

Cass City Public Schools



Strategic Plan

2023-2027

Comprehensive Overview



INTRODUCTION

During the 2022-2023 school year, the Cass City Public School District committed to establishing a formal culture of continuous improvement—a concerted focus on and effort to continually improve the achievement and well being of all students. To develop this culture, a District Team reviewed district-wide guiding principles, mission, vision, and a (four year) comprehensive strategic plan to “chart the course” for educational priorities and operations.

STRATEGIC PLANNING PROCESS

Establishment of the Strategic Planning Steering Committee and District Team:

The initial strategic plan of the district was created in 2017 in which the guiding principles/mission/vision were reviewed and constructed. This strategic plan, reviewed the prior strategic plan in depth and worked to establish ongoing monitoring, and continual revision/updating of the district-wide strategic plan. Through this process two groups were established.

The ***Strategic Planning Steering Committee*** (a representative cross section of the District Team) is responsible for planning, steering, and facilitating the strategic planning process with the District Team. During the 2022-2023 school year, the committee met in between District Team meetings to review feedback and prepare for the next month’s District Team meeting. Members of ***the Strategic Planning Steering Committee*** include:

Julie Bitzer, Student Achievement

Allison Zimba, Administration

Shelly Miller, Support Staff

Tracey Jaworski, Instructional Staff/Elementary

Alice Zaleski, Board of Education

Amy Tamlyn, Instructional Staff/Junior-Senior High

Jon Ligrow, Parent/Community Member

The ***District Team*** (a representative cross section of students, parents, community, professional staff, support staff, administration, and board) is responsible for reviewing the guiding principles, mission, vision, and comprehensive, district-wide strategic plan to “chart the course” for educational priorities and district operations. During the 2022-2023 school year, the District Team met monthly to generate the principles, mission, vision, and strategic plan; and will continue to meet two times annually in future school years to implement, monitor, adjust, and update the strategic plan. Members of the ***District Team*** include:

George Batty

Kevven Dorland

Justin Ketterer

Tammy Schefka

Robin Beckrow

Stacey Dorland

Beth Kittle

Dorothy Scollin

Julie Bitzer

Rita Hanby

Ron Kittle

Lyle Severance

Rylee Bliss

Amanda Hartzell

Jon Ligrow

Christina Swiderski

Shari Bock

William Hartzell

Caitlyn Middaugh

Amy Tamlyn

JoEllen Bukoski

Chloee Jaworski

Shelly Miller

Alice Zaleski

Adam Dorland

Tracey Jaworski

Kris Milligan

Allison Zimba

Correlates of Effective Schools:

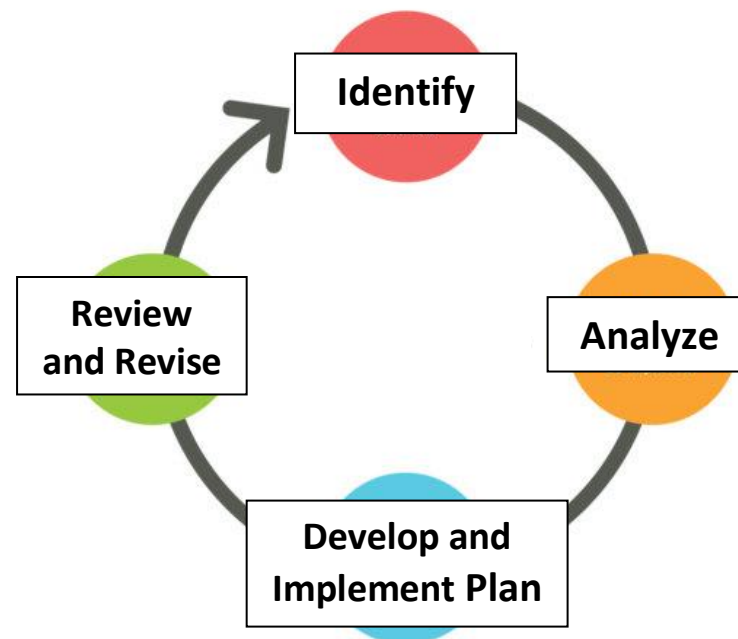
Because Cass City Public Schools had already established and implemented ongoing action plans to comply with state mandates and initiatives (School Improvement Plan, Title 1 Plan, and Multi-tiered System of Supports--MiMTSS Plan) that target primarily student academic achievement and behavior, the district wanted to formalize a district-level, overarching plan that addressed the broader, more comprehensive, correlates of effective schools. These ***correlates of effective schools***, a compilation and integration of research by globally-respected Dr. Lawrence Lezotte and the National Policy Board for Educational Administration, have been proven (over a span of fifty-plus years) to be essential elements for effective and successful schools. These correlates include:

- ***Safe, Orderly, and Equitable Environment***
- ***Climate of High Expectations and Professional Growth (All Staff and Administration)***
- ***Priority Of and Focus On Student Achievement and Well Being***
- ***Positive Home-Community-School Engagement and Relations***
- ***Culture of Continuous Improvement (Clear, Focused, and Shared Guiding Principles/Mission/Vision/Strategic Plan)***
- ***Effective and Efficient Facilities, Resources, and Management***

Culture of and Process for Continuous Improvement:

In order to develop a district-wide culture of continuous improvement (achieved through an unending process that requires total commitment by all to thoughtfully participate in and fully embody/live by the district's principles, mission, vision, and strategic plan), the District Team utilized the following process:

- **Identify** and study the **correlates of effective schools**
- **Analyze** current data to determine correlate status--discern strengths and difficulties (findings)
- Develop **Plan** for improvement and **Implement** the **Plan**
- **Continually Review** and update data to determine effectiveness of changes, apply appropriate adjustments, and continue forward movement in continuous cycle

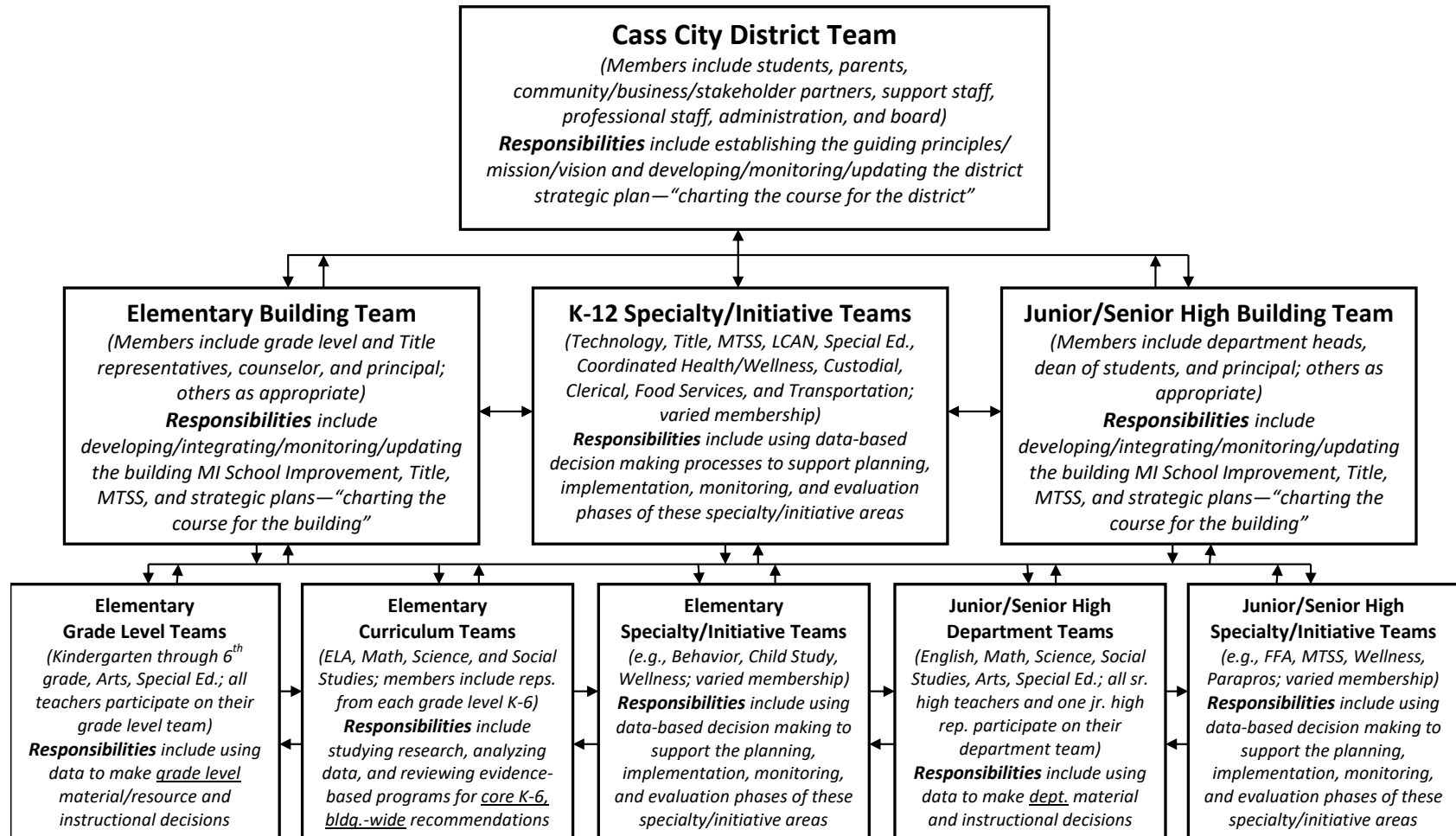


This continuous improvement process/model was used to develop the initial Cass City Public Schools Strategic Plan for 2023-2027, and will be used to continually monitor/update this initial plan and create future plans.

District Organizational Structure and Continuous Improvement Process (Data-Based Decision Making):

During the strategic planning process, the Steering Committee and District Team recognized the need to ascertain that the district infrastructure (organization) had the capacity to effectively and efficiently address district, building, department, and grade-level issues. The District Team deemed it imperative that all teams have articulated roles, responsibilities, regularly scheduled meeting times, effective and efficient meetings, quality communication/collaboration within and between teams, data-based decision making processes, and documentation of decisions.

Continuous Improvement Organizational Structure



GUIDING PRINCIPLES, MISSION, and VISION

The District Team created and carefully articulated the following guiding principles, mission, and vision:

Guiding Principles:

We believe in, live by, and are entirely committed to

Student Achievement and Well Being

We cultivate academic achievement and well being for all students by implementing best practices in curriculum, instruction, and assessment and providing a safe environment and culture that promote health, security, purpose, and community.

High Expectations and Excellence

We deem high expectations (in the areas of ethical behavior, personal responsibility, and knowledge/skills) for school staff, students, parents, and community and engagement by all in continuous growth/lifelong learning as necessary foundations for “excellence.”

Character

We promote, nurture, and support (in word and action) the highest qualities of character, including honesty, respectfulness, compassion, evenness, and integrity.

Diversity

We embrace diversity as an essential asset and treat our differences as a strength; we provide an inclusive environment that encourages creativity and the continued development of the unique qualities of each person.

Collaboration

Believing in the power of collective wisdom, we foster collaboration through positive engagement and meaningful dialogue in all our interactions.

Shared Responsibility

We believe that student achievement, student well being, and the overall success of our school are a shared responsibility of students, parents, all school staff, and our community.

Mission:

Cass City Public Schools aspires to have all students lead healthy, meaningful, and productive lives.

*To this end,
we will, in partnership with parents and our community,
provide an exceptional, supportive learning environment
that develops resilient lifelong learners who are
ethical, responsible, compassionate, and
collaborative problem solvers.*

Vision:



***Red Hawk Pride:
Caring, Collaborative, and Productive Students***

STRATEGIC PLAN DEVELOPMENT

1. Identify and study the correlates of effective schools:

Correlate 1: Safe, Orderly, and Equitable Environment

In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate promotes student and staff well being and is conducive to teaching and learning. In the effective school, each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and involved member of the school community. Within the school, human diversity is appreciated, democratic values are nurtured, and equity is universally promoted. Positive behavior, integrity, and effective communication are emulated by staff and students in all classrooms and in all building-wide collaborative/cooperative work. All (students, parents, community, staff, and administration) are focused on the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society (safeguarding and promoting the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity).

Correlate 2: Climate of High Expectations and Professional Growth

In the effective school, all administrators and staff have high expectations for self—specifically in the areas of ethical behavior, personal responsibility/accountability, and competency/effectiveness. Administrators, in their roles of instructional leader and “leader of leaders,” are present, professional, ethical, hardworking, trustworthy, and collaborative. They place children at the center of education and accept responsibility for each student’s achievement and well being. Effectively leading with sound data-based decisions, the district/school administrator is an excellent communicator with all (staff, students, parents, and community) and works diligently to lead, facilitate, and implement continuous improvement efforts. Administrators improve teaching and learning by working with teachers (the district’s most important and valuable resource in terms of student achievement) to establish clear and meaningful expectations regarding instruction and leadership as well as ensuring quality opportunities for professional growth through training, peer coaching/collaboration, and supervision. In the effective school, all staff (teachers and others) are present, hardworking, and demonstrate the highest degree of professional behavior and effective communication at all times. Staff work diligently to approach and accomplish all responsibilities/tasks in an effective manner, therefore yielding quality results; and continually work (through training, peer coaching/collaboration, and supervision opportunities) to improve skills that support their professional responsibilities. Additionally, teachers are committed to continually advancing and honing their skills in the areas of planning and preparation (e.g., knowledge of content, pedagogy, students, and resources; design of instruction and student assessments), classroom environment (e.g., creation of environment of respect/rapport and culture for learning; management of classroom procedures and student behavior), and instruction (i.e., knowledge and implementation of evidence-validated instructional strategies/practices). In the effective school, all adults in the district aspire to be “the best they can be” and “walk the talk” of lifelong learning; explicitly living and modeling (for students, families, and the community) the mindset of continuous learning and growth (with results that significantly impact the quality of life: independence, earning potential, satisfaction, and health).

Correlate 3: Priority of and Focus on Student Achievement and Well Being

In the effective school, “job one” is student achievement. This focus involves developing and implementing quality, all-encompassing systems of curriculum, instruction, and assessment; and “all hands (the entire staff) must be on deck” to participate in designing, executing, evaluating, and continuously refining the myriad of elements laden in the intricacies of curriculum, instruction, and assessment. In terms of curriculum (when required standards are expansive to the point that time doesn’t allow for complete mastery of everything), one of the characteristics of the most effective schools is the willingness to declare that some standards/expectations are more important than others; that it is necessary to abandon some less important content so as to be able to have enough time dedicated to areas (especially essential skills) that are valued the most (and contribute to life functioning and future learning/career capacity)--resulting in “prioritized or power standards.” What is taught and the scope/sequence (order of instruction and learning) must be aligned with the standards both within and between grades for consistency and continuity (to eliminate gaps and duplication). Effective schools also utilize comprehensive core instructional materials/resources that, again, provide consistency within a grade and continuity between grades by providing common language and learning strategies (to provide predictability, support extended usage and practice of a learning strategy to increase opportunity for automaticity/mastery, and to enhance overall learning). Instructionally, the employment of research-validated instructional strategies that have been proven to best help all students learn (and are consistent with the knowledge of child learning/development and needs of the child) are critical. Bottom line, the importance of good instruction cannot be understated as educational research converges on the fact that, “how well we teach = how well students learn.” Assessment in effective schools is multi-pronged and includes formative assessment (conducted by teachers during the learning process to inform the teacher of necessary instructional modifications to improve learning), universal screening, progress monitoring, diagnostic assessments, and summative assessments (including end-of-the-instructional-unit assessment in the classroom and state assessments). Successful schools have effective organizational infrastructures (systems and technology) and processes to continually improve curriculum/instruction/assessment components and integrate the requirements of numerous efforts/initiatives addressing student achievement.

Correlate 4: Positive Home-Community-School Engagement and Relations

In the effective school, families and the community are engaged in meaningful, reciprocal, and mutually beneficial communication/activities/relationships to promote each student’s achievement and well-being. In terms of family (home) engagement, research shows that partnering with parents in the learning process creates shared responsibility and improves school readiness, student achievement, and social skills. Best practices in the area of family engagement include creating a welcoming school climate; providing families with information related to child development and creating supportive learning environments; establishing effective school-to-home and home-to-school communication; strengthening families’ knowledge and skills to support and extend their children’s learning at home and in the community; engaging families in school planning, leadership, and meaningful volunteer opportunities; and connecting students and families to community resources that strengthen and support students’ learning and well-being. With regard to community engagement, rationale for involvement includes the need to access essential community resources for students/families and to effectively acknowledge that a school exists to educate the children of the community and, hence, provide the community with consequential opportunities for partnership and input in the educational process. To address the community resources need, it is essential to develop effective connectivity between the school and community agencies to improve the navigation of and access to resources needed by students and families. To address the involvement of and partnership with the community as a whole, effective schools utilize the process of “Inform + Inquire + Involve = Inspire” to communicate proactively in the community; listen to the community and respond to its feedback (via conversations, surveys, focus groups); offer meaningful opportunities for the community to participate; and support community members in moving into roles of leader and advocate. Additionally, in a rural community like Cass City, resources are limited and the school facilities are often needed by community partners for special or large-scale events; therefore, it is critical that the district respond to this community need by ensuring facility availability and access for appropriate community groups/activities.

Correlate 5: Culture of Continuous Improvement (Clear, Focused and Shared Mission/Vision/Guiding Principle/Strategic Planning)

In the effective school, staff, administration, and educational stakeholders (students, parents, community members) study the correlates of effective schools; gather and analyze district-wide data and trends; and develop, implement, and continually evaluate/update shared guiding principles, mission, vision, and strategic plan. In this culture, all educators and stakeholders are committed to continuous learning and growing, and dedicated to contributing to the overall goal of ensuring academic achievement and well being for each student. While the guiding principles, mission, and vision provide a shared, common language in defining what we believe and what we aspire to accomplish, the strategic plan sets our course and collectively moves us along a progressive path of betterment/improvement.

Correlate 6: Effective and Efficient Facilities, Resources, and Management

In the effective school, facilities/grounds and resources are designed, maintained, and managed to promote each student's achievement/ well being and to optimize the professional capacity of staff to effectively address learning needs. The facilities and grounds must promote a positive and safe environment and resources (including technology) must support the critical areas of curriculum, instruction, and assessment. In this time of declining enrollment and decreased school funding, it is absolutely crucial to consider both efficiency and effectiveness when making facility and resource management decisions. Effective schools develop and implement a facilities management plan (including information regarding current status and specific needs for future improvements) by utilizing data-based decision making and other methods/approaches embedded in the strategic planning process.



2. Analyze current data to determine correlate status--discern strengths and difficulties (findings):

Correlate #1: SAFE, ORDERLY, AND EQUITABLE ENVIRONMENT

Indicator	Summary of Findings
<p>A.</p> <p>Safety Plan, Procedures, and Practice (specific information for buildings, grounds, and transportation)</p>	<p><i>Current district and building-level Crisis and Medical Emergency Plans are developed, articulated, and implemented. While annual training is documented for most staff, training needs to occur with ALL staff (and employee groups, substitutes, and volunteers) associated with Cass City Public Schools on an annual basis (with training added to the “orientation procedures” for substitute/volunteers and any staff hired after the beginning of the school year). The plans are updated annually (and intermittently when revision notifications are received by the State of Michigan or the regional safety consultant) by the administrative team.</i></p>
<p>B.</p> <p>District-wide and Building Operational Procedures/Practices (that support orderliness and safety of students/staff)</p>	<p><i>Policies/administrative guidelines exist for several (legally required or recommended) operational procedures (e.g., recess in harsh weather, visitors, use of telephones, etc.) and these procedures are included in student and staff handbooks. While many of these procedures are covered with professional/teaching staff at the “Opening Day” meeting each school year, some support employee groups (e.g., transportation) do not receive this information. Teaching (and some paraprofessional) staff participate annually in the Title I survey which provides an opportunity to formally articulate procedural concerns and suggestions; however, staff not included in this survey do not have a structured (formal and anonymous) opportunity to share comments and suggestions. Results from the 2022-2023 survey bestowed the following: student drop-off area is a safety concern, need for all district staff to participate in training/practice and implementation of the district crisis and communication plan.</i></p>
<p>C.</p> <p>K-12 Positive Behavior Support (PBIS) System</p>	<p><i>Currently, MTSS/PBIS teams are established but are not meeting; meetings are scheduled to begin in the 2022-2023 school year. While both the elementary and junior-senior high buildings have matrixes of expectations (SOAR/PRIDE), full staff training across all employee groups is not implemented; full staff training is scheduled to begin in the 2023-2024 school year. Students in the elementary are explicitly taught the expectations at the beginning of each school year, and students in both buildings are recognized and reinforced for positive behavior on an ongoing basis. SOAR is included in the elementary student handbook (while the junior-senior high student handbook covers a code of conduct only—no mention of positive behavior or PRIDE), and based on Title I survey results, parents are aware of positive behavior efforts (especially at the elementary level). Overall, while some components of PBIS are operationalized throughout the district, fidelity of implementation is significantly compromised by the lack of a fully-functioning PBIS Team (responsible for providing direction, leadership, and focus on data-based decision making/continuous improvement). Because behavioral concerns are a prevalent issue voiced across student, parent, and staff Title I surveys, implementation of PBIS with integrity across the district is imperative.</i></p>

<p style="text-align: center;">D. Curriculum that supports the Understanding of Cultures/Diversity, Development of Effective Communication, and Promotion of Personal Responsibility and Productive Decision-making Skills</p>	<p><i>Current curriculum sources (i.e., Common Core, Michigan Department of Education Curriculum, Michigan Model for Health) generally support the development of cultural understanding, effective communication/collaboration, personal responsibility, and productive decision-making. When teaching each related standard/expectation, teachers are using resources that support the learning and application of the targeted knowledge/skill. Additionally, many teachers choose meaningful materials and texts that address culture, communication, responsibility, and decision-making when teaching other standards/expectations—therefore providing extended opportunity for students to further develop these important skills. Curriculum resources will continue to be evaluated and prioritized.</i></p>
<p style="text-align: center;">E. Adult Behavior (Administration and Staff) that ensures Equity (fair and unbiased), Respect and Dignity, and the upholding of Democratic Values</p>	<p><i>Data results yield adult behavior strengths in the areas of positive professional/ethical conduct on administrative/staff evaluations, survey responses indicating that approximately 90% of elementary students believed that teachers care about them and were comfortable with approaching an adult with a problem or need, and survey responses indicating that approximately 90% of junior/senior high students believed that the adults in the building treated the students with respect.</i></p>
<p style="text-align: center;">F. Pay It Forward/Anti-Bullying Program</p>	<p>ZERO TOLERANCE is a “given” when dealing with bullying. Hence, any weakness in this area is important and warrants immediate attention. With bullying, it is absolutely essential that all adults know and model (walk the talk) appropriate, respectful behavior at all times. With students and their parents, explicit instruction regarding appropriate behaviors and ongoing reminders/support/reinforcement of these behaviors is mandatory. Teams need to monitor and drive continuous improvement—and administration must address all complaints in a timely and effective manner. Again, the overall stance regarding bullying is always ZERO TOLERANCE. While Cass City Public Schools is doing a lot of the right things regarding anti-bullying (policy, handbooks, PBIS, Michigan Model for Health, training, teams), there are a few areas for improvement. First and foremost, all adults must embody/emulate the highest degree of character and “walk the talk” at all times. Secondly, currently established teams (responsible for positive behavior and anti-bullying) need to work continuously with data-based processes to improve adult and student behavior. Thirdly, the school needs to partner with parents to provide training and a consistent, ongoing support system for positive and anti-bullying behavior across environments.</p>
<p style="text-align: center;">G. Continuous Monitoring of Student/Family/Staff Perceptions (feelings about being safe/supported)</p>	<p><i>The Cass City Public Schools strength with regard to student/parent-family/staff perceptions about safety is that the annual Title Survey includes safety perception questions. The area for improvement is to have elementary and junior-senior high building-level teams review and appropriately address this information.</i></p>
<p style="text-align: center;">H. Staff/Student Wellness</p>	<p><i>The Cass City Public Schools strengths with regard to wellness include the adoption of a district policy, establishment of Coordinated Health Teams, ongoing wellness activities for students and staff, and 100% compliance on staff completion of on-line Safe School Training. Specific areas for improvement were not indicated at this time.</i></p>

Correlate #2: CLIMATE OF HIGH EXPECTATIONS AND PROFESSIONAL GROWTH

Indicator	Summary of Findings
<p>A. Ethical and Professional Conduct by ALL Adults</p>	<p><i>Currently implemented staff and administrator evaluations include several standards addressing ethical and professional behavior (including appropriate relationships and communication); evaluations are currently developed/implemented with all employee groups. On a daily basis, ethical and professional behavior of adults in the building meets high standards and is not presenting a critical administrative/district concern or priority. However, staff noted that, as a whole, there is “room for improvement” in this area. Specific areas to address, according to survey results, include supportive relationships with colleagues, professional dress, and review of confidentiality standards.</i></p>
<p>B. Children at the center of education and Universal Acceptance of Responsibility (by ALL) for Each Student’s Achievement and Well-being</p>	<p><i>Through the District Strategic Planning Process, a core value/guiding principle clearly articulating that “children are at the center of education and that we are ALL responsible for each student’s achievement and well-being” has been approved by the district team. This commitment is currently included in the Junior-Senior High Staff Handbook and will be added to policy and all other handbooks pending formal approval by the board in June. Results from the 2022-2023 staff Title survey indicate that 100% of the staff <u>do not</u> currently believe that <u>all</u> adults in our district take the highest degree of responsibility for each student’s achievement and well-being; ongoing communication and discussions with all adults and employee groups regarding purpose and core values will, hopefully, help all understand responsibilities and solidify commitments.</i></p>
<p>C. Competent and Effective Administrators and Staff</p>	<p><i>Currently, teachers, paraprofessionals, and administrators in the district have a highly effective/effective status or (if ineffective) are working toward improvement through a Performance Improvement Plan. Evaluations are not currently developed/implemented with all employee groups. Effectiveness in terms of student achievement is satisfactory; however, while Cass City Elementary School and Cass City Junior-Senior High School are top performing schools in our area, there is definite room for improvement (as Cass City performances are very similar to the performances of schools across the state with similar demographics).</i></p>
<p>D. Performance Evaluation Systems to articulate performance standards; monitor progress; and address ethical conduct, responsibility/accountability, and effectiveness</p>	<p><i>Currently, teachers, paraprofessionals, and administrators in the district participate in comprehensive evaluations (highly structured and legally appropriate). The evaluation systems for each of these groups include clear standards that are highly correlated to overall effectiveness. Specific standards addressing ethical conduct, responsibility/accountability, and effectiveness in terms of student achievement are woven into each of these evaluations. Evaluations are currently developed/implemented with <u>all</u> employee groups (e.g., cafeteria, custodial, transportation, etc.). An annual, district-wide evaluation schedule is not presently utilized.</i></p>

<p>E.</p> <p>Staff development programming that focuses on Student Achievement and Well-being via Whole Group Professional Development Activities (aligning to district/school goals) and Targeted Individual/Small Group Professional Development Activities (addressing specific individual/small group needs)</p>	<p><i>District strengths in the area of professional development include the facts that the professional development activities are presently driven by the District Improvement Plan and each building provides the five days (annually) of PD required by the Michigan School Code Section 380.1527. Areas for improvement include having a process in place to formally identify (on an annual basis) K-12, building-level, grade-level, and individual/small group PD needs of professional staff (identification of these needs are based on teacher self-identification of strengths/ weaknesses in terms of content knowledge and instructional skills; staff evaluation results, student-data analyzed through MTSS, Title, School Improvement processes; and district-level strategic planning goals); formal process to identify the PD needs of all individuals in all employee groups; and PD plan and implementation of professional development activities for all individuals in all employee groups throughout the district.</i></p>
<p>F.</p> <p>Professional development methods include peer coaching/collaboration, training, and/or supervision</p> <p>*PLEASE NOTE: Peer coaching yields SIGNIFICANTLY higher results (learning and change) than any other PD modality.</p>	<p><i>Currently, the district utilizes a variety of professional development methods, including training/seminars (either full-day or “short segments” during professional development days) by internal/external sources, outside/external coaches in the elementary (K-3 reading coach from the Tuscola Intermediate School District and math coach from Excellence in Education), collaborative teams (grade-level teams at the elementary and department teams at the junior-senior high), and peer mentors for new teachers. Areas for improvement include the development of in-house/internal coaches (representing programs/practices) and increasing the regularity of department team (jr./sr. high) meetings.</i></p>
<p>G.</p> <p>Administrative support for and staff participation in collaborative teams</p>	<p><i>Currently, building and grade-level/department teams exist in both schools. The building teams meet monthly and utilize agendas/minutes. In the elementary, the grade-level teams have common planning time and meet at least monthly (usually more often). At the jr.-sr. high, the department teams generally meet during intermittently-scheduled PD days. Teachers in both buildings perceive that they are encouraged to collaborate. Areas for improvement include a regular meeting schedule for department teams (jr./sr. high) and firming up “meeting process” for all teams.</i></p>
<p>H.</p> <p>Administrative support for teacher knowledge/skill development and administrative support for teachers to develop leadership knowledge/skills (preparation for administrative positions)</p>	<p><i>In terms of encouraging and developing future administrators, current administrative staff reported that they informally encourage teachers interested in developing administrative/leadership skills. While more formal support, such as interning or mentoring administrative program students, did not occur this school year—current administration would provide this opportunity when feasible.</i></p>
<p>I.</p> <p>Administrators and staff are present (physically and mentally), exhibit positive work attitudes and habits, and model lifelong learning desires and behaviors</p>	<p><i>Attendance data across employee groups needs to be collected and tallied. Evaluations for administrators, teachers, and paraprofessionals include professionalism standards--significant concerns (based on completed evaluations) in this area are not indicated. Evaluations across employee groups have been implemented and include standards on professionalism. Through the Title survey, staff will be asked if they enjoy working in Cass City Public Schools; and all staff shared that they pay “some to a great deal” of attention to their own professional growth and continued learning. Most staff reported that they would like to engage in more professional development activities.</i></p>

Correlate #3: PRIORITY OF AND FOCUS ON STUDENT ACHIEVEMENT and WELL BEING

Indicator	Summary of Findings
A. Integrated Building Teams for Strategic Planning, the School Improvement Plan (SIP—requirement of Michigan Department of Education), Title (requirement of Michigan Department of Education), and Multi-Tier System of Support (MTSS—Initiative through Michigan Department of Education)	<p><i>For the most part, the district organizational chart is complete in terms of established teams. Teams that may warrant creation include formal Transportation, Custodial, Clerical, and Food Services Teams; while some of these employee groups meet regularly and informally for updates—a formal structure would enhance ownership and responsibility while recognizing the staff and the importance of their daily service to student achievement and well-being. Curriculum teams need to be ongoing as continuous evaluation and revision of curriculum/resources in all content areas is absolutely essential. All teams need to be trained and supported in utilizing data-based processes and in developing/running efficient/effective meetings.</i></p>
B. Building Teams use data-based decision making processes to develop, integrate, monitor, and update required plans and to “chart the course for the building”	<p><i>At present, decisions are based on data but an area for improvement is to mandate minutes for all meetings so there is a paper trail of decisions.</i></p>
C. Building Teams know and monitor building-wide student performance (present and trends)— including (but not limited to) student attendance, graduation rate, behavioral data, and grades; the team evaluates systems (assessment, grading, homework practices, etc.) and recommends/initiates system improvements (based on research-validated practices/ information)	<p><i>This indicator is directly tied to Indicator B and uses the same data sources. In general, building teams know and monitor building-wide student academic performance and make recommendations/plans for systemic, evidence-based improvements. The formalization of meeting minutes is an area for improvement as discussions and decisions of building teams need to be documented and implemented.</i></p>
D. School Improvement Plan (SIP), Title Annual Plan, and Multi-Tier System of Support (MTSS) Action Plans	<p><i>The comprehensive district improvement plan is currently in place and is continually updated. This plan incorporates Title/MTSS plan information and is currently the district’s blueprint for addressing ELA, Math, Science, Social Studies, behavior, highly qualified staff, and whole child needs.</i></p>

<p>E.</p> <p>Building-wide Curriculum (Elementary)/Department (Jr/Sr High)</p> <p>Teams use data to analyze current performance/ needs and make building-wide Curriculum, Instruction, and Assessment recommendations (based on research-validated practices/ information)</p>	<p><i>Elementary teachers from different grades meet in “subjects” on PD days. In the junior-senior high, departments meet on PD days and also on occasional staff meetings. Staff in both buildings are working on a more organized system for sharing/storing minutes and agendas to document discussions. Data is analyzed when available, though data is often not given to staff prior to a PD day. One solution might be more frequent PD days in one- to two-hour increments throughout the school year.</i></p>
<p>F.</p> <p>Grade-Level (Elementary)/ Department (Jr/Sr High) Teams use data to make grade-level material/resource and instructional decisions (based on research-validated practices/ information)</p>	<p><i>Grade-level and department teams exist in the elementary and junior-senior high schools. In the elementary, teams have common planning time so they can meet regularly, while department teams in the junior-senior high formally meet during PD days (beginning of school year and two other dates throughout the school year). Most teams generate agendas and utilize data-based decision making processes to some degree. Areas for improvement include a means to help department teams meet on a regular basis, a “brush up” for all on efficient and effective team data-based decision making processes (will be redundant for some experienced staff but would help to get all members of teams on the same page,) and the formalization of minutes—especially when the team makes decisions that need to be implemented.</i></p>
<p>G.</p> <p>Curriculum that includes prioritized content (Standards/Expectations)</p>	<p><i>Prioritized standards currently exist K-12 in the areas of ELA and math. No significant concerns were noted in the area of curriculum priorities at this time.</i></p>
<p>H.</p> <p>Curriculum materials/resources aligned to and effectively covering Standards/ Expectations</p>	<p><i>Per information from administrative interviews, grade-level and department teams have aligned curriculum resources with content standards in all areas. Additionally, cross-grade alignment has been tackled by the “subject” teams in the elementary and department teams in the junior-high. An area that is sometimes difficult is the coordination and alignment between sixth and seventh grades—scheduling meetings for sixth and seventh grade coordination is an administrative priority.</i></p>
<p>I.</p> <p>Instruction premised on Explicit Instruction and evidence-validated instructional strategies</p> <p>HOW WELL WE TEACH = HOW WELL STUDENTS LEARN</p> <p><i>The quality of TEACHING is the single most important factor in the educational system.</i></p>	<p><i>Explicit instruction strengths include: Explicit Instruction books are available to all teachers; on the Title survey, most teachers discussed their use of some instructional strategies and mentioned that additional strategies and intervention program options would be beneficial for student learning; and the teacher evaluation system (and classroom observation format) includes <u>some</u> instructional strategies in the “Instruction” domain. An important area for improvement is developing a couple of Internal Coaches to specialize in supporting all staff in learning and implementing multiple instructional strategies with fidelity. How Well We Teach = How Well They Learn....effective instructional strategies are paramount.</i></p>

<p style="text-align: center;">J.</p> <p>Focus on Student Opportunity to Learn and Time on Task</p>	<p><i>Cass City Public Schools strengths in this area include having an appropriate school year calendar in terms of days/hours, aligning to the Tuscola County-wide Common School Calendar to maximize student participation in TISD programs/services, developing (based on appropriate ELA blocks and teacher collaboration time) and articulating building schedules that are consistently followed, and addressing planning and preparation/classroom environment/instruction on teacher evaluations. Areas to consider for improvement include analysis of the teacher evaluation data (regarding planning and instruction) as a whole, prioritizing the maximization of quality time on task with building teams by researching and outlining effective lesson designs/formats, and collecting and analyzing data on classroom interruptions.</i></p>
<p style="text-align: center;">K.</p> <p>Assessments and structure/processes to analyze data to make individual student, class-wide, grade-wide, building-wide, and district-wide changes/adjustments to increase student achievement</p>	<p><i>Strengths in this area include the district’s continued involvement with MTSS (which provides support to implement a data-based problem solving process) and the development/maintenance of district, building, and grade-level/department teams. Areas for improvement include full fidelity of the data-based decision making process at all levels, aggressive (not complacent) development of new annual goals based on data, and tenacious follow-through with all goal-related activities.</i></p>
<p style="text-align: center;">L.</p> <p>Continuously Improving Student Achievement</p>	<p><i>Cass City Public Schools has prioritized student achievement by establishing teams and processes to continually monitor and manage student achievement data. Over the past several years, student achievement in Cass City has been “solid and good” across the board—always better than state averages and usually better than other schools in the three-county area and other districts across the state with similar demographics. However, administration and staff believe that the “approximately 50% of students” currently meeting State academic standards (based on the State assessment) is not good enough. Because we absolutely know that How Well We Teach = How Well They Learn, “eggs must be placed in this basket” so staff and students alike can totally excel.</i></p>

Correlate #4: POSITIVE HOME-COMMUNITY-SCHOOL ENGAGEMENT and RELATIONS

Indicator	Summary of Findings
<p>A.</p> <p>Welcoming School Climate</p>	<p><i>In general, district-wide data indicates that the district's school climate is welcoming. A definitive and resounding strength is the comfort parents expressed in accessing and communicating with teachers. Some definite areas for improvement (based on specific responses on the parent and staff surveys) include responsiveness in the elementary office, cleanliness of the buildings, and effective/supportive communication with staff. Additionally, a method for gathering community perception data needs to be developed.</i></p>
<p>B.</p> <p>Home-to-School and School-to-Home Communication (focus on What information is communicated and How that information is communicated)</p>	<p><i>Cass City Public Schools has district policy outlining "Parent Involvement in the School Program" (includes relationships with families, effective communication, volunteer opportunities, learning at home, involving families in decision making and advocacy, and collaborating with the community) and "electronic communications." The district and buildings use a variety of "general information" and "student specific" methods of communication including parent-teacher meetings at the beginning of the school year, newsletters, weekly updates, comprehensive website (calendar, parent resources, Skyward), automated-phone system, parent-teacher conferences, newspaper announcements/articles, letters, phone calls, text messages, emails, and individual parent meetings. Teachers report that they use this extensive list of communication modes to contact parents on a weekly, bi-weekly, monthly, or quarterly basis. Parents indicate that the present multi-pronged communication system works effectively.</i></p>
<p>C.</p> <p>Parent Classes/Trainings</p>	<p><i>There are not a variety of classes/trainings available district wide for parents. Elementary and junior-senior high parents, based on Title survey results, would like to have more training on a variety of topics and have more opportunity for involvement.</i></p>
<p>D.</p> <p>Parent Involvement in School</p>	<p><i>In terms of parent involvement, there are many district-wide strengths. In particular, parent attendance at Parent-Teacher Conferences is very high in both buildings, parents informally volunteer (with special activities/events, field trips, reading to students, copying documents for teachers, etc.) to help in the elementary, parents help with after-school clubs (e.g., Robotics) and extracurricular teams (e.g., support coaches), parents participate in the formal parent-run Red Hawk PTO or Cass City Athletic Boosters (both very organized and active groups that provide quality support to student enrichment and athletics), and parents serve on building and district teams (including the District Strategic Planning Team, the Elementary Coordinated Health Team, the Ag Program Advisory Committee, and the Board of Education). On the Title survey, parents in both buildings believe that they have opportunities to be involved and they continuously have opportunity for formal and anonymous input through the annual Title parent survey. Ideas for improvement include increasing parent volunteer opportunities in the junior-senior high (as parents reported that they would like to volunteer in some capacity) and planning/delivering some</i></p>

	<i>pertinent topic seminars intermittently through the school year (parents suggested several topics of interest such as motivational strategies, homework support strategies, bullying and cyber security information, and how to understand/help with math).</i>
E. Community Agency Connectivity and Access Processes	<i>Families access needed community resources via the Pathways to Prevention case manager and/or the Cass City school social worker or guidance counselor. The Pathways to Prevention staff, representing the Huron-Tuscola Department of Health, is housed in the schools and has the primary responsibility of supporting and connecting families to needed services and resources. Extensive follow-up and documentation is maintained by the Pathways case manager.</i>
F. Proactive Community Communication (Begins with proactive and effective communication with staff so all have accurate information.)	<i>Cass City Public Schools has several modes of communication to utilize when sharing information with the community. The district web site is comprehensive/up-to-date and building newsletters are intermittently developed and distributed. The superintendent and principals provide presentations at civic group meetings when requested, and the superintendent is in the process of establishing an informal coffee klatch to increase informal conversations in the community. Communications between the school and the community are on the upswing this spring as the district wants to make absolutely sure that the community receives accurate information regarding essential district needs and an upcoming bond issue. While the prior list of communication modes/methods are comprehensive and effective, the greatest community communication treasure/resource of the Cass City Public Schools is the community newspaper, The Cass City Chronicle. A rural school district like Cass City is so fortunate to have a local paper that “almost” exclusively shares special school information and events with the entire community on a weekly basis...not a week goes by without mention of a student’s extraordinary accomplishment or a classroom’s special project.</i>
G. Community Input (listening to and providing response) System/Avenues	<i>“Community input” strengths of Cass City Public Schools include <u>informal</u> community conversations/input that naturally occur on a daily basis and the implementation of several (more) <u>formal</u> community input modes/processes that have been or will soon be implemented to gather input and share information regarding the upcoming bond issue. An area for improvement is to keep some of these formal “bond communication processes” in place after the vote to address educational topics (instead of single issue) and gather important community input, suggestions, and ideas (on an ongoing basis) regarding how Cass City Public Schools can best represent and address community needs.</i>
H. Community Involvement in School (and the development of community leaders for and advocates for education)	<i>Several community members are involved in the school district in various capacities—from volunteering to serving on teams, advisory committees, and the board of education. While some community involvement is present in the district, an area for improvement is to significantly increase the number of community member partners (especially in the capacity of “volunteer”). Senior citizens in our community are an untapped resource and a greater connection between seniors and our schools would provide a mutual benefit to students and seniors. Another important area for development is the community business partnership with our school district—while a few students are employed locally for high school credit, formal connections with local business are limited, and business input and involvement to help students develop important “workplace skills and habits” would be an “added value” to student development.</i>

<p>I.</p> <p>Facility/Grounds Availability and Access for the Community</p>	<p><i>Cass City Public Schools is committed to the philosophy of a Community School and the importance of making school resources available to the members of the community for educational and civic enterprises. The district has a board policy that articulates the "Use of School Facilities." The district has a complete process in place for community request for and use of school facilities; rental notices and regulations, usage fee, and building use request forms are available on the Cass City Public Schools website or in Building/District offices.</i></p>
<p>Other Areas Identified by Correlate 4 Work Group:</p>	<p><i>Increase outreach communication and activities with civic organizations and home-school families.</i></p>

Correlate #5: CULTURE of CONTINUOUS IMPROVEMENT (Clear, Focused and Shared Mission/Vision/Guiding Principle/Strategic Planning)

Indicator	Summary of Findings
<p>A.</p> <p>District Team— Responsible for Strategic Planning</p>	<p><i>A diverse District Team has been established and is responsible for strategic planning. The team meets on a monthly basis and follows an agenda and uses a data-based decision-making process.</i></p>
<p>B.</p> <p>Core Values/Guiding Principles</p>	<p><i>Guiding Principles have been finalized by the District Team; the guiding principles can be found in minutes and will be posted in the final Strategic Plan document and overview brochure.</i></p>
<p>C.</p> <p>Mission and Vision Statements</p>	<p><i>Mission and Vision Statements have been drafted and finalized by the District Team; these statements can be found in minutes and will be included in the final Strategic Plan document and overview brochure.</i></p>
<p>D.</p> <p>Strategic Plan</p>	<p><i>The District Team is in the process of finalizing a three-year Strategic Plan. The team is committed to implementing, monitoring, reviewing, and adjusting the plan on an ongoing basis.</i></p>

Correlate #6: EFFECTIVE and EFFICIENT FACILITIES, RESOURCES, and MANAGEMENT

Indicator	Summary of Findings
<p style="text-align: center;">A.</p> <p style="text-align: center;">Safe, Orderly, and Fully Functioning Facilities (Buildings/Grounds)</p>	<p><i>A comprehensive, district-wide facility needs assessment was completed prior to the 2018 bond vote; this process created an extensive list of mechanical, electrical, technological, facility (interior and exterior), and grounds priorities. Superintendent Allison Zimba is in the process of establishing a Facility Management Team charged with the responsibility of continuously evaluating and improving Cass City Public Schools facilities and grounds.</i></p>
<p style="text-align: center;">B.</p> <p style="text-align: center;">Comprehensive Technology System (supports curriculum, instruction, and assessment; pupil/financial accounting; staff and district task management; Department of Education reporting/ requirements; communication with parents/community)</p>	<p><i>At this time, a K-12, district-wide technology team exists and meets regularly. The teams meet two times a year and utilize agendas/ minutes. A district-wide technology plan is currently being evaluated and staff training will be determined based on individual building administrative/ team requests (hence, technology PD may occur several times per year or not at all). The Technology Director shared that he would like the technology department to transition to a more proactive function (instead of primarily reactive) in terms of direction, support, and activities; shift to a district-wide team (with meeting time divided between district-wide and building-level problem-solving/planning); and develop a district-wide technology plan that “sets the course” for hardware, software, and training.</i></p>
<p style="text-align: center;">C.</p> <p style="text-align: center;">Curriculum Resource Priority Schedule (schedule delineating when concentrated building-wide curriculum evaluation and improvements will be made in various content areas)</p>	<p><i>Currently, a five-year Curriculum Resource Priority Schedule is not in place. At the elementary, ongoing building-wide curriculum teams do not exist (to date, curriculum teams have been established on an as-needed basis with time-limited responsibilities). In the past, the elementary has had a building-wide ELA team (with a teacher representative from each grade K-5) to evaluate the K-5 core reading program and a formal, data-driven process was used to determine needs and develop an action plan for improvement. They also had a K-1 math curriculum team to assess K-1 math needs/options and this team is working to follow a data-driven process. In the junior-senior high, the department teams have the responsibility of developing and addressing curriculum, instruction, and assessment. While these teams have been established for several years and meet intermittently throughout the school year, processes implemented by these teams were not always data-driven or formal. Additionally, administration is working to generate a curriculum priority schedule based on current needs as well as to plan for the future.</i></p>
<p style="text-align: center;">D.</p> <p style="text-align: center;">Resources are distributed based upon district goals, curriculum/department team recommendations, and with mindful consideration of implications for and positive impact on curriculum, instruction, and assessment</p>	<p><i>Currently, in terms of strengths, Cass City Public Schools has Board Policy, School Improvement Practices/Plans, and Building-level Department/ Curriculum Teams in place. However, areas for improvement include having a schedule for large-scale content area reviews/purchases, ongoing teams to continuously review and adjust/improve building-wide curriculum and instruction (in between purchase/training cycles), effective data-based (formal) decision-making processing as a practice by all curriculum/department teams, coordination between buildings when reviewing/purchasing new materials/programs, and the implementation of a district strategic plan that will be used to determine district-wide resource needs.</i></p>

3. Develop Plan for improvement and Implement the plan:

Safe, Orderly, and Equitable Environment

Strategic Planning Goal:

Provide a safe, orderly, and equitable environment free of mental and physical harm in which our school strives to eliminate barriers to education that promote positive behavior in an effective learning atmosphere.

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2024, ALL Cass City Public Schools staff will participate in the training/practice/implementation of the District Crisis and Communication Plan.</i>	Train all Cass City Public Schools staff on the District Crisis and Communication Plan at the beginning of each school year.	Administrative Team	September 2023/ Ongoing	All staff know and understand their role in plan implementation	
	Train any staff hired <u>after</u> the “beginning of the school year training” on the plan during their orientation procedural training.	Administrative Team	Ongoing	All staff know and understand their role in plan implementation	
	“Brief and update” substitutes (in all employee groups) and volunteers on the plan annually.	Administrative Team	Ongoing	All adults know and understand their role in plan implementation	
	Include all Cass City Public Schools staff in all drills (full participation of all adults).	Administrative Team	June 2024	All adults know and understand their role in plan implementation	
<i>By June 2024, Positive Behavior Support (PBIS) Systems in the Elementary (SOAR) and Junior-Senior High (PRIDE) Schools will be fully operational with fidelity.</i>	Establish building PBIS teams that meet on a monthly basis throughout the school year.	Principals/ PBIS Teams	June 2024	Building PBIS teams meet regularly	
	Update PBIS processes, matrixes of expectations, and continuum of services/ supports for all tiers (including Functional Behavior Assessments/ Behavior Plans).	Principals/ PBIS Teams	June 2026	Building PBIS teams are responsible for establishing positive behavior practices and supports	
	Utilize data collection/analysis and problem-solving approaches to make system-level to individual-student-level decisions.	Principals/ PBIS Teams	June 2026	Building PBIS teams make data-based decisions	
	Provide annual PBIS training for all staff, students, and parents.	Principals/ PBIS Teams	June 2026	Staff, students, and parents learn and live PBIS practices	
	Document PBIS philosophy and procedures in student and staff handbooks.	Administrative Team	August 2024	Articulation of support of positive behaviors	
	Implement PBIS with fidelity across all educational environments (e.g., bus, hallways)	All CCPS Staff	September 2024	PBIS implemented with fidelity and consistency	

Climate of High Expectations and Professional Growth

Strategic Planning Goal:

Foster a culture that empowers ALL district-wide staff to achieve their highest level of professional growth in the areas of ethical behavior, personal responsibility and accountability, as well as, competency and effectiveness through quality professional development opportunities, professional learning communities, peer coaching, collaboration, mentoring and supervision.

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2026, Cass City Public Schools will implement systems to provide orientation and training for new staff in the research-based programs adopted and implemented in our district (i.e. Explicit Instruction, MiMTSS, Capturing Kid's Hearts, Step Up to Writing and any new programs adopted in the future).</i>	Develop a “framework” to define the Cass City Public Schools coaching model; e.g., coaching role description, contractual implications, flexible schedule options, training requirements and opportunities, collaboration with fellow coaches, administrative support.	Administrative Team	December 2024	Articulation of Cass City Public Schools coaching model	
	Determine priority coaching areas; e.g., Explicit Instruction (this area was prioritized through the District Strategic Planning Process), Step Up to Writing, behavior.	Administrative Team/ Building Teams	January 2024	Priority list of important coaching areas	
	Identify potential staff for prioritized coaching areas/positions.	Administrative Team	June 2023	List of potential staff to fill coaching positions	
	Finalize coaching slate (with new responsibilities to commence with the 2023-2024 school year).	Administrative Team	April 2022	Slate of academic coaches	
	Provide generic “instructional coaching” training; Project (best practices for instructional coaches).	Administrative Team/ Coaches	September 2023	Coaches trained in effective coaching strategies	
	Provide “train the trainer”-type training for coaches in their specific areas of responsibility; e.g., Explicit Instruction, behavior.	Administrative Team/ Coaches	September 2023	Coaches trained in their specific area of responsibility	
	Implement coaching model.	Administrative Team/Coaches/ All Staff	September 2023	Coaches working alongside colleagues to improve instruction and learning.	

Priority Of and Focus On Student Achievement and Well Being

Strategic Planning Goal:

Ensure maximal student learning, achievement, and well being through utilization of evidence-validated curriculum, research-based best instructional practices, assessments used to inform instruction and continuous inquiry into new and improved practices that support learning, achievement and student well-being.

Objectives

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2026, Ensure maximal student learning, achievement, and well being through utilization of evidence-validated curriculum, research-based best instructional practices, assessments used to inform instruction and continuous inquiry into new and improved practices that support learning, achievement and student well-being.</i> Objectives	Provide “beginning of the school year” staff and department meeting presentations to familiarize all staff with the organizational structure of Cass City Public Schools and the functions and responsibilities of the various teams.	Administrative Team	September 2024	Understanding by all staff of their individual and team roles and responsibilities in supporting student achievement and well being	
	Because all staff need to be on at least one team, some specialty teams may need to be formalized in the areas of custodial, cafeteria, clerical, and transportation.	Administrative Team	August 2023	Involvement by all staff on a team(s) where they collaborate and work on continuous improvement	
	Establish regular meeting schedules for all collaborative teams.	Administrative Team	August 2024	Calendar of all team meetings for the 2018-2019 school year	
	Provide all teams with training and support to facilitate efficient and focused meetings; incorporate data-based decision-making processes; and formalize documentation (agendas and minutes).	Administrative Team/ Building Teams	March 2026	Teams will function effectively with ground rules, focused discussions and decisions, articulation of actions, and monitoring of progress	
	Prioritize collaboration between buildings (to foster continuity of programming/services and transitional effectiveness for students) and arrange for opportunities for inter-building training, data review, and planning whenever appropriate and feasible.	Administrative Team/ All Staff	June 2026	K-12 staff will meet together for pertinent, joint discussions and planning	



Positive Home-Community-School Engagement and Relations

Strategic Planning Goal:

Partner with families and the community to develop meaningful, reciprocal, and beneficial relationships that support and enhance student achievement and well being.

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2026, Cass City Public Schools will increase parent involvement and community input in the elementary and junior-senior high schools through communication avenues including but not limited to social media, newsletters, signage and events.</i>	Provide parents with increased opportunities to volunteer in the junior-senior high school.	Principal/ Building Team	June 2025	Slate of volunteer opportunities; increase in parent involvement	
	Plan and deliver “pertinent topic seminars” intermittently (i.e., three per year) through the school year in the elementary and junior-senior high schools (some parent-suggested topics include motivational strategies, homework support strategies, bullying and cyber security information, how to understand/help with math; refer to Title 1 parent survey results to generate topic areas).	Principals/ Building Teams	June 2026	Invites, presentation overviews, and participant evaluation summaries; increase in parent participation	



Culture of Continuous Improvement (Clear, Focused, and Shared Guiding Principles/Mission/Vision/Strategic Plan)

Strategic Planning Goal:

Establish guiding principles, mission, and vision that provide a shared, common language defining what we believe/aspire to accomplish and develop/implement a strategic plan (through a District Team utilizing data-based, decision-making processes) that sets our course and collectively guides Cass City Public Schools and all stakeholders along a progressive path of betterment/improvement of student achievement and well being.

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2026, Cass City Public Schools will fully implement ongoing, district-wide strategic planning via a District Team responsible for “charting the course” through the utilization of the Correlates of Effective Schools and data-based decision-making processes.</i>	Establish a District Team.	Administrative Team	August 2022	Slate of District Team Members	5/30:Completed
	Meet monthly during the school year to study the Correlates of Effective Schools; gather and analyze data related to the correlates; and utilize data-based decision-making processes to develop guiding principles, mission, vision, and a strategic plan to set the course for the district.	District Team	May 2023	Finalization of guiding principles, mission, vision, and strategic plan (meeting schedule and agendas/minutes)	5/30: Completed
	Continue to meet two times per year to monitor the progress of the plan, review data collected on an annual basis, and revise/add goals as appropriate.	District Team	June 2026	Meeting schedule, agenda/minutes, progress check dates on strategic plan, and adjustments to plan	



Effective and Efficient Facilities, Resources, and Management

Strategic Planning Goal:

Provide facilities that are safe and equitable to enrich the learning environment. Prioritize resources based on data driven decision making and target the needs of our students, staff, and community.

Objective	Strategy	Responsible Persons	Completed By (Date)	Targeted Performance	Progress Check Dates
<i>By June 2025, improvements to facilities and infrastructure will be made each year through established processes and procedures taking into consideration finances and needs.</i>	Establish a Facility Management Team charged with the responsibility of continuously gathering input, determining needs, and developing an ongoing plan for facility and grounds improvements.	Superintendent/ Facility Management Team	September 2024	Facility Management Team membership slate, meeting schedule, and agendas/minutes from meetings	
	Develop a Facility/Grounds Improvement Plan.	Superintendent/ Facility Management Team	June 2024	Facility/Grounds Improvement Plan to “set the course”	
	Secure funds to support critical facility, infrastructure, and grounds needs through passage of bond proposal in May 2018.	All Administration and Staff	May 2018	Passage of bond proposal to finance needed improvements	5/18:Completed
	Work with all associated firms to plan, execute, and manage facility, infrastructure, and grounds improvements addressed in the bond proposal	Superintendent/ Facility Management Team	June 2023 (and beyond)	Updated (more safe/functional) facilities, infrastructure, and grounds	
<i>By September 2025, Cass City Public Schools will develop and adhere to a curriculum resource priority schedule.</i>	Generate a five-year Curriculum Resource Priority Schedule (delineating when curriculum/department teams will research core programs, select/purchase core materials, and implement extensive training for effective utilization of the new resources/materials).	Administrative Team	September 2023	Curriculum Resource Priority Schedule to drive effective core program planning and decision making	
	Support curriculum/department teams in 1) meeting regularly and 2) integrating effective data-based decision-making practices into team recommendations and ongoing monitoring/evaluation of core program effectiveness.	Administrative Team/Curriculum and Department Teams	June 2026	Team membership slates, meeting schedules, and agendas and minutes from meetings	

*“If everyone is moving forward together,
then success takes care of itself.”*

-Henry Ford

**With sincere gratitude to the members of the District Team
and Steering Committee for their belief in, dedication to,
and passionate voice in this important process.**

Cass City Public Schools
2023