



South Lyon Community Schools
Strategic Planning
Progress Update
June 2019

A DYNAMIC PLANNING PROCESS FOR CONTINUOUS IMPROVEMENT

Strategic Plan Adopted
June 19, 2017 By the
SLCS Board of Education

SOUTH LYON COMMUNITY SCHOOLS STRATEGIC PLANNING

During 2016-17, a committee of SLCS parents, staff, students, administrators, representing all buildings across the district, as well a variety of community members participated collaboratively in the Strategic Planning Process to develop the following four goals:

Community & Communications

Every community member will be a connected, informed and valued participant in South Lyon Community Schools for the betterment of our students and the community at large.

Resources

South Lyon Community Schools will allocate resources to prioritize and support the diverse academic, social-emotional, and health-related needs of all students as well as nurture community partnerships to enhance revenue and increase involvement in the district.

School Culture

South Lyon Community Schools will create and foster a culture where school community members are recognized, involved, and accepted, resulting in everyone realizing their value to the school community.

Curriculum/Instruction/Assessment

South Lyon Community Schools will maximize each student's academic, creative, and social-emotional potential in an inclusive learning community, provide diverse academic paths, and inspire a passion for learning.

Details of the action plans to be implemented over the next five school years (2017-2022) for each goal area have also been developed and are documented on the pages that follow. These action plans are not static, but are "living documents," and will be updated as appropriate throughout the implementation process. Annual progress reports will be provided to the Board of Education.

At the end of the 5th year (2021-2022) an evaluation of the plans implemented for each goal area will be conducted. A summary of the results will be shared with the Board of Education and community.

Focus Area: Communication and Community Relations

Goal: Every community member will be a connected, informed and valued participant in South Lyon Community Schools for the betterment of our students and the community at large.

1. Using the OCR resolution agreement, the SLCS district and building websites will be improved to provide increased accessibility for site visitors with visual and hearing impairments
2. Guidelines will be developed and implemented for district and building communications
3. Increase emphasis on “Telling Our Story” (Points of Pride)
4. Strengthen community partnerships and two-way volunteer opportunities with community
5. Redesign of district and building websites (for better flow and more effective sharing of information with stakeholders)

Progress to date, January 2018:

1. All requirements of the Office of Civil Rights (OCR) resolution agreement related to our District website’s accessibility have been met. The final required report was submitted to OCR in December 2017. We are awaiting notification of closure of the related complaint. The Administrative Services Department will continue to monitor the website for compliance and run diagnostic reports monthly. Appropriate training will be provided on an ongoing basis as required in the OCR resolution agreement.
2. Initial guidelines for consistency of communications across the District have been developed and will be piloted during second semester. After monitoring and review, any necessary revisions to the guidelines will be made. These guidelines will be shared with the Communication and Curriculum Committee this spring and then also shared with the community. Implementation will continue in the 2018-19 school year with a stakeholder survey conducted at the end of the year.
3. Discussions have begun on how we can improve “Telling our Story.” This action plan will be more fully developed during second semester and implemented in the 2018-19 school year. We are continuing to look for opportunities to feature staff and student presentations prior to Board meetings. This school year we have already had South Lyon Youth Assistance and a performance by Hardy student musicians. Additionally, an update was provided by the East School Resource Officer.

4. The Superintendent has been working with the South Lyon Educational Foundation (SLEF) Board and the Foundation's volunteer committee members to establish the SLEF. Fundraising has begun. The Administrative Services Department will coordinate with SLEF to communicate information as requested.

Our technology department has collaborated with the Salem-South Lyon Library to share information and practices related to our intern program. Once the library set up their own program, we shared the job posting with high school students.

The library also asked for a listing of the software programs and applications that SLCS students use on our network; their goal is to offer the same programs for students who wish to use Library computers to complete school work. The District has also agreed to provide partnership support for the Salem-South Lyon Library as part of their submission of a grant for LSTA funding in order to increase the technology offerings at their site and provide our students with access to that technology during the afternoons, evenings and weekends.

The District is working with the Salem-South Lyon Library to assist them with setting up "Community Conversations," with four meetings this spring.

The Salem-South Lyon library is hosting weekly drop-in "ESL Café" sessions to allow adults for whom English is a second language (ESL) a chance to practice conversational English. SLCS has shared information about this program with our ESL families.

The South Lyon Theater has made arrangements to show Spanish language versions of some popular movies so that our Spanish speaking families, as well as high school students studying Spanish, could attend and enjoy. SLCS has partnered to publicize these events.

We have also assisted some other community organizations by sharing student employment opportunities through our high school counseling offices.

5. Now that accessibility issues on the website have been addressed, we will continue to review the layout and design features. The District's Curriculum and Communication Committee has begun a process which will ultimately result in a new logo and slogan for the District. When this is complete, this will be incorporated into the District website, including any requisite changes in color scheme, as appropriate.

Each building now has their Google calendar of events on their own page of the website. We will continue to work on developing guidelines for consistency in the types of information shared via calendars. With the new Lakes Valley Conference, the Athletic Department has the Athletic Schedules for all four secondary schools accessible on the main page of the website under the Quick

Links area. We will continue to review and improve the presentation of athletic event information as well.

End of year progress, June 2018:

1. All requirements of the Office of Civil Rights (OCR) resolution agreement related to our District website's accessibility have been met. We have received notification of closure of the related complaint. A letter dated June 6, 2018 states that the U.S. Department of Education, Office for Civil Rights determined that the District appropriately implemented the specific requirements of our resolution agreement. The Administrative Services Department will continue to monitor the website for compliance and run diagnostic reports regularly. Training was provided in spring 2018 for the secretarial staff who are utilizing the District website. This action area has been successfully completed.
2. The guidelines for consistency of communications across the District were developed and piloted during second semester. The review of these guidelines has been pushed back to the fall of 2018. We will review the implementation with district administrators to evaluate the impact of the implementation. These guidelines will be shared with the Communication and Curriculum Committee this fall and then shared with the community. Implementation will continue in the 2018-19 school year with a stakeholder survey conducted at the end of the year. Flyers that are requested for approval will be placed on the District website and accessible to the public. The principal regular communication will reference the area rather than have all individual flyers contained within their message. In addition, we will be asking all requestors to place the statement, "This is not a South Lyon Community Schools sponsored event" on the bottom of their flyer. Building leaders have done a terrific job telling their stories through the use of Twitter, Facebook, and their school calendars. The Athletic Departments have made improvements during the year with their communication. SLEHS has implemented the Be East mantra which has changed their department's culture. The culmination was an end of year gathering to celebrate the work and springboard into the future. SLHS has increased their communication by distributing electronic communications to their families via newsletters. The two departments have been working collaboratively to establish a coaches and boosters section on the website. This will formalize and standardize expectations for both groups moving forward. We anticipate having both athletic directors come to a board meeting to give updates on their work.
3. We will continue our work in "Telling our Story." We have used the Lyon Today magazine to introduce new staff, discuss school funding and its impact on our district, as well as school safety. Superintendent Baker presented at PTO and SIP meetings in spring 2018 discussing school funding and other topics important to the group. We partnered with Michigan Association of School Boards to create a promotional video about our district which we anticipate completion fall 2018. Press releases were sent to announce the school of choice opportunity offered by the District and to announce the Board of Education vacancies. Our partnership with the South Lyon Police Department and Oakland County Sheriff's' Department continues. We will have three School Resource Officers in our schools due to the collaboration of these two entities along with our nearby townships.

4. The work of the South Lyon Educational Foundation (SLEF) Board and the Foundation’s volunteer committee members has made an impact. A major fundraiser, “Grub Crawl”, was conducted and the Foundation provided two scholarships to our high school seniors and classroom scholarships to respective staff. The Administrative Services Department coordinated with SLEF to communicate information about the event. This collaboration will continue.

Our technology department has collaborated with the Salem-South Lyon Library to support their need for off-site records back-up.

We continue to assist community organizations by sharing student employment and scholarship opportunities through our high school offices.

5. The work of selecting a new logo and slogan for the District is well under way with an ambitious goal of fall 2018. When this is complete, this will be incorporated into the District website, including any requisite changes in color scheme, as appropriate. Staff was included in the decision making process by soliciting slogan ideas and giving them an opportunity to vote on the final slogans. The logo is being created in partnership with Signs Unleashed and is currently in final revisions.

Progress to date, January 2019:

1. Each of the schools have been using Twitter and Facebook as primary sources of communication to their families. Some schools have established other means of communication like Instagram based on some parent feedback. The accounts are active and each school has individual staff members in addition to their school accounts which capture daily activities and reminders for their followers. The communication guidelines were shared with the administrators in their opening meeting. The Communication Guidelines were shared with the Curriculum and Communications committee in the fall as well. Each school and the District has a Twitter handle and the followers are numerous:
 - a. District 3,410
 - b. Sayre 1,047
 - c. Hardy 1,230
 - d. Brummer 1,101
 - e. Dolsen 1,076
 - f. Salem 868
 - g. Kent Lake 1,396
 - h. Bartlett 1,021
 - i. Pearson 470
 - j. Millennium 1,094
 - k. Centennial 1,499
 - l. South Lyon High 359
 - m. South Lyon East High 1,676

2. The Athletic Directors for both high schools did a Board presentation to highlight the work in their departments. There is progress being made at both schools with Booster and Coach Communication. This is being accomplished with web based sections for communication. South Lyon High has added seasonal newsletters for their families which has been timely communication for their student athletes and their families. They are also going through some collaborative work with their coaches to establish expectations for their programs. This was accomplished through a “coach’s retreat” which was held in the fall. East continues their comprehensive work with the “Be East” mantra through meetings, signage, and initiatives with the student body.
3. Skylert has been utilized regularly to communicate school/district announcements and functions. We have also utilized it to support the work of the South Lyon Education Foundation and the various updates regarding safety and ALICE work in the District.
4. The District will be partnering with the Oakland County Sheriff’s department to host a Community Forum to share the ALICE protocols. The communication was sent to all school families as well as the area Chamber of Commerce who was helpful in sharing our announcement.
5. We will continue our partnership with Lyon Today to publish quarterly articles and advertisements in the publication. This has been helpful to “Telling our Story.” This month you will see the supportive work that is happening at our middle schools.
6. This month, we will begin our work to send a quarterly newsletter to families. This will be to announce events that are upcoming in the District and a way to tell our story through celebrations. We are looking to send one in February and another will be sent to families in May/June.
7. The District slogan and logo revisions were tabled by the Curriculum and Communications Committee until 2019. We will await direction regarding next steps for this ongoing project.
8. The flyers for families have been placed on the District webpage and this has gone smoothly. People have been cooperative, understanding, and appreciative of the change.
9. A promotional [video](#) was created for the District. It is our first version and was a partnership through MASB. Amani Badillo assisted with the creation of the video as she is working to be in leadership opportunities in the District. The Curriculum and Communications community viewed the video and gave some feedback that can be considered as we create future versions.
10. All schools have calendars on their page on our website that are in the same format.

End of year progress, June 2019:

1. The District partnered with the Oakland County Sheriff's department to host a Community Forum to share the ALICE protocols. The forum was available to all school families. The area Chamber of Commerce was helpful in sharing our announcement. The event was well attended.
2. We have added a Play Video tab on the front page of our [website](#). There you can play our District Promotional Video. We have the ability to change the video internally. We will be communicating this feature to principals in Fall 2019.
3. We have continued our partnership with *Lyon Today* to publish quarterly articles and advertisements in the publication. This assists with "Telling our Story."
4. We increased our promotion of the work we are doing with students, the accomplishments of our students, and our work in the District by sending a [quarterly newsletter](#) to families. A newsletter, *Spirit of South Lyon*, was sent in February and another was sent to families in June. The last newsletter had over 14,000 views from over 200 locations and many in other countries.
5. You will be seeing our logo and a banner ad on the [WHMI 93.5 Radio station website](#). We have used this to promote our schools of choice opportunity as well as the available positions that we have in the district. The banner ad switches on their front page of the site. The job opportunities can also be found on their community tab - [WHMI Job Board](#). We are piloting this for a month to see what type of response we receive.
6. Another pilot that you will see is our advertisement in the South Lyon Recreational flyer that will be published in August 2019.
7. The flyers for families this year were placed on the [District webpage](#) and this has gone smoothly. People have been cooperative, understanding, and appreciative of the change.
8. The district had over 2,900 volunteers approved this year to work with our students.

Focus Area: Resources

Goal: South Lyon Community Schools will allocate resources to prioritize and support the diverse academic, social-emotional, and health-related needs of all students as well as nurture community partnerships to enhance revenue and increase involvement in the district.

1. Support the three other target goal areas of Community & Communications, School Culture, and Curriculum, Instruction and Assessment
2. Community will create an Educational Foundation
3. District will investigate, evaluate and potentially implement alternative revenue resources
4. District will review facility usage by outside groups and provide recommendations
5. District will create a technology blueprint that provides the most effective access for curriculum and instructional purposes for students and staff
6. Create a comprehensive technology model that ensures that the most effective and efficient access to curriculum and instruction for all students and staff.

Progress to date, January 2018:

1. Moving forward with the review of the current budget makeup to assess each department/program budget to determine funding level based on operational impact. This plan will include the gathering of financial data going back to 2010 by department/program with total expenditures, total wages, total FTE's and breakdown if applicable. We will compare all areas to statewide averages and SLCS funding levels. Developing questionnaires for the department heads to assess percentage of time spent on activities and major areas of impact to students. We will begin using these questionnaires and averages to determine if the activity is necessary, can be done more efficiently, or can be automated. As we continue to grow in student population we are looking to see if there are more opportunities for efficiencies. With this plan a list of recommendations and the associated financial impact to the District will be presented. This plan includes a four section process for departments, sub-groups and district wide areas analyzing historic data, comparison peer group data, major processes and recommendations. The Administrative Enrollment Committee (AEC) is continuing to update enrollment trends for the financial budget impact and the corresponding facility needs. The committee is meeting weekly and looking at data from builders and the student data system. This strategic plan will continue to evolve and update the five year financial forecast with the involvement of the Finance Committee.

2. The South Lyon Education Foundation (SLEF) has setup bylaws, determined a Board and applied and received their tax ID number and 501C(3) designation. The community members involved in the Foundation have setup sub-committees for several areas including Finance, Fundraising/Events, Grants, Scholarships, Marketing, Legal & Governance. The committee reports are reported in the Foundation minutes. The SLEF has received donations and received payroll deductions starting with the November 24, 2017 pay. All donations are now tax deductible. Fundraising plans have begun for a Spring 2018 event. SLEF Grants and Scholarship sub-committees are determining the what type of financial support they can provide this school year based on their donations and fundraising activities. As the SLEF builds and the grants for staff increase this we hope will free up resources for the district.
3. The district is still investigating other potential revenue sources. The Facilities Usage Committee (FAC) has been developed to look at any potential increases in facilities rentals. The Finance Committee will be looking at other non-traditional revenue sources with this budget process.
4. The Facility Usage Committee was formed and has met several times. The committee has split into sub-committees to determine policy/administrative guidelines, indoor facilities usage, outdoor facilities usage and pool usage. Each of these sub-committees are looking at overall usage, district staffing, conflicts, security issues, group priorities and technology. The committee includes board members that report as Board Liaisons. The committee meeting dates will be updated as some dates conflicted with other committees.
5. The districts technology blueprint is continuing to be updated based on the school improvement plan and the three year technology plan. The technology department is continuing to attend MACUL and provide classroom support with CITA. The five year device replacement plan is annually being updated. Technology is assessing support in both staffing and processes for the department as a whole. This action plan is continuing to be updated based on both department needs.
6. The technology model that is used in this strategy/actions will continue to evolve annually with the input of principals, SAC committee members and technology liaisons. The current e-rate plan is no longer required as the e-rate qualifications have changed. This plan will still be reviewed for other recommendations and to assess current classroom technology support.

End of year progress, June 2018:

1. The five year forecast is being monitored closely with the involvement of the Finance Committee with the 2018-19 budget approval. Currently, the plan to assess each department/program budget to determine funding levels based on operational impact is on hold due to the many business department changes. This process will continue to evolve as many of the pieces are in place including the Administrative Enrollment Committee (ACE) that will be updating enrollment trends and looking at actual numbers for the 2018-19 school year.

2. The South Lyon Educational Foundation (SLEF) had their first major fundraiser in April 2018. The Grub Crawl was a huge success! This event brought together community and staff for support of the SLEF. The SLEF was able to award two scholarships for graduating seniors at each of the two high schools. A representative from the Board was present at each of the honors ceremony to award the scholarship from the SLEF. The SLEF also gave out ten mini-grants to staff within the district. The mini-grants are to enhance student learning and encourage educational activities in the classroom. The SLEF hopes to build on this momentum and continue to build the other sub-committees that can provide other fundraising and donation opportunities.
3. The Finance Committee continues to look at other non-traditional revenue sources that work with the District mission.
4. The Facility Usage Committee met several times with community members that represent different groups that use our facilities and grounds. It was determined that each of the sub-committees that were formed were reviewing the same areas in relationship to overall usage, district staffing, security issues, group priorities and technology. The committee then reconvened and determined that administration should survey other districts and community groups.
5. The action plan is continuing to be updated based on both department needs.
6. The technology models continue to be updated to assess classroom technology support with the input of principals, SAC committee members and the technology liaisons at each of the buildings.

Progress to date, January 2019:

1. The five year forecast is being monitored closely with the involvement of the Finance Committee through the 2018-19 budget amendment approval and into the 2019-20 budget process. The plan to assess each department/program budget to determine funding levels based on operational impact is on hold due to budget constraints. The process will continue to evolve as many of the pieces are in place including the budgetary review by Finance Committee, the Administrative Committee for Enrollment (ACE) that will be updating enrollment trends, and the Facilities Planning Committee (FPC) looking at the needs for the next bond issue going into the 2019-20 school year.
2. The South Lyon Educational Foundation (SLEF) is continuing with the momentum that it gained from last year's first major fundraiser! This fall was the Boo Bowling event and now going into the winter, a Ladies Night Out event. With each event the Foundation hopes to get the community involved and familiar with the goals and mission of the organization. The foundation was able to award additional teacher mini-grants within the district. The mini-grants are to enhance student learning and encourage educational initiatives in the classroom. The SLEF hopes to build on this momentum and build the sub-committee to solicit donations and corporate sponsor opportunities.

3. The Finance Committee continues to look at other non-traditional revenue sources that work with the District mission for the 2019-20 school year.
4. Administration is continuing to look into facility usage policies within the district.
5. The action plan is continuing to be updated based on department needs.
6. The technology models continue to be updated to assess classroom technology support with the input of principals, SAC committee members and the technology liaisons at each of the buildings.

End of year progress, June 2019:

1. The 2019-20 Budget has been updated, reviewed in depth with the Finance Committee, and approved by the Board. The five year forecast is being monitored with the involvement of the Finance Committee as well. Business Department processes are being reviewed, revised, and developed where appropriate for financial best practices. The business office is maintaining the budgetary review with the Finance Committee and have added some detailed reports to the Monthly Business Report for more transparency and ease of informational review by the Finance Committee. The Administrative Committee for Enrollment (ACE) continues to monitor enrollment trends. The Facilities Planning Committee (FPC) is working with Barton Malow to complete a facilities assessment and prioritize needs for the next bond recommendations.
2. The South Lyon Educational Foundation (SLEF) continues to support and enhance classrooms through fundraising and the teacher mini grant program. The SLEF hopes to continue to build on the momentum from the last two years with fundraising. SLEF hopes to still build a sub-committee to solicit donations and corporate sponsor opportunities.
3. The Finance Committee continues to look at other non-traditional revenue sources that work with the District mission for the 2019-20 and subsequent school years.
4. Administration is continuing to look into facility usage policies within the district and processes are being reviewed and assessed by the sub-committee.
5. The technology blueprint is continuing to be updated based on department, curriculum and instructional needs. Technology has completed a full assessment in preparation for the next bond recommendations.

6. The technology models continue to be updated to assess classroom technology support with the input of principals, SAC committee members and the technology liaisons at each of the buildings. Technology has completed a full assessment in preparation for the next bond recommendations.

Focus Area: Community and Culture

Goal: South Lyon Community Schools will create and foster a culture where school community members are recognized, involved, and accepted, resulting in everyone realizing their value to the school community.

1. Each building will establish a School Culture Liaison
2. Each school will develop and utilize a School Culture Survey that seeks input from all stakeholders
3. Each building will develop a group/club focused on improving the culture in their building
4. Academic and non-academic support time built into the school day
5. Increase emphasis on mentoring program
6. Support for students at risk of not graduating

Progress to date, January 2018:

1. Each building now has established a School Culture Liaison. These school-culture representatives will meet twice a year beginning next fall.
2. Each building will be conducting a school-culture survey by the end of the year. The buildings will be utilizing Josten’s “Pulse”, the Oakland Schools’ survey, or the AdvanceEd survey as their tool. The purpose of the survey is to receive input from stakeholders such as parents, staff, and students regarding the culture and climate of each building in order to establish priorities for the following year.

3. Each building is in the process of establishing a school-culture club, or already has a group in place. Some examples are SLC3 and LEAD at the secondary level, and Bartlett Buddies, Kent Lake Constellations, and Sayre Strong at the elementary level.
4. Schools continue to focus on building support time for students into the school day. South Lyon High School implemented an advisory hour this year, and 75% of our secondary buildings now have some form of advisory hour in place.
5. Our teacher mentoring program continues to provide support and feedback for our new teachers. We will continue to review the structure and guidelines of our mentoring program and principals will share feedback with the Curriculum Committee.
6. In order to further support our at-risk population, all secondary schools have established a 'redo/retake' policy in their departments.

End of year progress, June 2018:

1. Each building has conducted a school-culture survey. The buildings utilized Josten's "Pulse," the Oakland Schools' survey, the AdvancED surveys, or a school-developed survey. Individual schools will be reviewing their data for the purpose of identifying next steps as a school. The cultural liaisons will convene twice next year and will review the data for district wide patterns as well.
2. Each building has established a school-culture club or structure. Some examples are SLC3 and LEAD at the secondary level, and Bartlett Buddies, Kent Lake Constellations, and Sayre Strong at the elementary level.

Progress to date, January 2019:

Year 2 goals:

1. **Each building establish a school culture representative.**
2. **Bi-annual meetings with representatives from each school.**

1st meeting took place on October 29th, 2019. Representatives from every school present.

East HS: Ed Robinson

SLHS: Jim Brennan

CMS: Jackie Bury

MMS: Ross Baker

Brummer: Ashley Delatorre

Kent Lake: Kristen Laird

Hardy: Alyssa MacDonald

Salem: Chris Pendleton

Sayre: Joe Schiavi

Dolsen: Amani Badillo

Bartlett: Amy Forsyth

Pearson: Deana Ryznar

3. Review school culture survey with building and establish focus.

4. The school culture committee should have an academic and non-academic focus, and be survey driven.

Meeting opened with a presentation from Dr. Phillip Campbell, Josten’s Renaissance consultant, on the importance of building culture. He shared his personal experiences from his high school as well as a presentation sharing his culture-building ideas.

Each building representative then provided a summary of their group and their role in their school.

- Name of group/members

- Role in building

- Highlights thus far

- Goals going forward

- Difficulties/obstacles

Some Highlights and ideas: Positive behavior parties, mix it up days, we care Wednesdays, star leader stick, academic pep rally/1st day pep rally, special needs prom, recognition newsletters, points of pride, pave the way Thursday, student voice, recognition walls, bringing back opening ceremony for our staff.

- Next Meeting: May 6th, 2019

5. Develop recommendations to address negative effects of social media.

This issue will be addressed at our May 6th meeting. We hope to come out of the meeting with ideas that can be shared between buildings at all three levels.

End of year progress, June 2019:

Goals:

- 1. Each building establish a school culture representative.**
- 2. Bi-annual meetings with representatives from each school.**

2nd Meeting took place on May 6th, 2019. Representatives from every school present.

East HS: Ed Robinson

SLHS: Jim Brennan/Meghan Wagner

MMS: Julie Victory/Ross Baker

CMS: Ross Baker

Brummer: Ashley Delatorre

Kent Lake: Kristen Laird

Hardy: Alyssa MacDonald

Salem: Chris Pendleton

Sayre: Joe Schiavi

Dolsen: Amani Badillo

Bartlett: Amy Forsyth

Pearson: Deana Ryznar

3. Review school culture survey with building and establish focus.

4. The school culture committee should have an academic and non-academic focus, and be survey driven.

- Survey Driven: It was agreed that it is redundant and cumbersome to survey the building every year with a similar, if not identical, survey model, so we would focus on bi-yearly culture and climate surveys.

- **Idea Sharing:** This took up the majority of the meeting as each group highlighted their building culture and climate goals and ideas. Every building currently has a group focused on improving the building climate/culture. Sayre shared their new focus.. “Sayre Sharks” and how the theme is being developed. “Shark Tanks,” etc... The strengths of having a yearly theme built in to the school to drive the culture/climate was discussed and shared.
- **Student Recognition:** How we recognize the qualities and attributes we seek to instill in our students was a focus of the shared ideas. Some building highlights included as a Hall of Fame posted in the cafeteria, T-shirt competition between levels, teacher shout out boards, “Why I matter?” displays, U Matter Week, Caring Coyote Traits, We care Wednesdays, etc..
- **Areas of Increased Focus:**
 - **Credit recovery within the district for our students:** The committee hoped to get some greater insight into the feasibility of credit recovery within district and some of those potential options. (Summer school feasibility, alternative school, alternative paths to graduation)
 - **Teacher Mentoring:** Discussion focused on the potential need for a stronger set of parameters and some concrete expectations regarding the mentor/teacher relationships. It was agreed the contact time and amount of mentoring varies widely for non-tenure teachers, and perhaps set time needs to be established in order to properly collaborate.
 - **Observation Piece:** The opportunity for peer observation, both for tenure and non-tenure staff, was discussed. It was acknowledged this is a function of building culture and staff would have to be on board with an ‘open door’ policy in terms of observations. All agreed that observing and being observed by our peers is highly beneficial, the issue is how to formally or informally build that in to our building culture.

5. Develop recommendations to address negative effects of social media.

The last part of the meeting involved breaking off into groups by grade level to discuss addressing issues of social media, in particular bullying via social media. The following ideas came out of this discussion.

- Paul Walton's presentation: Paul has presented at the high schools and all agreed he is an effective presenter, particularly for parents. We will continue to bring in Paul to present on the dangers of social media and the legal ramifications. As social media becomes prevalent at younger levels, it was agreed the elementary schools would need some sort of presentation as well.
- Josten's videos: Used at the high school and available for middle school as well. These videos are effective, short, and provide support and age appropriate discussions on social media and how to use it positively. They can be used in conjunction with the announcements.
- Student Theatre Group: The idea of a theatre group made up of HS students that could travel to the different buildings doing skits, etc... portraying some guidance on what to expect as they get older, the potential risks of misuse of social media, effects of bullying, etc... This exists in Novi currently and that could be used as a model.
- Elementary Guidelines: Regarding Social Media, the student expectations need to be consistent. Wearables and devices are becoming an issue at younger levels and there needs to be some consistency in the guidelines at the younger levels, as well as some education on acceptable use.
- Elementary professional development: This is needed for students and parents. Students are becoming involved in group chats, TicToc, etc... parents, students, and staff need to be made aware of the existence of some of these sites and the potential information sharing that could take place.
- S.R.O. presentations: The ability to utilize the SRO's in the buildings to present information to different grade levels. We discussed utilizing them to discuss the legal issues, provide firsthand examples from their experience, and not only be a resource but provide information to the students regarding social media. As an example the HS SRO could focus on the law regarding photo sharing, etc..
- Link Crew/Peers/Student groups: These groups exist, so we discussed having more of a student-led focus on how to effectively use social media. This could be added to the current activities in conjunction with welcome back week, etc...

Next Meetings:

October 7th in HS Media Center

May 11th in HS Media Center

Focus Area: Curriculum/Instruction/Assessment

Goal: South Lyon Community Schools will maximize each student’s academic, creative, and social-emotional potential in an inclusive learning community, provide diverse academic paths, and inspire a passion for learning.

Action Plan: *Literacy Development, with a focus on grades K-3*

1. Re-evaluate existing K-3 literacy assessment plan and adjust plan as needed to be compliant with legislation
2. Development of literacy supports within Multi-Tiered System of Support (MTSS) model
3. Development of coaching model for literacy
4. Professional Learning for classroom staff

Action Plan: *Development of Aligned Science Curriculum*

1. Professional Learning for all staff on instructional shifts
2. Development of new units of study and selection of materials

Action Plan: *Social Emotional Learning*

1. Reevaluate existing K-5 social emotional learning curriculum components used in district

Action Plan: *Expanded Student Choice, with focus on middle school first*

1. Reevaluate middle school elective options
2. Stronger communication about existing high school programs
3. Expansion of high school electives

Action Plan: *Academically Talented Programming*

1. Reevaluate the existing Magnet programming for the purpose of assessing and/or updating the programming offered to students
2. Review data from recently updated Plus identification process
3. Utilize MTSS intervention model at elementary level to provide additional opportunities for enrichment for students who are academically strong but are either too young for or do not qualify for the magnet program

Action Plan: *Elementary Assessment Plan*

1. Reevaluate the existing elementary assessment plan

Progress to date, January 2018:

Literacy Development, with a focus on grades K-3:

This year we replaced the South Lyon Reading Assessment with the NWEA Measures of Academic Progress Growth assessment in Reading. This assessment was one of the assessments that appeared on the Michigan Department of Education's approved assessment list aligned with the PA306 legislation. Additionally, we revised the schedule for administration of the Developmental Reading Assessment (DRA) to align with the requirements of the legislation. Lower elementary teachers received professional development in implementation of the Literacy Footprints Guided Reading kits. These kits were purchased for all buildings to be utilized to support students reading below grade level benchmark. Additionally, our district MTSS work group is continuing to develop

guidance for implementing supports for students within our Multi-Tiered System of Supports. This guidance includes a collaborative data-based problem solving model to support all teachers in identifying instructional supports for students. For the 2017-18 school year, each building has 0.2 FTE of a Reading Recovery position dedicated to Literacy Coaching. Buildings have been able to design the supports and professional learning offered through this model based on the specific needs of their building. Also, classroom staff members have received professional learning on how to use results from the MAP Growth Reading assessment and the Developmental Reading Assessment to help guide their instruction for students. Additionally, professional learning this year has focused on development of Individual Reading Improvement Plans, use of the Literacy Footprints Guided Reading kits, and guided reading instructional strategies.

Development of Aligned Science Curriculum

K-12 science SAC members have had SAC meetings focused on Next Generation Science Standards (NGSS) professional development, led by the Curriculum Coordinator. A group of elementary teachers participated in a 2-day professional development specifically on the NGSS and 3-dimensional learning with the accompanying instructional shifts. A group of secondary teachers- biology, geophysical science, chemistry and physics-participated in professional development facilitated by two science education professors from Michigan State University centered on teaching and learning using three dimensional instruction; the topic being studied was Human Impacts in the Planet. Additionally, for the past year and a half, other district staff members have been attending NGSS training offered through Oakland Schools Intermediate School District. Updated units of study for grades 4-5, along with a materials purchase, will be presented to the Board of Education this spring.

Social Emotional Learning

Social workers and elementary Restorative Practices facilitators have been working together to provide instruction to classrooms to help support students' social emotional growth. Additionally, we are working this year to identify critical social emotional components that would be beneficial to be covered at each elementary grade level.

Expanded Student Choice, with focus on middle school first

Beginning with the 2017-18 school year, middle school semester long electives were offered independently of other elective choices. In the past, a pair of elective options was "bundled" for ease of scheduling. Now semester elective choices such as art, technology, and digital literacy are offered independently. Additionally, art was added as an option for 8th grade. At the high school level, Cybersecurity, a technology elective, is in the process of being finalized. Cybersecurity would be offered beginning in the 2018-19 school year. Two new courses, Consumer Math and AP Language, were added just prior to the beginning of Strategic Planning.

Academically Talented Programming

We are continuing to monitor data from the recently updated Plus identification process, along with tracking to determine at what point it would become viable to offer the program at both middle schools. If that becomes a financial possibility, a determination will then need to be made about whether that is the direction we wish to move as a district. At the elementary level, staff are in the process of learning how the individual student data we receive from NWEA MAP Growth assessments to help them plan more targeted differentiation and enrichment for students who are academically strong but either too young for or do not qualify for the Magnet program.

Elementary Assessment Plan

During the 2017-18 school year we added the NWEA Measures of Academic Progress Assessments in Reading and Math for students in grades K-5 and Language Assessment for students in grades 3-5. These computer adaptive assessments replaced the South Lyon Reading Assessment, South Lyon Math Assessment, and South Lyon Revising and Editing Assessment; this resulted in a reduction to overall testing time. Additionally, the K-5 Social Studies Assessments were revised and are now made up of primarily constructed response questions (with the exception of the Government unit of study for each grade level). We will continue to review the assessments utilized at the elementary level once these new assessments are all fully implemented and will then make any adjustments that are deemed necessary.

End of year progress, June 2018:

Literacy Development, with a focus on grades K-3:

For the 2018-19 school year, teachers in grades 3 and 4 will receive professional development in the implementation of the Literacy Footprints Guided Reading kits. Teachers in kindergarten through grade 2 received professional development on the use of this resource during the 2017-18 school year. These kits can be utilized to support students reading below grade level benchmark. For the 2017-18 school year, elementary buildings implemented a collaborative data-based problem solving model to support all teachers in identifying instructional supports for students. Based on feedback from implementation, the Multi-Tiered System of Supports (MTSS) Workgroup revised the model to help increase opportunities for teacher collaboration and reflection on student data and progress. For the 2018-19 school year, ongoing professional learning will be provided for Reading Recovery staff members who are serving in the role of building literacy coach. This will further support the ongoing professional learning at the building level focused on literacy. Now that we are past the initial implementation phase for the NWEA MAP Growth assessment at K-5, additional professional development

will take place to help teachers utilize the growth data available from the assessment. We will also continue to focus on interpreting the results from multiple literacy data points and using those results to develop a more complete picture of a student as a literacy learner. With the expansion of NWEA MAP Growth to middle school next year, middle school English Language Arts teachers will be able to use the data from that assessment to inform differentiated instruction. Additionally, the 2018-19 school year will be a pilot year for our Junior Kindergarten program. This program will provide students with a strong literacy foundation as they prepare for kindergarten the following school year.

Development of Aligned Science Curriculum

Updated grades 4-5 science units of study were adopted in the spring by the Board of Education and will be rolled out this fall. Ordering for the new units is underway and a portion of the 4th and 5th grade staff members are being trained in the units this summer. The remainder of staff members at those grades will be trained in the fall and winter.

Grades 2 and 3, along with middle school, will be finalizing units of study and materials selection throughout this school year in preparation for a roll out in 2019-20.

Social Emotional Learning

General education social workers and elementary Restorative Practices facilitators will be piloting the use of an online Habits of Mind resource during the 2018-19 school year for both whole class and small group settings. Data was collected by general education social workers to help inform the development of an elementary social emotional curriculum that meets the needs of our student population. The social team is also continuing to identify resources for small scale pilot purposes.

Expanded Student Choice, with focus on middle school first

Middle school semester long electives are continuing to be offered independently of other elective choices. In the past, a pair of elective options was “bundled” for ease of scheduling. Now semester elective choices such as art, technology, and digital literacy are offered independently. Additionally, art is continuing as an option for 8th grade. At the high school level, Cybersecurity, a technology elective was offered for the 2018-19 school year.

A 7th grade survey course for World Languages, which would introduce all 7th grade students to each of our four language offerings- Spanish, German, Japanese and Chinese- along with cultures from around the world where those languages are spoken, is being developed for the 2019-20 school year.

Academically Talented Programming

An administrative team met to review Magnet and Plus screening for this school year. We continue to monitor the number of students who are accepted based on the qualifications. We have adjusted our screening process for Plus and Magnet for next school year. Kim Dancer, CITA and the Magnet teachers will reach out to and visit other gifted and talented programs first semester to determine if we want to revisit our elementary programming.

Elementary Assessment Plan

We will continue to review the assessments utilized at the elementary level and will make any adjustments that are deemed necessary.

For the 2018-19 school year, Grades 4 and 5 will have updated science assessments that correlate to their new units of study.

Progress to date, January 2019:

Literacy Development, with a focus on grades K-3:

In the fall of 2018, four Junior Kindergarten classrooms were opened as a pilot program. The focus of Junior Kindergarten is early literacy and social-emotional development. Throughout the year, Junior Kindergarten staff and administrators have met with Central Office administrators to further refine the program and structure. A second pilot year of the program is planned for 2019-20.

Teachers in upper elementary grades received training in the Literacy Footprints intervention kits for use with at-risk students.

This year, one focus of elementary staff professional development is purposeful read alouds and using read alouds to target literacy needs as identified by data. An additional focus is utilizing observational reading data to identify student reading behaviors and inform individual, small group, and whole class instruction.

As this is our second year with the NWEA MAP Growth assessment, staff learning has moved beyond how to interpret data and onto how to consider MAP Growth data points alongside other district assessment data and observational data for better-informed and more thoughtful instructional decisions.

Development of Aligned Science Curriculum

Grades 4 and 5 began their new units of study this fall with staff receiving professional development throughout the school year.

Grades 2 and 3 are prepared to implement new units of study in the fall. These updated units will be presented the Board of Education for adoption in the spring and staff will receive professional learning around the units next school year.

Middle and high school science teachers are continuing to identify units of study and potential supporting materials.

Social Emotional Learning

Elementary social workers have developed instructional resources to support the social and emotional learning of Junior Kindergarten and Kindergarten students. These resources are being piloted in classrooms for the remainder of the school year. Many of the lessons are structured around picture books, serving a purpose as both a social-emotional learning tool while also forming an additional literacy connection.

Expanded Student Choice, with focus on middle school first

For the 2019-20 school year, a number of courses are being added at the secondary level, along with two early college programs being piloted.

A new Media & Communications semester-long course is proposed for 8th grade students at both middle schools. This will incorporate components of broadcasting in the performing arts, web-based news, and yearbook development. The course will replace Performing Arts as an elective and is not expected to increase staffing needs. The course would be offered to 8th grade students beginning in the 2019-20 school year.

A new Leadership semester-long course is proposed for primarily 8th grade students at both middle schools. This class will be offered first to students who have been accepted into the school's WEB program and will focus on building leadership throughout the school and community. Staff from multiple subject areas collaborated to create a curriculum that would challenge students to become better role models and future leaders. The course will focus on personal, school, organizational, and community leadership and will encompass themes such as organization of school improvement events, inclusion of all students, charitable/volunteer events, and social/public speaking skills. The course would be offered to 8th grade students, and 7th grade students if there is room, beginning in the 2019-20 school year.

A new Film as Literature year-long course is proposed for 11th and 12th grade students at both high schools. The course would fulfill the requirement for a literature course in 11th grade as well as opening up an additional elective option for students who select the course as seniors. In addition to studying classic and modern films through the lens of literature and cinematography, students in the course will be reading a variety of fiction and non-fiction supporting texts such as novels, short stories, film reviews, informational articles, and opinion editorials. Units of study for the course include Film Analysis, Grammar and Vocabulary, Hollywood and the History of the American Film, Film as Rhetoric, Analyzing Film Adaptations, Genre Studies, a focus on Asian cinema, and Director Analysis. Students will also have a research project as part of the course.

A new World Language Survey trimester-long course is proposed for 7th grade students at both middle schools. The course would join PE and Health as the series of courses that all students take in 7th grade. The purpose of the course is to provide students with some background knowledge in the four languages offered in our district so they can make a better-informed decision as to which language they wish to study.

The focus of the World Language Survey course is the culture of those who speak the four target languages: German, Chinese, Spanish, and Japanese. The course will include lessons on food, famous places, holidays/traditions, and basic phrases in all four of the target languages, each having approximately 12-15 lessons.

Additionally, the district is piloting two early college programs offered by Oakland Schools. An early college experience blends high school with community college courses and by adding a fifth year of high school for students in the program, gives them an opportunity to earn credits toward an associate's degree at no cost to their families. Both programs even include the cost of textbooks. Due to the individualized nature of a schedule that involves community college courses, students do need to be able to provide their own transportation for much of these programs.

The Accelerated College Experience (ACE) is a blend of high school and Oakland Community College for the 11th and 12th grade years, and then entirely Oakland Community College the final year. The program was initially intended for first generation college students or low income students but is being expanded to be offered to all interested students who meet the minimum criteria. The goal of the program is either an associate's degree or building credits that can transfer toward a bachelor's degree. In their 11th grade year, students attend a half day of high school and a half time load of college courses, in addition to a weekly seminar that is designed to support their transition to college. As 12th grade students, they attend approximately two high school courses and take an increased load of college courses while still participating in the seminar. During their fifth year of high school, students attend only college courses and do not come to any classes at the high school.

The Oakland Technical Early College (OTEC) is blend of high school, Oakland Schools Technical Campus courses, and Oakland Community College courses for the first three years and Oakland Schools Technical Campus and Oakland Community College courses the fifth year. Because three schools are involved, scheduling for this program is a bit more challenging. Students in this program focus more on applied sciences than preparing for a 4 year university.

Academically Talented Programming

We are continuing to monitor data from the recently updated Plus identification process, along with tracking to determine at what point it would become viable to offer the program at both middle schools. If that becomes a financial possibility, a determination will then need to be made about whether that is the direction we wish to move as a district.

At the elementary level, staff are in the process of learning to use the individual student data we receive from NWEA MAP Growth assessments to help them plan more targeted differentiation and enrichment for students who are academically strong but either too young for or do not qualify for the Magnet program.

Information was gathered from other local districts about their instructional models for elementary students who are academically advanced and that data, along with feedback from parents whose students are in the current Magnet program, will be used to make recommendations regarding potential updates to our current Magnet model.

Elementary Assessment Plan

The K-5 Science Assessments are being revised as the new units of study are adopted and implemented. We will continue to review the assessments utilized at the elementary level once these new assessments are all fully implemented and will then make any adjustments that are deemed necessary.

End of year progress, June 2019:

Literacy Development, with a focus on grades K-3:

At the completion of the first year of Junior Kindergarten, 95% of students met the end of year benchmark for letter identification. The majority of students were also able to accurately identify the sounds associated with letters. This spring, Junior Kindergarten teachers met with Central Office administration to revise components of the literacy curriculum for the 2019-20 expansion of the program.

Next year, a nursery rhyme unit is being added to help foster phonemic awareness as well as student language and literacy development.

Teachers are becoming more comfortable with the administration and data that comes from the NWEA MAP Growth assessments. A continued area of focus moving forward will be on using that data along with other literacy data to ensure we have a more complete picture of students' literacy development. Now that we have completed a second year of testing in the NWEA system, we have additional growth data that helps us look at how students are progressing across time. This is helpful information as we consider a student's literacy progression and this will help us identify areas of focus for the fall of 2019.

Development of Aligned Science Curriculum

Updated grades 2-3 and grades 6-8 science units of study were adopted in the spring by the Board of Education and will be rolled out this fall. Ordering for the new units is underway and the impacted staff members will be trained in the units this fall.

Grades K and 1, along with high school, will continue finalizing units of study and materials selection throughout this school year in preparation for a roll out over the next few years.

Social Emotional Learning

Utilizing grant funds, we were able to purchase additional picture books to accompany the social-emotional learning lessons developed by social workers. These books are a helpful resource for social workers, classroom teachers, and Restorative Practices facilitators. Restorative Practices facilitators and social workers met at the end of the year to debrief on common trends and patterns that emerged across grade levels during the 2018-19 school year. This information will be used to help identify the types of lessons and activities that are most needed as we begin to develop a formalized instructional framework over the course of the 2019-20 school year.

Expanded Student Choice, with focus on middle school first

For the 2019-20 school year, a number of courses have been approved and offered to students during scheduling along with two early college programs set to be piloted next fall.

A new Media & Communications semester-long course has been approved for 8th grade students at both middle schools. This will incorporate components of broadcasting in the performing arts, web-based news, and yearbook development. The course has been offered to 8th grade students beginning in the 2019-20 school year.

A new Leadership semester-long course has been approved for primarily 8th grade students at both middle schools. The course has been offered to 8th grade students, and 7th grade students as space allows, for the 2019-20 school year.

A new Film as Literature year-long course has been approved for 11th and 12th grade students at both high schools. The course will fulfill the requirement for a literature course in 11th grade as well as opening up an additional elective option for students who select the course as seniors.

A new World Language Survey trimester-long course has been approved for 7th grade students at both middle schools.

Both the Accelerated College Experience (ACE) and the Oakland Technical Early College (OTEC) programs were offered to incoming 11th grade students as part of a pilot for next year. The Accelerated College Experience (ACE) is a blend of high school and Oakland Community College for the 11th and 12th grade years, and then entirely Oakland Community College the final year. The Oakland Technical Early College (OTEC) is blend of high school, Oakland Schools Technical Campus courses, and Oakland Community College courses for the first three years and Oakland Schools Technical Campus and Oakland Community College courses the fifth year.

Elementary Assessment Plan

We will continue to review the assessments utilized at the elementary level and will make any adjustments that are deemed necessary.

For the 2018-19 school year, grades 4 and 5 administered updated science assessments to align with their new units of study. Data from these assessments will be reviewed and adjustments will be made as needed. During the 2019-20 school year, grades 2 and 3 will be developing new science assessments to align with their updated units of study.