

Workshop Meeting
Saturday, February 25, 2023 9:00 AM

Central Office Conference Room
225 Pleasant St
Saranac, Michigan 48881

Agenda

1. Call to Order _____
2. Pledge of Allegiance
3. Additions, Deletions & Modifications to the Agenda
4. Comments from Guests - Agenda Items
5. Workshop Items
 - 5.a. Student Data
 - 5.b. Bond Update
 - 5.c. Strategic Plan
6. Comments from Guests - Non Agenda Items
7. Other
8. Adjournment _____

Achievement or Growth on Benchmark Assessment

(% of students at or above grade level expectations)

Reporting Category	Beginning of Year (Fall 2022)			Goal for 2022-2023		
	Reading		Math	Reading		Math
Type of Assessment	STAR	Acadience	STAR K- local assessment	STAR	Acadience	STAR K- local assessment
All Students	45	55	54	47	57	56
Econ. Disadvantaged	41	NA	45	43	NA	47
Special Education	0	28	3	2	30	5
English Learner	22	80	22	24	82	24
Female	48	55	52	50	57	54
Male	43	54	56	45	56	58
Kindergarten	NA	43	NA	NA	45	NA
1st Grade	25	45	73	27	47	75
2nd Grade	52	60	55	54	62	57
3rd Grade	40	49	58	42	51	60
4th Grade	58	58	57	60	60	59
5th Grade	48	51	58	50	53	60
6th Grade	48	78	48	50	80	50
7th Grade	55	NA	58	57	NA	60
8th Grade	35	NA	28	37	NA	30

Reporting Category	Beginning of Year(Spring 2022)		Goal for 2022-2023	
	ELA	Math	ELA	Math
Type of Assessment	Local Data: Standards proficiency measured by end of semester passage rates		Local Data: Standards proficiency measured by end of semester passage rates	
9th Grade	96%	90%	98	92
10th Grade	88%	88%	90	90
11th Grade	96%	94%	98	96
12th Grade	96%	97%	98	99
All Students	94%	92%	96	94

Achievement or Growth on Benchmark Assessment

(% of students at or above grade level expectations)

Reporting Category	By February 1			End of Year		
	Reading		Math K- local assessment	Reading		Math K- local assessment
Type of Assessment	STAR	Acadience	STAR K- local assessment	STAR	Acadience	STAR
All Students	52%	63%	61%			
Econ. Disadvantaged	43%	NA	54%		NA	
Special Education	0%	33%	6%			
English Learner	25%	25%	38%			
Female	55%	65%	58%			
Male	50%	61%	65%			
Kindergarten	NA	83%	NA	NA		NA
1st Grade	57%	67%	73%			
2nd Grade	53%	58%	63%			
3rd Grade	52%	52%	58%			
4th Grade	63%	53%	70%			
5th Grade	57%	54%	67%			
6th Grade	59%	76%	59%			
7th Grade	49%	NA	65%		NA	
8th Grade	30%	NA	36%		NA	

Reporting Category	By February 1 (Fall 2022) Standards proficiency measured by end of semester passage rates		End of Year (Spring 2023) Standards proficiency measured by end of semester passage rates	
	ELA	Math	ELA	Math
Type of Assessment	Local Data:		Local Data:	
9th Grade	97%	94%		
10th Grade	88%	92%		
11th Grade	98%	97%		
12th Grade	100%	100%		
All Students	98%	96%		

2022 Climate Survey Take-Aways

JSH

Strengths:

- 88.8% of JSH parents feel comfortable talking to teachers at their student's school.
- 91.6% of JSH parents feel welcome at the JSH.
- 86.8% of JSH students feel successful at school.
- 89.4% of JSH students feel that teachers treat them with respect.

Areas to Grow:

- Only 44% of JSH parents strongly agree that staff communicate well with parents. This is true for 60% of EL parents...Type of communication? What are we communicating?
- 25% of JSH parents feel that all students are not treated fairly at school.
- 18.4% of JSH students do not feel safe at school.
- 14% of JSH students do not feel they know an adult at school that they can talk with if they need help.
- 68.5% of JSH students feel they belong at their school. Correlation to 72.3% who participate in extracurricular activities? (16 students who participate, but don't feel like they belong vs. 13 who don't participate, but feel they belong)

Desegregation of climate survey data (JSH)

- 1-3 students per grade level do not feel safe in different areas of the school.
- There are 11 total students who do not feel they have an adult they can talk to if they need help (2 seventh graders, 1 eighth grader, 4 ninth graders, 2 eleventh graders, and 2 twelfth graders).
- The distribution of students who do not feel they belong at school is between 20% (9th graders) and 38% (10th graders).

EL

Strengths:

- More than 94% of EL parents believe the teachers have high standards for achievement, work hard to make sure students do well, and promote academic success for all students.
- 80% of EL students feel like they do well in school.
- 96% of EL students feel their school wants them to do well.
- 90% of EL students feel that teachers treat them with respect.

Areas to Grow:

- 13% of EL parents do not feel like they are a part of the school community. Correlation to 14% who are not actively involved in activities at my student's school? Survey for new enrollments?
- Only 56% of EL students said they always or often like school.
- Only 54% of EL students believed that students treated each other well.
- 40.7% of EL students stated that other students always or often interrupted their ability to learn, while another 53.3% said sometimes.

desegregation of climate survey data (Elementary)

- Relationships with adults in the school are positive: 40 of 46 third graders answered always or often; 32 of 37 fourth graders, 38 of 48 fifth graders, and 17 of 19 sixth graders answered the same. Relationships with other students in the building had similar results.
- 20 of 46 students in 3rd grade sometimes or never like school; 22 of 37 4th graders answered the same.
- 20 of 48 students in 5th grade believe that good behavior is sometimes or never noticed in school; 27 of 48 students in the same grade level believe that students sometimes or never treat each other with respect. 10 of 19 6th grade students believe that good behavior is noticed.
- 20 of 46 students in 3rd grade believe that students always or often interrupt their ability to learn; 23 of 48 students in 5th grade answered the same.
- There are 4 third graders who never feel safe at school.



Saranac Community Schools Strategic Plan Summary ■ 2015 – 2020

MISSION STATEMENT

Saranac Community Schools, through its strong community support, dedicated professional staff, and safe environment, provides an education for all students, empowering them to become contributing and productive members of society.

VISION STATEMENT

Saranac Community Schools, in collaboration with our community, empowers all students to prepare for their future with innovative, diverse and inspiring educational opportunities where standards of excellence will not be compromised.

BELIEF STATEMENTS

We Believe:

- All Students can Learn.
- Our Staff is committed to Excellence
- An atmosphere of respect for people, ideas & property will prevail
- Our Schools will be safe, secure, welcoming & challenging
- We will continually seek suggestions and feedback from our students, families, staff and community
- Our School will serve as an example of continual improvement & innovation

BOARD OF EDUCATION

- Brent Denny, President
- Roy Hawkins, Vice-president
- Steve LaWarre, Secretary
- Sarah Doll, Treasurer
- Chris Coulson, Trustee
- David Price, Trustee
- Theodore Van Kuiken, Trustee

SUPERINTENDENT

Maury Geiger

STRATEGIC FOCUS AREAS

Student Achievement
Facilities and Learning Environment
Community Relations
Technology



APPROVAL

Approved by the Board: June 18, 2015

STUDENT ACHIEVEMENT

Strategic Goal Statement: Curriculum: The delivered curriculum will be based on current research that leads to student achievement.

Priority Objectives:

- A process for curriculum review and revisions will be established
- Curriculum resources will be aligned to state standards and support best practices
- A variety of core and non-core courses will be available for students at all levels

Strategic Goal Statement: Instruction: Through research-based, quality classroom instruction, a minimum of 80% of all students will be proficient without additional interventions.

Priority Objectives:

- A system will be used to provide timely and research-based interventions for students
- A variety of assessment data will be used to drive instruction within the classrooms, grade levels/courses, buildings, and district

Strategic Goal Statement: Professional Development: A quality professional development system will support a culture of learning and growth of all district employees.

Priority Objectives:

- Professional development for instructional staff will align with the Five Dimensions of Teaching and Learning (classroom environment and culture student engagement, purpose, assessment for student learning and/or curriculum, and pedagogy, the art of teaching)
- Professional development for all district employees will be on-going and job-embedded

FACILITIES AND LEARNING ENVIRONMENT

Strategic Goal Statement: Facilities and Grounds: The district will promote a positive school environment through the maintenance of school facilities and grounds.

Priority Objectives:

- Develop a process for review of needs within district property and equipment
- Develop a systematic process for preventative measures within district property and equipment
- Develop a positive relationship between the district and community that fosters collaboration in regard to the needs of the district

Strategic Goal Statement: Learning Environment:

The district will provide a learning environment that promotes pride and respect toward facilities, staff, and peers.

Priority Objectives:

- Develop a policy of clear, consistent expectations and consequences for staff and students
- Develop relationships within each building, the district, and the community that are based on trust

Strategic Goal Statement: Future Development:

The district will continue to seek opportunity for future development and growth.

Priority Objectives:

- Develop a process for continued support of early childhood programs
- Develop a process to research the needs of the community that could be provided through the use of school facilities
- Develop partnerships with community members and other entities that foster additional academic and extra-curricular opportunities for students

Strategic Goal Statement: Promotion Goal: The District will enhance the relationship with our community through positive promotions of the district.

Priority Objectives:

- Develop & Implement programs/plans that acknowledge the accomplishments and contributions with and to the community
- Develop programs that emphasize positive self promotion
- Develop & Implement programs that emphasize points of pride and opportunities that exist in our district

Strategic Goal Statement: Communication Goal:

The district will effectively communicate with staff, students, parents and the community, improving relations.

Priority Objectives:

- Develop & Implement programs/plans that foster greater accessibility of information
- Develop a plan to increase opportunities for two way communication
- Develop a system to provide clear and concise information

Strategic Goal Statement: Involvement:

The district will increase and encourage student, parent and community engagement to promote positive community relations

- Develop a plan/program to provide and make known opportunities for parents to be involved in the schools K-12 in and outside the school day
- Develop a plan/programs to promote and encourage attendance at school events



TECHNOLOGY

Strategic Goal Statement: All district technology will be functional and able to provide an environment conducive to a positive learning environment

Priority Objectives (Computing Devices):

- Develop & Implement a plan for an ongoing replacement cycle for all devices, working towards increasing quantity

Priority Objectives (Infrastructure):

- Develop & Implement a plan for the ongoing replacement of content filter, allowing for additional bandwidth and flexibility in responding to requests for changes
- Develop & Implement a plan to consolidate the firewall and intrusion detection systems, allowing local staff the capacity to make necessary changes
- Develop & Implement a plan for the replacement of network switches to a managed switch capable of traffic management (telephones & devices).

Priority Objectives (Training/Professional Development):

- Develop & Implement a plan to offer additional training opportunities to students and staff on current devices
- Develop & Implement a plan to provide on-going Student Information System & Electronic Gradebook training for staff
- Develop & Implement a plan to have a technology/instructional coach available

COMMUNITY RELATIONS

Saranac Community Schools Strategic Plan Summary – 2015-2020

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HISTORY

In January 2015, Saranac Community Schools 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 facilitator for this project.

Nine student, parent, community, and staff forums and an electronic survey resulted in 220 people providing valuable input for the planning process. A Strategic Planning Team of 42 community members, parents/guardians, staff and students participated in an all-day planning retreat on March 28, 2015. The plan you see here is the product of these meetings and will guide our decisions and keep us focused in the weeks, months and years ahead.

APPROVAL

Approved by the Board: June 18, 2015

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- David Price, Trustee
- Theodore VanKuiken, Trustee

SUPERINTENDENT

Maury Geiger

To: Saranac Board of Education

From: Jason Smith, Superintendent

Date: February 25, 2023

Re: Terms

I have provided some terms in lieu of using “strategic plan”

- **STRATEGIC PLAN**
- **MISSION, VISION, AND GUIDING PRINCIPALS**
- **BOARD GOALS**
- **ADAPTIVE PLAN**
- **STRATEGIC ACTION PLAN**
- **LONG RANGE PLAN**
- **GOAL DEVELOPMENT**

