



**Tri County Area Schools
2023-2028
Strategic Plan Summary Document**



Educate. Encourage. Empower.





Letter from Board President and Superintendent

Tri County Area Schools 2023-2028 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.

This document contains the 2023-2028 Tri County Area Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Ten community, parent/guardian and staff forums and an electronic survey resulted in 153 people providing input for the planning process. A Strategic Planning Team of 37 community members, parents/guardians, staff and students participated in an all-day planning retreat on November 12, 2022.

Throughout the planning process the community expressed high expectations of Tri County Area Schools becoming a world class school district and having all students graduate from high school. Even though some of the goals are extremely high, they reflect the strong desire that has been expressed to embrace significant change and dramatically improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While much more work needs to be done; Tri County Area Schools is headed in the right direction with positive momentum behind the academic growth, instruction reforms and innovative new school choices .
2. The future of growth and success of Tri County Area Schools must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 37 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Jill Fennessy, President of the Board

Allen Cumings, Superintendent





Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In March 2022, the Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process in providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a ‘road map’ to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress is critical to the plan’s success.





The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 153 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for comparisons were Belding Area School District, Cedar Springs Public Schools, Central Montcalm Public Schools Grant Public School District and Newaygo Public School District.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 37 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals where needed. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on the following page).

“For a district the size of Tri County, the number of participants in the Retreat (37) was most impressive. These individuals clearly were student-oriented and displayed a high degree of support and commitment toward their district.”

—Mark Dobias, MASB Facilitator





Strategic Planning Team Members

Abe Newell	Staff/Parent	Julie Scott	Administration
Allen Cumings	Superintendent	Julie Scott	Administration
Andrew Bukema	Administration	Kayla Pyne	Staff
Ashley Reed	Parent	Kayley Dewitt	Staff
Brian Campbell	Board	Kristen Vanderzouwen	Parent
Brian Stewart	Board	Lana Hackbardt	Administration
Carrie Grassley	Parent	Melissa Clegg	Administration
Casey Armstrong	Parent	Melissa Gentz	Parent
Chad Bice	Board	Melissa Monneal	Parent
Diane Druckenmiller	Parent	Melissa Schultz	Parent
Erica Taylor	Staff	Michael Belson	Parent
Hans Daum	Administration	Mollie Doerr	Parent / Bus Driver
Janet Powell	Board	R.J. Vanderzouwen	Parent
Jason Rykae	Administration	Rachel Wellman	Staff
Jeanette Birdsell	Staff	Rebekah Belson	Parent
Jennifer Arnold	Board	Steve Garrison	Administration
Jessica Albin	Parent	Steve Steward	Administration
Jessica Briggs	Staff/Parent	Tanya Ouzts	Staff/Parent
Jill Fennessy	Board	Tim Goheen	Administration



Retreat Workshop

A retreat workshop was held on November 12, 2022.. The workshop included:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Assignment of planning team leaders to develop action plans for each goal and objective, including responsibilities, timelines and measurements

Tri County Area Schools 2023-2028 Strategic Plan Vision Statement:

Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

The Vision of Tri County Area Schools is:

“A community creating opportunities for the successful future of each student”.





Mission Statement:

Establishes, in the broadest terms, the purpose of a school district. It should answer the question “What ultimate end will the district pursue and in the broadest sense, how?” The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:

The Mission of Tri County Area Schools is:

Educate. Encourage. Empower.





Beliefs:

The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

We Believe:

- In providing a safe and welcoming learning environment.***
- All students, parents and staff and the community are stakeholders in student success.***
- All stakeholders are responsible for maximizing each student's potential success.***
- Every student deserves the opportunity to maximize their potential.***
- In developing collaborative thinkers and problem solvers.***
- In cultivating active, responsible citizens.***





2020-2025 Strategic Goals

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the November 2022 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2023-2028 Goals

- Academics/Programs
- Learning Environment and Culture
- Communication and Community Engagement
- Personnel and Leadership
- Operations/Finance





Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the team.

Goal Area 1: ACADEMICS/PROGRAMS

Strategic Goal Statement: Tri County Area Schools will create, align and expand programs and opportunities for the success of all students.

Priority Objectives:

- Study Scheduling Options (6-12:Block)
- Assessment Calendar Alignment
- Expand After School Clubs and Activities, Implement 1-2 New Clubs
- Vertical Alignment





Goal Area 2: LEARNING ENVIRONMENT AND CULTURE

Strategic Goal Statement: Tri County Area Schools will expand emotional and educational supports for students, staff, families and the community.

Priority Objectives:

- Audit and Organize Behavioral Support Structure
- Expand student Advisory Panels





Goal Area 3: COMMUNICATION AND COMMUNITY ENGAGEMENT

Strategic Goal Statement: Tri County Area Schools will create relationships between school, family and community through streamlined communication.

Priority Objectives:

- Communication Audit
- Key Communicators Group
- Increase Visibility of Tri County (Branding)





Goal Area 4: PERSONNEL AND LEADERSHIP

Strategic Goal Statement: Tri County Area Schools will create a program of retention and recruitment of highly-qualified personnel.

Priority Objectives:

- Retain and Grow Staff
- Recruit Staff





Goal Area 5: OPEARATIONS/FINANCE

Strategic Goal Statement: Tri County Area Schools will create a long-term plan and continually evaluate funding to prioritize enhancements facilities and operations.

Priority Objectives:

- Systemize District Rotations
- Facilities Assessments and Financial Support





Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals/objectives identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action plan
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update





STRENGTHS

**ACADEMICS/
PROGRAMS**

- Early College
- Improvements in Curriculum
- Access to CTE Programs in Two Counties

**LEARNING ENVIRONMENT
AND CULTURE**

- Student Centered
- Participation in Extra-Curriculars (Athletics, Band, Music)
- Nice, Respectful Students

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Sense of Community, Small-Tight Knit
- Pride in the District
- Communications with Parents/Volunteer Opportunities

**PERSONNEL AND
LEADERSHIP**

- Strong Leadership, BOE, Admin.
- Caring Teachers and Staff
- Teamwork/Collaboration
- Flexibility

**OPERATIONS/
FINANCE**

- Future Centralized Campus
- Bond Upgrades
- Technology
- Steady, Consistent Enrollment





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS/ PROGRAMS

- Academic Achievement
- Rigor, Expectations-Curriculum/Differences
- Electives and AP Classes
- Kids Falling Behind

LEARNING ENVIRONMENT AND CULTURE

- Girls' Sports
- Student Behavior, Bullying
- Mental Health
- Dress Codes/Student Code of Conduct

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Communication-Internal and External
- Community and Area Perceptions
- Support for Bond/Millages

PERSONNEL AND LEADERSHIP

- Consistency in Discipline
- Setting Priorities
- Raising Standards and Accountability
- More Time for Professional Development

OPERATIONS/ FINANCE

- Facilities, Equipment (Athletics, Air Conditioning)
- Transportation





BARRIERS

**ACADEMICS/
PROGRAMS**

- Reluctance by Some Staff to Embrace Change
- COVID/Learning Loss
- Time

**LEARNING ENVIRONMENT
AND CULTURE**

- Ability to Attract and Retain Staff
- Teacher Shortages
- Enrollment
- Honoring All Staff

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Geographic Issues-3 Communities in One
- Lack of Businesses in Community
- Status Quo is Good Enough
- Prioritizing Education

**PERSONNEL AND
LEADERSHIP**

- Trust/Transparency
- Unclear/Unprioritized Communication
- Listening
- Follow Through

**OPERATIONS/
FINANCE**

- Finances
- Transportation
- Mandates





VISION

**ACADEMICS/
PROGRAMS**

- Known for Achievement and Rigor
- More Advanced Classes and Electives K-12

**LEARNING ENVIRONMENT
AND CULTURE**

- Opportunities for Involvement for All Students
- Enhanced Student Support

**COMMUNICATIONS AND
COMMUNITY ENGAGEMENT**

- Destination District/Increasing Enrollment
- Increased Community Involvement, Connectivity
- Adequate, Clear Communication

**PERSONNEL AND
LEADERSHIP**

- Attracts the Best Educators
- Clearly Articulated Direction and Priorities
- Shared Leadership and Empowerment

**OPERATIONS/
FINANCE**

- Successful Bond
- Facilities/Curb Appeal
- Improved Transportation





Data Driven Strategic Planning: Tri County Area Schools

Based on analysis of data in this report, the following points are highlighted concerning the District:

“While facing fiscal challenges, Tri County maintains academic performance comparable to reference districts but below the state average on most of the subject areas tested.”

DEMOGRAPHICS

- Approximately 31.5% of residents attended some college or earned an Associate’s Degree. In addition, 15.6% of residents have earned a Bachelor’s degree or higher. The combined total of 47.1% is below the state average of 62.8% and is second-lowest among the reference districts.
- The percentage of pre-school aged children attending public pre-school ranked third-highest among the reference districts at 72.8% and is above the state average of 67.7%. The percentage of district-resident children enrolled in Tri County K-12 ranked first among the referenced districts and exceeded the state average by 3.5%.
- The district’s 2020 average (mean) household income of \$71,445 ranks third-highest among the reference districts but is below the state average of \$80,803.
- Enrollment at the District has decreased over the past five years from 1,957 students in 2018 to 1,750 students in 2022; a net loss of 207 students.
- The District has 557 students who choose to attend either other districts or charter schools. Cedar Springs (186), Newaygo (61) Comstock Park (58), and Morley-Stanwood (39) enroll the greatest number of the Districts’ resident students. There are 191 Schools of Choice students enrolled in the District’s schools, with Lakeview (65), Newaygo (41), Morley-Stanwood (33), and Grant (18) having the greatest number of students enrolled.





DEMOGRAPHICS – Cont'd

- There are 39 fewer resident students enrolled elsewhere over the past 5 years, while non-resident enrollment in Tri County has remained relatively unchanged.
- (58.4% of Tri County students are eligible for lunch assistance in 2022 which ranked third-highest among the reference districts and 7.9% above the statewide average of 50.5%. Free and reduced student lunch eligibility increased slightly over the past four years.
- The district's 2021 4-year cohort graduation rate of 88.14% ranked third highest among the reference districts and was above statewide average by 7.6%.
- While the state average graduation rate has increased by 0.3% over the past five years, the District's average graduation rate has increased by 3.6%.
- 57.25% of the class of 2016 enrolled in college. After a five-year period 23.19% earned two- or four-year degree. 10.14% were still taking college classes. (
- The demographics of the district's student population is relatively similar to the reference districts and has seen little change in the past 5 years. The 2022 demographic data is as follows: 89.9% White, 5.5 % Hispanic, 3.5% Multiracial, 0.2% Asian, 0.3% American Indian, and 0.5% African American. Tri County student's Chronic Absence Rate of 24.6% ranked first (best) among the reference districts and was 13.9% better than the state average. However, the Chronic Absenteeism rate has declined by 6.3% over the past 5 years.
- 48 Tri County students were retained at grade level for the 2022 school year.





ACADEMIC PERFORMANCE **MATHEMATICS]**

- 3RD GRADE-36.8% proficient, ranked third highest among reference districts, but 4.7% below the state average. Increased by 9.1% over the past year.
- 4th GRADE-34.6% proficient, ranked second highest among reference districts, but 2.1% below state average. Decreased by 3.4% over the past year.
- 5th GRADE-31.3% proficient, ranked highest among reference districts and 1.3% above state average. Increased by 6.8% over the past year.
- 6th GRADE-19.3% proficient, third highest among reference districts but 9.1% below state average. Increased by 3.5% over the past year.
- 7th GRADE-23.5% proficient, ranked third lowest among reference districts and 6.7% below state average. Increased 5.2% over the past year.
- 8th GRADE-31.5% proficient, ranked third highest among reference districts 4.7% below state average. Increased by 14.9% over the past year.
- 11TH GRADE-25.2% proficient, second highest among reference districts but 4.8% below state average. Decreased by 8.1% over the past year.





ACADEMIC PERFORMANCE **ENGLISH LANGUAGE ARTS (ELA)**

- 3RD GRADE-41.2% proficient, ranked second highest among reference districts, but 0.4% below the state average. Increased by 13.3% over the past year.
- 4th GRADE-42.6% proficient, ranked second highest among reference districts, but 0.8% below state average. Decreased by 1% over the past year.
- 5th GRADE-47.8% proficient, ranked highest among reference districts and 4.7% above state average. Increased by 4.5% over the past year.
- 6th GRADE-32.8% proficient, third highest among reference districts but 4.8% below state average. Increased by 8.3% over the past year.
- 7th GRADE-28.0% proficient, ranked third lowest among reference districts and 9.7% below state average. Decreased by 2.4% over the past year.
- 8th GRADE-48.4% proficient, ranked second lowest among reference districts and 11.3% below state average. Decreased by 15.3% over the past year.

EVIDENCE BASED READING AND WRITING (EBRW)

- 11TH GRADE-44.9% proficient, third highest among reference districts but 6.7% below state average. Decreased by 8.1% over the past year.





ACADEMIC PERFORMANCE

SOCIAL STUDIES

- 5th GRADE-13.9% proficient, ranked highest among reference districts but 1.6% below state average. Increased by 8.6% over the past year.
- 8th GRADE-24.4% proficient, ranked lowest among reference districts and 1.9% below state average. Increased by 7.4% over the past year.
- 11TH GRADE-28.6% proficient, third lowest among reference districts and 7.3% below state average. Increased by 25.1% over the past year.

SCIENCE

- 5th GRADE-42.6% proficient, ranked second highest among reference districts and 4.4% above state average. Increased by 16.0% over the past year.
- 8th GRADE-31.5% proficient, ranked third lowest among reference districts and 4.8% below state average. Increased by 15.0% over the past year.
- 11TH GRADE-39.7% proficient, third lowest among reference districts and 1.7% above state average. Increased by 22.5% over the past year.

COLLEGE READINESS

- 11TH Grade-24.4% were deemed College Ready, second highest among the reference districts and 3.7% below state average. The percentage of students deemed College Ready has creased by 8.2% compared to a year ago.



**FINANCE**

- Tri-County's Foundation Allowance for 2022 is \$8,700 which is the same as all reference districts.
- Over the past 5 years, Tri-County's Foundation Allowance has grown by \$1,069 or 14%.
- In 2021, Tri County had General Fund Expenditures of \$11,020 per pupil which is third highest among reference districts., but below the state average by \$618.
- Over the past 5 years, General Fund Expenditures per pupil have increased by \$1,891 or 20.7%.
- In 2021, Tri County spent \$7,265 on Total Instruction Dollars Per Student which is third lowest among reference districts but \$28 above the state average.
- Over the past 5 years spending on Total Instruction Dollars Per Student has increased by \$1,295 or \$21.7%.
- In 2021, Tri County spent \$1,119 on Instructional Support Dollars Per Student which is the highest among reference districts but \$200 below state average.
- Over the past 5 years, Tri County's spending on Instructional Support Dollars Per Student has increased by \$304 or 37.8%.
- In 2021 Tri County spent \$1,289 on Business and Administration Dollars Per Student which is 3rd lowest among the reference districts and \$251 below state average.
- Over the past 5 years, Tri County has increased Business and Administration Dollars Per Student by \$178 or 16%.
- In 2021, Tri-County had \$21,133,976 in General Fund Revenue with Expenditures of \$20,807,583. Revenue has exceeded Expenditures in each of the past 4 years.
- In 2021, Tri County had a Fund Balance of 17.6% which is second lowest among reference districts.
- Over the past 5 years the Fund Balance has grown by 6%.
- In 2021, Tri County lost \$60,900 due to declining enrollment. Over the past 5 years, the sum of the yearly decline in enrollment is \$2,250,816.
- In 2021, the Homestead Taxable Value Per Pupil was \$172,786 which is highest among the reference districts and more that \$8,000 above the state average. The Non-Homestead Taxable Value was \$72,515 which is second highest among reference districts but approximately \$17,000 below the state average. The Total Taxable Value was \$245,301 which is second highest among the reference districts but approximately \$8,000 below the state average.



**PERSONNEL**

- Tri County reported 258 full-time staff members in 2022. This was the second highest staff count among the reference districts. (
- Over the past 5 years, Tri County employed 43 additional staff members.
- In 2021, Tri County had a Student/Teacher Ratio of 19/1. This was the lowest among the reference districts and lower than the state average of 22/1.
- Over the past 5 years, the Student/Teacher Ratio has decreased by 4 students per teacher.
- In 2021, Tri County had an Average Teacher Salary of \$53,722. This was the second lowest among the reference districts and below the state average by approximately \$9,500.
- Over the past 5 years, the Average Teacher Salary has decreased by approximately \$2,300.
- In 2022, 60 Tri County teachers had a Bachelors as their highest degree level while 60 had a Masters as their highest degree level.
- In 2022, the median seniority for teachers was 10.67 years.

TEACHER AND ADMINISTRATION EVALUATIONS

- In 2021, Tri County reported 99% of teachers as either Effective or Highly Effective. This number has remained unchanged over the past 5 years.
- In 2021, Tri County reported 100% of administrators as Highly Effective or Effective.





The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

EMERGING

Social-Emotional (Behavior Supports)
 Aligned Curriculum
 Common Assessments
 Technology-Parents/Staff/Students
 Electronic Communication

District-Wide PD
 Student Opportunities
 One Campus
 More Community/Parent Engagement
 More Options for Universal Preschool

ON THE HORIZON

Community Stadium
 Increase Clubs and Organizations
 STEM K-12
 Spanish/Chinese Language Immersion
 K-12 Virtual Learning/Tutoring
 21st Century Security (Resource Officer?)
 Isolation to Collaboration (Student-Student,
 Staff-Student, Staff-Staff, District-Community)

Willingness to be Vulnerable and Open
 Emerging Classroom Management in Relation
 to Trauma
 Technology as a Teaching/Learning Tool
 Instructional Coaches (Behavior, Social
 Worker)





ESTABLISHED

Finance Rotations
School Safety
Small Group Learning
IBB-Interest Based Bargaining
Communication-Emails, Robo Calls,
Facebook
Social-Emotional Learning Curriculum

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Chromebooks
Dual Enrollment
Textbooks
Universal Lunch Programs
Parentvue (spelling???)
Transportation
Effects from COVID

DISAPPEARING

Textbooks (Secondary)
Parent/Community Involvement
Lack of Play for Fun

Teacher Led Instruction
Club Activities





ENROLLMENT AND DEMOGRAPHICS

Enrollment

- Schools of Choice-557 left TC, 191 entered TC
- Increase in preschool enrollment
- Education level of community
- Lowest absentee rate

Demographics

- Number of students lost to schools of choice-location of those leaving-why?
- Trade school training represented
- Attendance-lowest % Chronic Rate
- Lacking diversity-why? Changes to ed.
- Proficiency Index-30% bottom brings scores down?





ACADEMIC PERFORMANCE

Elementary

- What supports worked/failed in 2021 and 2022?
- Are there changes in the tests from grade to grade?
- Why do districts score higher in ELA compared to Math?
- What impact does changing buildings have on academic performance?
- Why are social studies scores so much lower than science scores?

Middle School

- Need cohort data.
- We are in the middle of the pack.
- ELA scores higher than Math.
- Scores back to Pre-Covid data.
- Elementary scores closer to state scores-widens at 6th grade. Is building
- change? Vertical alignment?





ACADEMIC PERFORMANCE – Cont'd

High School

- Math-25.2% proficiency, below state average, high compared to reference group
- Science-39.7% proficient, above the state average, mid compared to reference group (Wondering-why a high jump from 2021-2022 M-Step data?)
- Social Studies-28.6% proficient, below state average. Lowest compared to reference group
- ELA-44.9% proficient M-Step, below state average-M-Step, high compared to reference group, SAT below state average but mid compared to reference group
- Overall Trend-ELA is higher than Math in all reference groups.
- College and Career Readiness-below state average, mid compared to reference groups





PERSONNEL

- Longevity-34 teachers 1-3 years-How to keep? Mentoring/Onboarding
- Can we survey staff? Why do they stay? What do you appreciate?
- Staff support-Handbook. Mentor, increase effectiveness, 75% Effective, 24%
- Highly Effective, 100% Admin Effective
- Student Teacher Ratio-lowest
- Pay doesn't seem as negative as data infers. We have more new teachers that skew data

FINANCE

- Instructional support dollars per student seems high compared to other districts but lower than state average.
- Schools of Choice-loss of 557, gain of 191, trending down slightly
- Fund Balance 5-year trend increasing
- Homestead Tax Value-highest among reference districts
- Business and Admin. dollars per student trending up





ACADEMICS

- ◇ Increased Academic Opportunities (Advanced classes for Math, Block Schedule, Plan for Non-Learners) (9)
- ◇ Increased Educational/Program Opportunities (11)
- ◇ Tutor Programs (1)
- ◇ STEM
- ◇ Reading and Math After School and Summer Programming
- ◇ Classroom Libraries Pre-K-5 (4)
- ◇ More Engagement for Well-Behaved Kids (safety) (2)
- ◇ Tracking and Rallying around Test Scores (athletic feel)
- ◇ Math Title Teachers and Coaches (3)
- ◇ Vertical Curriculum Alignment (12)
- ◇ Block Scheduling (1)
- ◇ Math Best Practice
- ◇ Training on Technology Uses w/Students
- ◇ Reading Program K-12
- ◇ More Access to Extra-Curricular Activities (Youth) (4)



**COMMUNICATIONS AND COMMUNITY ENGAGEMENT**

- ◇ TC Pride-unified logo, yard signs, stickers, branding (11)
- ◇ Traditions-Refining Current Parental Involvement Activities
- ◇ No Snapchat or Tik Toc
- ◇ Streamline Communication Methods (survey?)/Centralized Communications (16)
- ◇ Communicate All Programs/Opportunities for TC Students
- ◇ Parent Info about High School Programs While Kids are in Middle School (4)
- ◇ Communication/Marketing Director and Parent Liaison (7)

LEARNING ENVIRONMENT AND CULTURE

- ◇ Celebrating Pre-K-12 Staff, Test Scores/Growth, Reading to Learning about New Things (13)
- ◇ Training/Support for Behavior (Tier 1) (4)
- ◇ More Support for Struggling Learners, Push in AllGrades, Math, Reading, Writing (12)
- ◇ Expanding (or change) Social/Emotional Learning (6)
- ◇ District Wide PBIS (2)
- ◇ Welcome Feel, We Want the Community Here! (1)





PERSONNEL AND LEADERSHIP

- ◇ Creative Staffing Solutions
- ◇ Recruitment Communication (1)
- ◇ Staff Retention (11)
- ◇ Conferences (Depth)
- ◇ Show me the \$\$\$ (4)
- ◇ Student Advisory Panel to Give Feedback to Administration and Teachers (7)
- ◇ Youth Sports Coordinator (5)
- ◇ Middle School Sports AD (13)
- ◇ Birth-5 Childcare? Then Do They Stay? Data? % of Our 557?

OPERATIONS

- ◇ District Wide Rotation
- ◇ Funding for Curb Appeal, Enhancements (Stadium, Bleachers) (24)

