that meets the diverse and varied needs of our learners. The Task Force believes that anchoring our work in these three Integrated Themes will support and accelerate efforts pursued within each of the Strategic Goal Areas during the course of this plan.

Moving forward, this Strategic Plan will be used by the district's schools and departments to develop annual goals and work plans with strategies and reporting metrics. These goals, and the ways we will measure our progress in achieving them, will be shared with the greater school community to communicate how this work is designed to impact our students and community. Visit the KHPS Strategic Planning website at www.khps.org/khps-strategic-plan to understand this work and celebrate our progress.

MISSION

Kenowa Hills Public School values, supports, and empowers all learners to achieve their full potential.

A mission states the purpose of an organization. Mission statements provide clarity and focus by calling attention to what is at the heart of an organization. Mission statements also serve as a filter for determining how to proceed when faced with the need to prioritize attention and resources.

VALUE: holding something (or someone) in high regard

EMPOWER: make (someone) stronger and more confident, especially in controlling their life and claiming their rights

SUPPORT: give assistance to; enable to function or act

VISION

Kenowa Hills Public Schools will provide meaningful learning experiences for every student, every day.

A vision highlights an organization's future aspirational state. Vision statements challenge the organization and its members by calling attention to a level of quality and performance that is greater than current practice. Vision statements also motivate and clarify the path ahead by defining characteristics of future success.

Our mission is at the heart of all that we do. It serves as a filter to help determine if we should start, continue, or stop doing a specific action or program.

CORE VALUES

Core values define the organization's collective beliefs. These foundational ideas are contained in the DNA of the organization and provide guidance in how we operate individually and as a school district. The district has identified eight core values that encompass these beliefs. These include:

Equity - KHPS makes decisions that promote the success and inclusiveness of all students, staff, and families.

Meaningful Learning - KHPS provides engaging learning experiences that build on individual learning styles, inspire curiosity, and connect to a student's future.

Relationships - KHPS expects all to grow in their abilities to understand multiple viewpoints, solve shared problems, and build trust.

Diversity - KHPS recognizes visible and nonvisible differences that make people unique to support an individual and collective sense of belonging.

Community - KHPS brings people together to support and celebrate education, extracurricular activities, and the accomplishments of our students.

Communication - KHPS invites respectful conversation and provides information in a timely, transparent, and accessible manner.

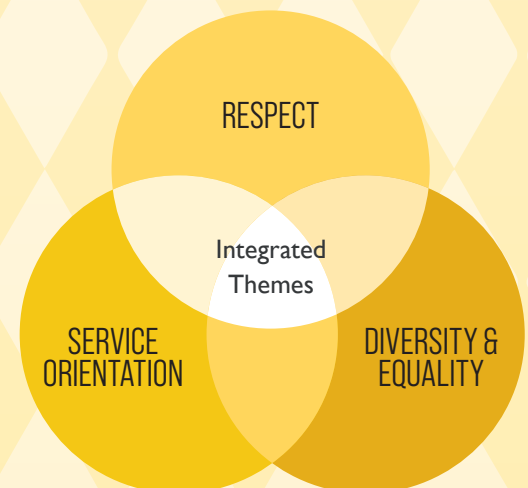
Growth Mindset - KHPS embraces challenges, learns from failures, and sees effort as a crucial element to future success.

Safety - KHPS values and protects the physical, mental, and emotional well-being of all of our learners.

MEANINGFUL LEARNING EXPERIENCES: the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other known facts

EVERY STUDENT

EVERY DAY





STRATEGIC GOAL AREA 1

SAFETY AND SECURITY

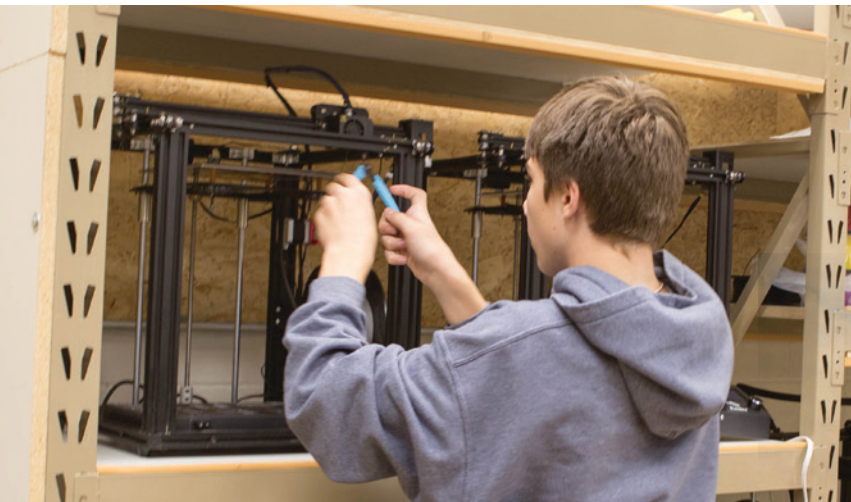
KHPS will provide meaningful learning experiences for every student, every day by; *ENSURING* that each member of our learning community feels valued, *ENHANCING* the safety and security of the district’s learning environments, and *MONITORING AND REPORTING* safety program effectiveness.

OBJECTIVES:

- A. Ensure that each student knows they have at least one staff member within the school community who is invested in their academic, extracurricular, social, and emotional success.
- B. Ensure that each district employee knows they have at least one peer who is invested in their personal and professional success.
- C. Strengthen district practices to help students, families, and staff feel emotionally, and socially safe in academic, extracurricular, and professional settings.
- D. Enhance physical safety procedures within and across all district locations.
- E. Establish programs to track progress and provide feedback on procedures designed to enhance the physical safety of all district locations.

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LEARNING COMMUNITY: A learning community is an environment that connects all stakeholders to a shared learning journey. Stakeholders include students, parents, and educators. In an effective learning community, each of these groups works toward and is accountable for common goals.



ENSURING
ENHANCING
MONITORING & REPORTING



STRATEGIC GOAL AREA 2

STUDENT AND STAFF WELLNESS

KHPS will provide meaningful learning experiences for every student, every day by; *PROMOTING* the use of positive behaviors, *SUPPORTING* healthy choices for students and staff, and *PARTNERING* with community organizations with expertise in this area.

OBJECTIVES:

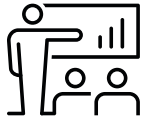
- A. Celebrate positive, caring, and supportive learning cultures within all of the district’s classrooms, schools, and departments.
- B. Enhance mental health supports that embrace social–emotional learning, behavioral health, and positive connections between students and adults.
- C. Ensure access to KHPS wellness services and programs to improve the physical and psychological well-being of students and staff.
- D. Identify and grow partnerships with local organizations to highlight the availability of food assistance, dental and vision care, behavioral services, and mental health programs to support students and families.

LEARNING CULTURE: A learning culture is an environment that demonstrates and encourages individual and organizational learning, and where both gaining and sharing knowledge is prioritized, valued, and rewarded.

SOCIAL-EMOTIONAL LEARNING: Social-emotional learning is an integral part of education and human development. It is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



PROMOTING
SUPPORTING
PARTNERING



STRATEGIC GOAL AREA 3

TEACHING AND LEARNING

KHPS will provide meaningful learning experiences for every student, every day by; *ENGAGING* in data-driven, collaborative decision making within Professional Learning Community (PLC) Teams, *APPLYING* research based-curriculum and teaching practices, and *DELIVERING AND MONITORING* the effectiveness of professional learning experiences for all employee groups.

OBJECTIVES:

- A. Ensure that all students participate in meaningful learning experiences designed to challenge them academically and prepare them for future opportunities.
- B. Proactively manage financial, personnel, and technological resources in ways that directly support students, teachers, support staff, and administrators.
- C. Advance the development of common formative and summative assessments for all levels and content areas.
- D. Increase the ability and effectiveness of administrative teams, elementary grade level, and secondary content area Professional Learning Community (PLC) Teams to utilize relevant, targeted assessment data to inform instructional decisions and monitor results.
- E. Advance staff understanding of research-based instructional practices designed to deliver meaningful learning experiences within a personalized, competency-based education system.
- F. Increase district capacity to deliver, monitor, and evaluate professional learning programs designed to grow the district’s personalized, competency-based system.



ENGAGING
 APPLYING
 DELIVERING &
 MONITORING



PROFESSIONAL LEARNING

COMMUNITY: A Professional Learning Community (PLC) is defined as “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, 2006). In Kenowa Hills, a variety of PLC Teams are in place including grade level teams of elementary educators as well as secondary content area educators at our middle and high schools.

MEANINGFUL LEARNING

EXPERIENCES share three important research-based characteristics known to support deep learning. These characteristics include emphasizing learning as a social behavior, designing student choice into lessons, and helping students understand how the learning is applicable to their life.

Summative and formative assessments differ in their intended use or purposes. **FORMATIVE ASSESSMENT** helps teachers and students identify steps to take to continue learning, formative assessments generally do not generate a grade; **SUMMATIVE ASSESSMENTS** are used to evaluate learning at the end of a period of study, often by assigning a score or grade comparing the evidence of learning against a standard or benchmark.



STRATEGIC GOAL AREA 4

COMMUNITY ENGAGEMENT

KHPS will provide meaningful learning experiences for every student, every day by; *ENGAGING* all members of our learning community, *IMPLEMENTING* programs that meet needs of all learners, and *BUILDING* partnerships with community organizations.

OBJECTIVES:

- A. Grow student and staff appreciation of cultural and individual similarities and differences to create and sustain connections between students, staff, families, and the greater community.
- B. Increase student, parent, and community awareness and understanding of personalized, competency-based education.
- C. Develop outreach efforts to encourage participation in activities and events by members of our school community.
- D. Enhance communication practices and consistently summarize requested feedback in ways that invite parents, families, and community members to support and partner with the district and our schools.
- E. Partner with community groups and local businesses to identify and create meaningful learning opportunities for students outside of KHPS school environments.



ENGAGING
IMPLEMENTING
BUILDING

ACKNOWLEDGMENTS

The following individuals provided their time, energy, and expertise in the development and refinement of this strategic plan. Their commitment to this process has been instrumental in its completion.

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For more information and to follow our journey,
visit the KHPS Strategic Planning website at
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