



South Lyon Community Schools
Strategic Planning Committee
(2017 - 2022)

A DYNAMIC PLANNING PROCESS FOR CONTINUOUS IMPROVEMENT

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.

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|---|---|--|--|
| <p>1. Using the OCR resolution agreement, the SLCS district and building websites will be improved to provide increased accessibility for site visitors with visual or hearing impairments.</p> <p>1.1 Board adoption of policy</p> <p>1.2 Post and notify stakeholders of policy</p> <p>1.3 Training completed for district and building webmasters</p> <p>1.4 Audit of current website for compliance</p> <p>1.5 Website content conforms to required guidelines</p> | <p>Website Accessibility Coordinator (WAC)</p> <p>Assistant Superintendent for Administrative Services (ASAS) and Policy Committee</p> <p>WAC</p> <p>WAC</p> <p>WAC</p> <p>WAC</p> | <p>Spring 2017</p> <p>Spring 2017</p> <p>Spring 2017</p> <p>Summer 2017</p> <p>2017-2018</p> | <p>Minutes of the Board</p> <p>Email and website Communications</p> <p>Agenda and sign-in sheet</p> <p>Audit documentation</p> <p>OCR documentation to close complaint</p> |
| <p>2. Guidelines will be developed and implemented for district and building communications</p> <p>2.1 Discuss current practices and develop consensus on appropriate mode and frequency for different types of content at principal meetings</p> <p>2.2 Pilot communication practices</p> <p>2.3 Revise district communication plan and guidelines</p> <p>2.4 Fully implement communication plan and revise where appropriate</p> | <p>ASAS</p> <p>ASAS, Principals, Athletic Directors</p> <p>ASAS, Administrative Services Department, Administrators</p> <p>ASAS and Policy Committee</p> <p>All District Administrators</p> | <p>First Semester 2017-2018</p> <p>Second Semester 2017-2018</p> <p>Spring 2018</p> <p>2018-2019</p> | <p>Guidelines developed</p> <p>Monitor and review effectiveness and implementation with fidelity</p> <p>Present to Communication and Curriculum Committee (CCC) Share with community</p> <p>Communications</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|---|---|
| <p>2.5 Communication survey for community</p> <p>2.6 Make adjustments to communication plan as necessary</p> | <p>ASAS</p> <p>ASAS and Policy Committee</p> | <p>End of 2018</p> <p>2019-2022</p> | <p>Data collected and presented to CCC</p> <p>Annual community survey feedback and presentation to CCC</p> |
| <p>3. Increase emphasis on "Telling Our Story" (Points of Pride)</p> <p>3.1 Include guidelines developed for communication</p> <p>3.2 Pilot, implement, and review along with other communication guidelines (see Actions 2.2-2.6)</p> <p>3.3 Actively search out and develop new avenues for communications, including sending updates and statistics to governmental entities</p> <p>3.4 Yearly presentation to community sharing overview of information by department (similar to Strategic Planning Presentations)</p> <p>3.5 Student and staff presentations and performances prior to Board meetings</p> | <p>ASAS</p> <p>ASAS, Principals, Athletic Directors</p> <p>See Actions 2.2-2.6</p> <p>ASAS</p> <p>Superintendent and Assistant Superintendents</p> <p>ASAS with assistance from Superintendent and Assistant Superintendents</p> | <p>First Semester 2017-2018</p> <p>See Actions 2.2-2.6</p> <p>2018-2022</p> <p>Spring 2018 and Annually Thereafter</p> <p>2017-2022</p> | <p>Guidelines developed</p> <p>See Actions 2.2-2.6</p> <p>Communications via new channels Present to CCC</p> <p>"State of the District" Presentation - live and videotaped (displayed on website with accompanying presentation materials)</p> <p>Board Agendas/Minutes</p> |
| <p>4. Strengthen community partnerships and two-way volunteer opportunities with community</p> <p>4.1 Establish and grow South Lyon Educational Foundation (refer to Resources Goal)</p> <p>4.2 Coordinate with South Lyon Educational Foundation to communicate their information</p> <p>4.3 Reach out to organizations (such as Chamber of Commerce, Senior Center, libraries, etc.) to increase collaboration</p> | <p>ASAS</p> <p>Superintendent and Foundation Board</p> <p>ASAS and Administrative Department</p> <p>ASAS</p> | <p>2017-2022</p> <p>Spring 2017 onward</p> <p>Summer/Fall 2017</p> | <p>Foundation meeting minutes</p> <p>Communications related to South Lyon Educational Foundation</p> <p>Increased collaboration with community organizations via communication of events and other shared endeavors</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
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| <p>4.4 Develop a system to coordinate parent/community volunteers across the district and to allow businesses and community organizations to request student volunteers (after website redesign, see Action steps in the 5 Series)</p> <p>4.5 Research a system to coordinate requests for resource sharing/donations</p> <p>4.6 Develop formalized system to communicate information about student internships, apprenticeships, and employment opportunities in the community</p> | <p>ASAS, Administrative Services Department, Administrators</p> <p>ASAS and Administrative Services Department</p> <p>ASAS, High School Administrators and Counselors</p> | <p>Second Semester 2017-2018 and Summer 2018 (to prepare for 2018-2019)</p> <p>2018-2019</p> <p>2018-2020</p> | <p>Centralized volunteer system linked to District website</p> <p>Report to CCC to determine next steps</p> <p>Increased communication about student internships, apprenticeships, and employment opportunities in the community</p> |
| <p>5. Redesign of district and building websites (for better flow and more effective sharing of information with stakeholders)</p> <p>5.1 Convert to new platform and coordinate graphics features to comply with website accessibility guidelines (see Action steps in 1 series)</p> <p>5.2 Review layout and organization and redesign to make improvements</p> <ul style="list-style-type: none"> • Consider a combined centralized Google calendar for: <ul style="list-style-type: none"> o Athletics o Drama and music performances o Other district events • Allow to search by individual calendars <p>5.3 Develop "cheat sheets" of key communication practices for different groups (parents, volunteers, community/business)</p> | <p>ASAS</p> <p>ASAS and Administrative Services Department</p> <p>ASAS, Administrative Services Department, Building and Department Administrators</p> <p>ASAS with Input from Other District Administrators</p> | <p>2017-2018</p> <p>2017-2018 - District 2017-2019 - Building and Departments</p> <p>Spring 2018 (along with 2.3 guideline development)</p> | <p>OCR documentation</p> <p>Feedback from stakeholders; Input from CCC</p> <p>"Cheat Sheets" developed and shared with CCC</p> |

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| <p>5.4 Share communication "cheat sheets" with stakeholders</p> | <p>ASAS and Principals</p> | <p>Spring 2018 Onward</p> | <p>Posting on website for all groups Parents -in registration packets, handed out at Curriculum Night, sent via Skylert at beginning of each school year Volunteers - included in annual Skylert and in registration packets Business/Community - hard copies to share (more details TBD)</p> |
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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.

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|---------------------------------|------------------------|
| <p>1. Support the three other target goal areas of Community & Communications, School Culture, and Curriculum, Instruction, and Assessment</p> <p>1.1 Review current budget makeup to assess each departmental/program budget to determine proper funding level based on operational impact</p> <ul style="list-style-type: none">1.1.1 Business Operations1.1.2 District Administration Staffing and Operations (Superintendent, Business/Finance, CITA, Administrative Services)1.1.3 Capital Fund Transfers (Building/Site, Technology, Bus Purchases)1.1.4 Office of Principal1.1.5 Teacher Staffing Ratios1.1.6 Social Emotional/Health Related (social workers, guidance counselors, medical staff, restorative practices, etc.)1.1.7 Media Specialists1.1.8 CITA Five Year Plan1.1.9 Building Budget Allocations1.1.10 Auditoriums1.1.11 Extra-Curricular1.1.12 Custodial Operations1.1.13 Maintenance Operations1.1.14 Grounds Operations1.1.15 Special Education1.1.16 Technology Department1.1.17 Transportation Department1.1.18 Athletic Departments | <p>Assistant Superintendent for Business & Finance (ASBF)</p> <p>Finance Committee</p> | <p>Ongoing</p> <p>2017-2019</p> | <p>Meeting minutes</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|-------------|--------------------------------------|
| 1.1.19 Grants 1.1.20 Rental Facilities (Action Plan 4) 1.1.21 Special Revenue Funds Indirect Cost Charge | | | |
| 1.2 Update Enrollment Trends for Facility Needs and the Corresponding Financial Impact | Redistricting Administration Committee (RAC; Facility Planning Committee (FRP) | Ongoing | Meeting minutes reports |
| 1.3 Determine cost of recommended changes from other target areas | ASBF | 2017-2019 | Financial cost analysis document |
| 1.4 Determine whether additional funding is available for goal target areas and/or whether dollars from departments/programs can be freed due to operational charges | ASBF & Finance Committee | 2017-2019 | Finance committee report and minutes |
| 1.4.1 Determine annual long term impact of new/changed Initiatives | | | |
| 1.4.2 Update five-year financial forecast draft | | | |
| 1.5 Determine the final recommended target goal initiatives based on priority and available funding (as well as suggested changes to existing operations) | Finance Committee | Winter 2019 | Finance committee report and minutes |
| 1.6 Prepare written document with prioritized recommendations (including five-year financial forecast) | ASBF | Spring 2019 | Final report five-year forecast |
| 1.7 Present final plan to superintendent for recommendation to Board of Education for approval | ASBF | Spring 2019 | Final report Board minutes |
| 1.8 Approval of final plan by Board of Education | Board of Education | Spring 2019 | Board minutes |
| 1.9 Annually re-evaluate potential changes in recommendations (including new completed portions of goal target areas) | ASBF & Finance Committee | Ongoing | Finance and Board minutes |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|---|---|
| <p>2. Community will create an Educational Foundation</p> <p>2.1 District will assist in preparing bylaws</p> <p>2.2 District will assist in filing initial regulatory documents (such as legal name and 501C(3) application)</p> <p>2.3 Determine initial Board and number of seats</p> <p>2.4 District will solicit members of community to assist Foundation (with finance/recordkeeping, soliciting donations, fundraising events, etc.)</p> <p>2.5 Foundation Board will meet prospective community members to determine final sub-committee makeup</p> <p>2.6 Sub-Committees meet and develop plans for their areas of impact</p> <p>2.7 Fundraising activities begin</p> <p>2.8 Identified recipients begin to receive financial support from South Lyon Educational Foundation</p> <p>2.9 Present year-end report to Board of Education (providing information to Board and community on South Lyon Educational Foundation operations and activities)</p> | <p>Superintendent, ASBF</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> <p>Executive Committee</p> | <p>2017-2018</p> <p>In Process</p> <p>In Process</p> <p>In Process</p> <p>In Process</p> <p>Spring/Summer 2017</p> <p>Fall 2017</p> <p>Fall 2017</p> <p>2017-18</p> <p>Annually</p> | <p>Bylaw document</p> <p>Legal documents</p> <p>Foundation minutes</p> <p>Email correspondence</p> <p>Foundation minutes</p> <p>Plan documents</p> <p>Flyers and other communication</p> <p>Foundation minutes, award documents</p> <p>Report</p> |
| <p>3. District will investigate, evaluate, and potentially implement alternative revenue sources</p> <p>3.1 Work with CITA to determine any additional grants to logically pursue</p> <p>3.2 Evaluate other "non-traditional" revenue sources (such as advertising)</p> <p>3.3 Review programs and areas (such as transportation and special education) costs to maximize local, state, and federal funding</p> | <p>ASBF</p> <p>ASBF & Assistant Superintendent CITA (ASCITA)</p> <p>ASBF & Finance Committee</p> <p>ASBF</p> | <p>2017-2022</p> <p>2017-2022</p> <p>2017-2019</p> <p>2017-2019</p> | <p>Grant applications</p> <p>Meeting minutes</p> <p>Funding letters</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
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| 3.4 Assess current fee structure for rental of facilities (see #4) to potentially increase revenues | Facility Usage Committee, Finance Committee | 2017-2019 | Meeting minutes; policy changes |
| 3.5 Approved changes will be implemented with the corresponding budget cycle | ASBF & Finance Committee | Ongoing | Budget document |
| <p>4. District will review facility usage by outside groups and provide recommendations</p> <p>4.1 Develop a committee for the purpose of:</p> <p>4.1.1 Review Board Policy 9250</p> <p>4.1.2 Review administrative guidelines</p> <p>4.1.3 Review fee structure and amounts</p> <p>4.1.4 Look at non-financial issues (such as group priority, overall usage, district staffing, supervision, fundraisers, conflicts with district programs, and security issues)</p> <p>4.2 Committee meets periodically to develop recommendations</p> <p>4.3 Periodically report progress to Board of Education</p> <p>4.4 Prepare final recommendations for changes to:</p> <p>4.4.1 Policy 9250 (recommended to Policy Committee)</p> <p>4.4.2 Administrative guidelines (recommended to Policy Committee)</p> <p>4.4.3 Fee structure (recommended to Finance Committee)</p> <p>4.4.4 Fee amounts (recommended to Finance Committee)</p> <p>4.5 Board Presentation of recommended changes</p> <p>4.6 Board action on recommended changes</p> | <p>ASBF</p> <p>Facility Usage Committee</p> <p>Facility Usage Committee</p> <p>Board Liaisons</p> <p>Facility Usage Committee; Policy Committee</p> <p>Facility Usage Committee</p> <p>Board of Education</p> | <p>2017-2019</p> <p>Summer 2017</p> <p>Monthly 2017-18</p> <p>Monthly 2017-18</p> <p>Fall 2018</p> <p>December, 2018</p> <p>January, 2019</p> | <p>Solicitation letter</p> <p>Meeting minutes</p> <p>Board minutes</p> <p>Policy and Finance committee meeting minutes</p> <p>Report; Board minutes</p> <p>Board minutes</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|--------------------------------------|---------------------------------------|
| 5. District will create a technology blueprint that provides the most effective and efficient access for curriculum and instructional purposes for students and staff | | | |
| 5.1 Update school improvement plans | Principal, Director of Technology (DOT) | Annually | Completed Improvement plan |
| 5.2 Update 3 year tech plan | DOT | July 2020 | Completed Technology Plan |
| 5.3 Work with technology integrations SAC 5.3.1 Attend MACUL 5.3.2 Provide classroom support and integration | DOT Technology staff Technology staff / CITA | Annual March Ongoing / on request | |
| 5.4 Assess/update 5 year device replacement plan | DOT / CITA Technology staff | Annually Feb / Mar | Documented replacement plan |
| 5.5 Assess/update technology LAN/WAN | DOT / Manager of Technology Services (MTS) | Annually Feb / Mar | Completed Technology Plan |
| 5.6 Examine departmental support in both staffing and processes | | Ongoing | |
| 5.4.1 Staff training | Technology Staff | As needed | Certifications, training certificates |
| 5.4.2 Training methodologies | Online, in-person, formal class | | |
| 5.4.3 Work order completion time/cycle | Technology staff | Ongoing | Mean-time to completion ratios |
| 5.4.4 Purchasing guidelines 5.4.4.1 House piloting (SAC wishlist, assessment, checklist, baseline standards) | Board of Education, Business Administration, State regulations | | |
| 6. Create a comprehensive technology model that ensures the most effective and efficient access to curriculum and instruction for all students and staff | | | |
| 6.1 Review current technology plans and initiatives that are already in place | DOT, CITA | Annually | |

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| 6.1.1 Three Year Technology Plan (previously required by E Rate) | DOT | July 2020 | Completed Technology Plan |
| 6.1.2 Technology Integration Subject Area Committee (SAC) | SAC committee members | Annually (as needed for policy decisions) | Meeting Minutes |
| 6.1.3 Technology component of each school improvement plan | Principals, DOT | Annually | Completed improvement plans |
| 6.2 Work with the appropriate department and/or committee to address the following areas: | DOT, MTS | | |
| 6.2.1 Review and assess the current baseline technology that is provided in each school building and determine any recommended changes to the baseline allocation | Technology SAC, Tech Liaisons | Monthly Tech Liaison meetings unless policy changes are needed, then Tech SAC | Meeting agenda, minutes |
| 6.2.2 Review and assess the current classroom support of technology integration and determine any recommended changes | Technology SAC, Tech Liaisons | | |
| 6.2.2.1 Technology Liaisons | DOT, CITA | Monthly School Year | Attendance log |
| 6.2.2.2 CITA support | CITA | Continual | |
| 6.2.2.3 Technology Dept. support | Tech Dept Staff | As needed Dept meetings | Meeting agenda |
| 6.2.2.4 Training methodologies | | | |
| 6.3 Assess district equipment, infrastructure, and staffing in support of current and future technology instructional needs | DOT, MTS, CITA | | |
| 6.3.1 Five year device replacement plan | DOT, MTS | Annual Feb/March | Replacement plan documentation |
| 6.3.2 District Wide Area Network (WAN) and Local Area Networks (LANs) | DOT, Network Administrator | | |
| 6.3.3 Work order completion cycle | DOT, MTS | Daily | Meantime to completion ratio |
| 6.3.4 Purchasing guidelines and best practices | DOT | | |

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| 6.3.4.1 Ongoing purchasing | DOT, Technology bookkeeper | Ongoing | Purchase order log |
| 6.3.4.2 List of pre-approved enhancements with pricing | DOT, MTS | Ongoing | Approved bid documents, State-wide purchasing agreements |
| 6.3.4.3 New initiatives outside the scope of current offerings and pre-approved enhancements, approval process, and assessment/evaluation | Tech Dept Staff | Ongoing | Pilot programs |
| 6.3.4.4 Checklist and approvals | DOT, MTS | Ongoing | On-hand Documentation |

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.

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|---|--|--|---|
| <p>1. Each building will establish a School Culture Liaison</p> <p>1.1. Define and establish a school liaison position in each school</p> <p>1.2. Establish biannual meetings with representatives from each school</p> | <p>Principal and staff</p> <p>Building Liaison</p> | <p>Fall 2017</p> <p>2018-2020</p> | <p>Leader in place/ SIP minutes</p> <p>Minutes/agenda from meeting</p> |
| <p>2. Each school will develop and utilize a School Culture Survey that seeks input from all stakeholders</p> <p>2.1. Survey developed and given to parents, students, and staff</p> <p>2.2. Review survey results</p> <p>2.3. Recommendations shared with SIP committee</p> | <p>Building Culture Liaison</p> <p>Staff/Building Culture Committee</p> <p>Staff/Building Culture Committee</p> | <p>Spring 2017</p> <p>2018</p> <p>2018</p> | <p>Survey results will be indicator of success.</p> <p>SIP minutes</p> <p>SIP minutes</p> |
| <p>3. Each building will develop a group/club focused on improving the culture in their building</p> <p>3.1. Form a School-Culture club consisting of students and faculty</p> <p>3.2. Utilize the culture survey to drive decisions</p> <p>3.3. Focus on recognition and rewarding positive behaviors with both a non-academic and academic focus</p> <p>3.4. Develop recommendations to address the negative effects of social media on students and provide positive strategies</p> <p>3.4.1. Provide recommendations to SIP</p> <p>3.4.2. Revisit annually</p> | <p>Club members, Students/Staff</p> <p>Students/Staff</p> <p>All school Administrators/school staff</p> <p>Students/Staff</p> <p>Students/Staff</p> <p>School Administration/Staff</p> | <p>2018-2020</p> <p>2018-2020</p> <p>Ongoing</p> <p>2018-2020; Ongoing</p> <p>2018-2021</p> <p>Ongoing</p> | <p>Formation of a club/group in each building</p> <p>Survey results/SIP minutes</p> <p>Announcement, recognition awards</p> <p>Track progress/student survey</p> <p>SIP minutes</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|---------------------------|---|
| 3.5 Biannual meeting with representatives from other buildings | Building Advisor/Students | 2018-2021 | Monitor and review program success through school culture survey and cross-building meetings. |
| 4. Academic and non-academic support time built into the school day | | | |
| 4.1 Time for academic support | Teacher/Administration | Ongoing | Report to SIP |
| 4.2 Time for non-academic support and peer-monitoring | Advisors | Ongoing | Minutes of meetings |
| 4.3. Specialized support as needed | Counselors and Social Workers | Ongoing | Documentation/service logs |
| 4.4 Creation of redo/retake guidelines | Building department members | 2017-2021; Revisit yearly | SIP minutes/ Student Handbook |
| 5. Increase emphasis on mentoring programs | | | |
| 5.1. Teacher to teacher mentoring | Building Staff | 2017-2021; Ongoing | Staff meeting minutes |
| 5.1.1. "open door practice" for teacher support | Building Staff | 2018 | Principal feedback shared with Curriculum and Communication Committee |
| 5.1.2. Review structure of guidelines for mentor/teacher interactions | Principal/ Central Office | Ongoing | Committee formed |
| 5.2. Explore feasibility of Teacher-leaders/instructional coaches | Bldg. Principal/staff | Ongoing | Report findings to SIP committee |
| 6. Support for students at risk of not graduating | | | |
| 6.1. Continued O.S.T.C. focus | H.S. Counselors/Administrators | 2017-2021 | Slots filled at O.S.T.C. |
| 6.2. Continue to offer and expand off-campus options. (OOA, Flex Tech, Bridges, etc..) | H.S. Counselors/Administrators | Ongoing | Counselor data |
| 6.3 Explore options for additional credit recovery | Counselors/Central Office Administration | Ongoing | Committee formed to research and explore options for alternative paths to graduation. |

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

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|---|---------------------------|--|
| 1. Reevaluate existing K-3 literacy assessment plan and adjust plan as needed to be compliant with legislation | Assistant Superintendent for CITA Services/ Curriculum Coordinator | | |
| 1.1 Subject Area Curriculum committee review of existing literacy assessment plan and legislation | Curriculum Coordinator and K-3 ELA SAC | Ongoing | SAC minutes |
| 1.2 Research potential new assessment components | Curriculum Coordinator | Ongoing | Collection of vendor proposals |
| 1.3 Pilot elements of assessments | Select elementary teachers | Ongoing | Feedback from pilot |
| 1.4 Select assessments and share plan with Curriculum and Communications committee and Superintendent | Curriculum Coordinator/ELA SAC | Ongoing | Development of literacy assessment plan |
| 1.5 Prepare Illuminate Data System for merging of new assessment data | Assessment Facilitator/CITA support staff | Summer 2017 | Successful preparation of system |
| 1.6 Administrator and teacher training on facilitating the assessments | Curriculum Coordinator/Reading Recovery staff | August and September 2017 | Completed training and feedback on next steps for learning |
| 1.7 Communication to families regarding the assessment plan | CITA/Elementary Principals | Fall 2017 | Skylerts and presentations to families |
| 1.8 Administrator and general education and special education teacher training on using the data from the assessments to inform instruction and interventions | Curriculum Coordinator/Reading Recovery staff | 2017-2018 | Completed training and feedback on next steps for learning |
| 1.9 Reevaluate adopted plan to ensure fit with district philosophies and legal requirements, report out to Curriculum and Communications committee and Superintendent annually | CITA/Curriculum Coordinator/ELA SAC | 2017-2021 | SAC minutes; Curriculum and Communications Committee minutes |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
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| <p>2. Development of literacy supports within Multi-Tiered System of Support (MTSS) model</p> <p>2.1 Subject Area Curriculum committee review of existing literacy assessment plan and legislation</p> <p>2.2 Pilot potential model</p> <p>2.3 Reevaluate proposed model based on feedback</p> <p>2.4 Either adjust model or, if appropriate, scale model to all elementary schools</p> <p>2.5 Reevaluate model</p> <p>2.6 If appropriate, scale model to grades K-3</p> <p>2.7 If appropriate, scale model to grades 4-5 and/or mathematics</p> | <p>Assistant Superintendent for CITA Services/ Curriculum Coordinator MTSS committee</p> <p>Bartlett and Hardy, Grade 1</p> <p>MTSS committee</p> <p>Led by MTSS committee and elementary principals</p> <p>MTSS committee</p> <p>MTSS committee</p> <p>MTSS committee</p> | <p>2016-2017</p> <p>2017-2018</p> <p>Spring 2018</p> <p>2018-2019</p> <p>Spring 2019</p> <p>2019-2021</p> <p>2020-2022</p> | <p>Options identified for pilot, site visits conducted</p> <p>Implementation schedule created/Staff training</p> <p>MTSS minutes</p> <p>Adjusted model or schedule created for implementation/ Staff training</p> <p>MTSS minutes</p> <p>MTSS minutes</p> <p>MTSS minutes</p> |
| <p>3. Development of coaching model for literacy</p> <p>3.1 Evaluation of MDE coaching requirements</p> <p>3.2 Identification of literacy coaches using 0.2 FTE of identified Reading Recovery staff</p> <p>3.3 Training of coaches in model</p> <p>3.4 Scheduling of coach's week</p> <p>3.5 Implementation of coaching model</p> <p>3.6 Reevaluation of coaching program</p> | <p>Assistant Superintendent for CITA Services/Curriculum Coordinator</p> <p>Curriculum Coordinator</p> <p>Curriculum Coordinator/Elementary principals</p> <p>Curriculum Coordinator</p> <p>Elementary principals</p> <p>Literacy coaches</p> <p>Curriculum Coordinator/Elementary principals/Literacy coaches</p> | <p>2016-2017</p> <p>Spring 2017</p> <p>Summer/Fall 2017 and ongoing</p> <p>September, 2017</p> <p>2017-2018</p> <p>Spring 2018</p> | <p>Compiled list of coaches</p> <p>Training minutes</p> <p>Weekly schedules for literacy coaches</p> <p>Service log</p> <p>Meeting minutes</p> |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|---|---|---------------------------|---|
| 4. Professional Learning for classroom staff | Assistant Superintendent for CITA Services/Curriculum Coordinator/Elementary principals | | |
| 4.1 Identification of beginning training plan | Assistant Superintendent for CITA Services/Curriculum Coordinator/Elementary principals/ELA SAC | 2016-2017 | Written training plan |
| 4.2 Staff learning about K-3 Literacy Plan | Curriculum Coordinator/Elementary principals | Spring and Fall 2017 | Curriculum Day agendas and minutes |
| 4.3 Selection of texts for book study | Curriculum Coordinator | Spring 2017 | Ordering of research based texts |
| 4.4 Administrator book study of texts | Curriculum Coordinator/Elementary principals | August 2017 and 2017-2018 | Administrators' Retreat agenda and minutes |
| 4.5 Staff book study | Elementary principals | 2017-2018 | Staff meeting and Curriculum Day agendas and minutes |
| 4.6 Reevaluate based on data to determine necessary next steps for staff learning | Assistant Superintendent for CITA Services/Curriculum Coordinator/Elementary principals/ELA SAC | Spring 2018 | SAC, Administrators' and Reading Recovery meeting minutes |

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: Development of an Aligned Science Curriculum

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|-----------|--|
| 1. Professional Learning for staff on instructional shifts | Curriculum Coordinator | | |
| 1.1 Subject Area Curriculum Committees receive training | Curriculum Coordinator | Ongoing | SAC agendas and minutes |
| 1.2 Host Oakland Schools' series on NGSx | Curriculum Coordinator | Ongoing | Agenda and minutes from training |
| 1.3 Send additional staff to NGSS trainings at Oakland Schools | Curriculum Coordinator and OS staff | 2017-2021 | Agendas and minutes from trainings |
| 1.4 Train elementary staff on new units of study and materials | Curriculum Coordinator, Science SAC, vendors | 2018-2019 | Agendas and minutes from trainings |
| 1.5 Train middle school staff on new units of study and materials | Curriculum Coordinator, Science SAC, vendors | 2019-2020 | Agendas and minutes from trainings |
| 1.6 Train high school staff on new units of study and materials | Curriculum Coordinator, Science SAC, vendors | 2020-2021 | Agendas and minutes from trainings |
| 1.7 Conduct professional learning sessions about Scientific Practices and Cross-Cutting Concepts | Curriculum Coordinator/contracted presenters | 2017-2021 | Agendas and minutes from trainings |
| 2. Development of new units of study and selection of materials | Curriculum Coordinator | | |
| 2.1 Identify materials for Pearson elementary- one pilot unit per grade | Curriculum Coordinator/Pearson Science SAC | Ongoing | Units identified and rental agreement set |
| 2.2 Conduct K-5 pilot at Pearson Elementary | Curriculum Coordinator/Pearson staff | 2017-2018 | Pilot unit assessment data and teacher/student feedback |
| 2.3 Identify K-5 units of study, select materials and create instructional maps and share with Curriculum and Communications committee prior to making a recommendation to the Superintendent for Board approval | Curriculum Coordinator/ K-5 Science SAC | 2017-2018 | Instructional maps created, materials ordered, staff trainings, Curriculum and Communications agenda, Board memos, agendas and minutes |

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|---|--|-------------|--|
| 2.4 Assess sequences of courses at high school level | CITA/ High School principals, facilitators | 2017-2018 | Meeting agenda and minutes |
| 2.5 Identify 6-8 units of study, select materials and create instructional maps and share with Curriculum and Communications committee prior to making a recommendation to the Superintendent for Board approval | Curriculum Coordinator/ 6-8 Science SAC | 2017-2019 | Instructional maps created, materials ordered, staff trainings, Curriculum and Communications agenda, Board memos, agendas and minutes |
| 2.6 Define high school course sequence and present to the Curriculum and Communications committee, followed by a recommendation to the Superintendent | CITA/ High School principals, facilitators | Spring 2018 | Meeting agenda and minutes, Curriculum and Communications agenda and minutes |
| 2.7 Pilot units of study at high school | Curriculum Coordinator/ 9-12 Science SAC | 2018-2019 | Pilot unit assessment data and student/teacher feedback |
| 2.8 Identify 9-12 units of study, select materials and create instructional maps and share with Curriculum and Communications committee prior to making a recommendation to the Superintendent for Board approval | Curriculum Coordinator/9-12 Science SAC | 2019-2020 | Instructional maps created, materials ordered, staff trainings, Curriculum and Communications agenda, Board memos, agendas and minutes |
| 2.9 Using local, state, and national assessment data, review programs; annually update Curriculum and Communications committee | Curriculum Coordinator/Science SAC | 2017-2021 | Agendas and minutes from subject area meetings and Curriculum and Communications committee agendas and minutes |

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: Social Emotional Learning

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|----------------------|---|
| 1. Reevaluate existing K-5 social emotional learning curriculum components used in district | Assistant Superintendent for CITA Services/ Curriculum Coordinator | | |
| 1.1 District social workers share curriculum resources used in instruction and existing instructional practices related to social emotional components | Curriculum Coordinator and K-5 social workers | 2017-2018 | Social work meeting minutes |
| 1.2 Research potential new social emotional instructional resources and curricula components | Curriculum Coordinator and K-5 social workers | 2017-2019 | Notes of resource review and vendor proposals as applicable |
| 1.3 Conduct site visits to other districts as appropriate | Curriculum Coordinator, K-5 social workers, select elementary principals | 2017-2019 | Notes from site visits |
| 1.4 Pilot elements of curricula and provide pilot plan information to Curriculum and Communications committee and Superintendent | K-5 social workers/select teachers | 2018-2019 | Feedback from pilot |
| 1.5 Select K-5 Social Emotional Learning curriculum for recommendation to the Superintendent for Board approval | Curriculum Coordinator/K-5 social workers | Spring 2019 | Development of social emotional learning continuum |
| 1.6 Administrator and teacher training on facilitating the social emotional learning components | CITA/Elementary Principals and K-5 social workers | Summer 2019 - August | Completed training and feedback on next steps for learning |
| 1.7 Communication to families regarding the curriculum and instruction | CITA/Curriculum Coordinator/K-5 social workers | Fall 2019 | Skylerts and presentations to families |
| 1.8 Reevaluate adopted plan to ensure fit with district philosophies | CITA/Curriculum Coordinator/K-5 social workers | 2019-2021 | Completed training and feedback on next steps for learning; meeting minutes |
| 1.9 Scale up to 6-8 and 9-12 as appropriate | CITA/Curriculum Coordinator/6-8 and 9-12 social workers | Fall 2020 | Social work meeting minutes |

Focus Area: Curriculum/Instruction/Assessment

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

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|--|---|---|
| 1. Reevaluate middle school elective options 1.1 Provide options for art and technology all 3 years 1.2 Consider ways in which to break apart elective pairings in 7 th and 8 th grade 1.3 Communicate changes to students and families 1.4 Updating of art and technology courses not currently in use | Middle school principals CITA/ Middle School Principals CITA/ Middle School Principals Middle School principals CITA, art and technology teachers | Completed Spring 2017 Completed Spring 2018 Completed Spring 2019 2017-2018 | Board approval of expanded course offerings Board approval of expanded course offerings Skylerts and website Updated instructional maps |
| 2. Stronger communication about existing high school programs 2.1 Compile list of all existing programs 2.2 Review course catalogue 2.3 Reevaluate Curriculum Fair 2.4 Communicate with students and parents about options | CITA and High School principals CITA, High School principals, counselors CITA, High School principals, counselors High School principals High School principals, counselors | Summer 2017 Fall and Winter 2017 Fall and Winter 2017 2017-2021 | Compiled list of programs Updated course catalogue Updated Curriculum Fair Skylerts, Curriculum Guide, Curriculum Fair, website, scheduling meetings |
| 3. Expansion of high school electives 3.1 Review of first year of Anatomy and Physiology and Consumer Math 3.2 Expansion of AP Government to full year 3.3 Reevaluate existing courses and programs and prioritize desired additional courses and programming to make a recommendation to the Superintendent | CITA/ High School principals Curriculum Coordinator/ Anatomy and Physiology teachers and Consumer Math teachers High School principals/ AP Government teachers CITA/High School principals, staff, and students | 2017-2018 2017-2018 2017-2021; As budget permits additional staffing or as state requirements for graduation are adjusted | Anatomy and Physiology and Consumer Math committee agendas and minutes Offering of full year of AP Government Offering of additional courses and programs |

Focus Area: Curriculum/Instruction/Assessment

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Action Plan: Academically Talented Programming

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|--|---|--|--|
| <p>1. Reevaluate the existing Magnet programming for the purpose of assessing and/or updating the programming offered to students</p> <p>1.1 Magnet administrator and teachers research other programs in Michigan and conduct site visits or phone conferences regarding programming</p> <p>1.2 Magnet administrator and teachers share findings with Assistant Superintendent for CITA Services and Superintendent and offer suggestions for updating the programming</p> <p>1.3 Programming proposal drafted and pilot units conducted</p> <p>1.4 Feedback sought from parents of current Magnet program students</p> <p>1.5 Formal recommendation made to the Superintendent for Board approval</p> <p>1.6 Recommendation implemented</p> <p>1.7 Review implementation and provide updates to the Curriculum and Communications committee</p> | <p>Pearson principal and Magnet teachers</p> <p>Pearson principal and Magnet teachers</p> <p>Pearson principal and Magnet teachers</p> <p>Pearson principal and Magnet teachers</p> <p>Pearson principal, Magnet teachers, Assistant Superintendent for CITA Services</p> <p>Assistant Superintendent for CITA Services, Pearson principal, Magnet teachers</p> <p>Assistant Superintendent for CITA Services, Pearson principal, Magnet teachers</p> | <p>2017-2018</p> <p>Spring 2018</p> <p>2018-2019</p> <p>2018-2019</p> <p>2018-2019</p> <p>2019-2020</p> <p>2020-2021</p> | <p>Site visits conducted and information gathered</p> <p>Suggestions shared with Assistant Superintendent for CITA Services and Superintendent</p> <p>Programming proposal drafted and shared with the Curriculum and Communications committee and units piloted</p> <p>Parent forum conducted and updates provided to the Curriculum and Communications committee</p> <p>Recommendation shared with Superintendent for Board approval</p> <p>Recommendations implemented</p> <p>Annual updates to the Curriculum and Communications committee</p> |

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|--|---|--|--|
| <p>2. Review data from the recently updated Plus identification process</p> <p>2.1 Collect performance data from program</p> <p>2.2 Review program data to make determination whether identification changes are working well or if further adjustments are recommended</p> | <p>Plus program administrator, Academically Talented program facilitator and teachers</p> <p>ASCITA, Plus program administrator, Academically Talented program facilitator and teachers</p> | <p>2017-2020</p> <p>2019-2020</p> | <p>Data collection</p> <p>Update regarding meeting shared with Curriculum and Communications committee and Superintendent</p> |
| <p>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</p> <p>3.1 As MTSS model is scaled to grade 1, utilize the model to provide more challenging literacy instruction to academically strong first grade students</p> <p>3.2 As MTSS model is scaled to grades K-3, utilize model to provide more challenging literacy and mathematics instruction to academically strong students</p> <p>3.3 As MTSS model is scaled to grades 4-5, utilize model to provide more challenging literacy and mathematics instruction to academically strong students</p> | <p>MTSS Committee, Elementary principals and first grade teachers</p> <p>MTSS Committee, Elementary principals and K-3 teachers</p> <p>MTSS Committee, Elementary principals and K-5 teachers</p> | <p>2018-2019</p> <p>2019-2021</p> <p>2020-2022</p> | <p>Interventions successfully implemented across grade 1</p> <p>Interventions successfully implemented across grades K-3</p> <p>Interventions successfully implemented across grades K-5</p> |

Focus Area: Curriculum/Instruction/Assessment

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Action Plan: Elementary Assessment Plan

| Strategy/Action | Person Responsible | Timeline | Measurement of Success |
|---|---|-----------------------------------|---|
| <p>1. Reevaluate the existing elementary assessment plan</p> <p>1.1 Transition to the K-5 literacy assessment plan as influenced by the K-3 Reading legislation (NWEA replaces SLRA and K-2 literacy assessment from the MDE; Social Studies unit assessments predominately replaced with writing prompts), which reduces overall literacy assessment time in elementary</p> <p>1.2 Evaluate the assessment plan and continue to implement any assessment components required by the MDE or by legislation</p> | <p>Assistant Superintendent for CITA Services, Curriculum Coordinator for ELA/SS, Elementary principals, elementary staff</p> <p>Assistant Superintendent for CITA Services, Curriculum Coordinator for ELA/SS, Elementary principals, elementary staff</p> | <p>2017-2018</p> <p>2018-2022</p> | <p>Assessment plan that meets all legal requirements and adheres to the MDE’s requirements</p> <p>Assessment plan that meets all legal requirements and adheres to the MDE’s requirements and updates to the Superintendent and the Curriculum and Communications committee</p> |