



Howell Public Schools 2016-2020 Strategic Plan Summary Document

Submitted for Board approval by the Michigan Association of School Boards February 2016.

Letter from the Board President and Superintendent

Howell Public Schools 2016–2020 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Howell Public Schools.

This document contains the 2016–2020 Howell Public Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Howell Public Schools.

Community, parent/guardian, students and staff forums and an electronic survey resulted in 711 people providing input for the planning process. A Strategic Planning Team of 54 community members, parents/guardians, staff, and students participated in an all-day planning retreat on December 12, 2015 and developed the District's strategic goals.

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

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

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

We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested objectives.

President of the Board: Michael Yenshaw

Superintendent: Erin J. MacGregor, Ed.S.

Introduction

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

In September of 2015 the Howell Public Schools Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board entered into a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

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

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

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

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

The Strategic Plan Process

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

Stakeholder Input

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

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

The response rate of 711 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for input summary).

Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years (2009–2013) in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for Howell Public Schools are Brighton Area Schools, Hartland Consolidated Schools, Holt Public Schools, Midland Public Schools, Northville Public Schools and West Ottawa Public Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team, consisting of 54 parents/ guardians, community members, board members, students and staff members, was selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop to develop a renewed mission, vision, belief statements and strategic goals. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on page 6).

Collaborating with the Howell Public Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

Debbie Stair, Board Development Manager MASB

Strategic Planning Retreat and Implementation Team Members

Margaret Adrian**	Randy Greene	Brian McCarthy**	Melanie Post*
Mary Barghahn**	Margaret Hamill**	Deborah McCormick	Michelle Radcliffe
Matthew Bennett	Doug Haseley*	Jay McDowell	Hillary Rickelmann
Jason Boyers	Dan Hutcheson*	Mindy McGinn*	Katherine Rossetter
David Cherry *	Zach Kasprzak	Aaron Metz	Jason Schrock*
Miranda Coen	Liza Kelly**	Julie Morrish**	Mark Sharp**
Pat Convery	Jamie Klausung	Craig Munro*	Miriam Snider
Kara Cotton-Moore*	Stacy Klein	Susan Muntz*	Robert Starkey**
Rich Dell	Angie Kynast	Kari Naghtin*	Jan Stewart
Stacy Downer	Kimber Laituri	Lisa O'Connor**	Courtney Tarara
Brent Earl	Joletta Lee	Tim Olszewski	Rick Terres*
Chris Eaton **	Sharon Lenard**	Tracy Parke	Grace Trudell
Cheryl Evans	Karen Lessnau-Scott	Amy Pashak*	Becci Tumbarella
Gregg Gilligan	Barbara Line	Stacy Pasini	Beth Wanless*
Jennifer Goodwin **	Glenna MacDonald**	Cassie Pfander	Marcus Wilcox
Tom Gould**	Erin J. MacGregor*	Paul Pominville*	Mike Yenshaw

* Indicates participation in the retreat and implementation workshops

**Indicates participation in implementation workshop only

Retreat Workshop

A retreat workshop was held on December 12, 2015. The workshop included:

- An overview of the strategic planning process and timelines
- An environmental scan (see Attachment 3)
- Superintendent report of current and planned initiatives
- An analysis of quantitative and qualitative data (see Attachment 4)
- A review and renewal of the mission, vision and belief statements
- The establishment of strategic goal areas and suggested objectives (see Attachment 5)
- The development of the District's strategic goal statements

Mission

Howell Public Schools 2016–2020 Strategic Plan Outcomes

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

Howell Public Schools is an exemplary learning community committed to maximizing every student's success.

Vision

Howell Public Schools 2016–2020 Strategic Plan Outcomes

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

Empowering students to be successful citizens.

Belief Statements

Howell Public Schools 2016–2020 Strategic Plan Outcomes

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

- All students can learn.
- All students learn best in a safe, secure, and engaging environment.
- The responsibility for student success is shared among parents, students, staff, and community.
- Encouraging and promoting growth and innovation empowers students to be successful citizens.
- All students have dignity, value, and voice.
- Building relationships between staff and students promotes continuous improvement for all.
- Strong financial stewardship and transparency demonstrates trust with our Howell Public Schools community.

Strategic Goals

Howell Public Schools 2016–2020 Strategic Plan Outcomes

2016–2020 Strategic Goals

Strategic Goals: Areas of priority importance in which the district will focus their work (1–5 years). Strategic goals achieve the organization’s mission, vision and beliefs. Objectives and action plan initiatives are SMART—Specific, Measurable, Achievable, Relevant and Timely.

The Strategic Planning Team, at the December 12th retreat, developed goal areas, goal statements and suggested objectives. The goal areas are categorized below.

2016–2020 Goal Areas

Academics/Programs

Learning Environment/Culture

Personnel/Leadership

Communication/Community Engagement

Operations

Goal Statements and Objectives

Following the retreat, an implementation workshop was held on January 12, 2016 with a team selected by the Superintendent. The team was charged with developing specific year-one objectives based on strategic goal statements identified by the retreat planning team. The workshop was facilitated by MASB staff to assist in the development of the in-depth planning needed for successful execution of the new strategic goals.

Goal Area 1: Academics/Programs

Goal Statement: Howell Public Schools will align and implement an innovative standards-based PreK-12 curriculum.

First Year Objectives:

- Develop five-year curriculum review cycle
- Establish and train district and building teams in the effective use of a curriculum technology tool
- Replace current data warehouse and train end users
- Phase 1 technology bond implementation
- Review elementary specials structure
- Identify and recommend school reform priorities

Goal Statements and Objectives

Goal Area 2: Learning Environment/Culture

Goal Statement: Howell Public Schools will develop a cohesive district identity and culture to support students.

First Year Objectives:

- Develop district-level culture
- Promote consistent, positive viewpoints regarding student learning
- Provide equitable levels of emotional/academic support for students

Goal Statements and Objectives

Goal Area 3: Personnel/Leadership

Goal Statement: Howell Public Schools will provide systemic support services to accomplish the goals set forth in the Strategic Plan.

First Year Objectives:

- Identify personnel gaps
- Align professional learning goals
- Develop formal induction/mentoring programs
- Utilize an effective evaluation system for all staff
- Develop a board of education induction and development plan

Goal Statement and Objectives

Goal Area 4: Communication/Community Engagement

Goal Statement: Howell Public Schools will expand pathways to increase partnerships with the community at all levels.

First Year Objectives:

- Develop meaningful business partnerships at all buildings
- More students choosing/staying in HPS
- Provide consistent and regular parent/community communication at both the building and district levels
- Develop foundation for an early/middle college at HHS

Goal Statement and Objectives

Goal Area 5: Operations

Goal Statement: Howell Public Schools will properly maintain and efficiently utilize facilities.

First Year Objectives:

- Right size district
- Improve custodial services
- Prioritize facility needs

Steps to Success

Strategic Plan Implementation

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

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

1. Finalize Goals/Objectives/Action Plans
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop Reporting/Board Monitoring Calendar
3. Develop Communication Plan
 - Community
 - Staff
4. Schedule Mid-Year Progress Report
5. Schedule Annual Plan Update

Input Summary: Attachment 1

Strengths

Academics/Programs

Student Achievement
Variety of Quality Programs
Arts and Athletics
Extra-Curriculars

Culture/Learning Environment

Sense of Community
Students First
Student Success
Administrative Team
Commitment to Improvement

Personnel

Caring Staff
Dedicated Staff
Focused on Relationships

Communications/Community

Sense of History
District Pride

Operations

Quality Facilities
Safe Environment
Fiscal Stability

Input Summary: Attachment 1

Opportunities for Improvement

Academics/Programs

Curriculum Alignment
Curriculum Content
Academic and Behavioral Support
Special Education
Technology Integration

Personnel

Need More Support Staff
Contracts
Too Lean of an Organization
Lack of Substitutes
Educator Evaluations
Professional Development

Operations

Quality Facilities
Safe Environment
Fiscal Stability

Culture/Learning Environment

Student Discipline
Trust, Cooperation and Respect
Negativity
Board Leadership
Lack of Vision
Rushed Decisions and Roll-Outs

Communications/Community

Communications
Negative District Perception

Input Summary: Attachment 1

Barriers

Academics/Programs

No Community College in District
Seven Period Day
Lack of Resources

Culture/Learning Environment

Attitude
Resistance to Change
Lack of Cooperation
Fear
Safety in Schools (Bullying)

Personnel

Staff Wears Too Many Hats
Lack of Time
Lack of Curriculum Support

Communications/Community

Lack of Communication
Lack of Parent Involvement
Negative Community Sentiment
Lack of Parental Support for Rightsizing

Operations

Funding
Lansing
Facilities
Building Configurations

Leadership

Board Stability
Fear of Lawsuits
Strong, Consistent Leadership
Lack of Vision

Input Summary: Attachment 1

Vision

Academics/Programs

All Students Successful
High Student Achievement
All Students College and Career Ready
Wide Range of Programming
Clear Curriculum Roadmaps

Personnel

Collaborative Bargaining Teams
Low Staff Turnover
Fair Evaluation System
Appropriate Support Staff
Curriculum Department

Operations

Enrollment Growth
Healthy Fund Balance
State of the Art Facilities
Right-Sized District

Culture/Learning Environment

Smaller Class Sizes
Cohesive, Collaborative, Trusting High-Functioning
District

Communications/Community

Destination District
Excellent Reputation
Strong School/Community Connections

Leadership

Clear Vision
Measureable Outcomes
Positive Board/Superintendent Relationship

Input Summary: Attachment 1

Top 3 Priorities

Academics/Programs

High Student Achievement/Success
Defined and Aligned Curriculum
Academic and Behavioral Support for
At-Risk Students

Personnel

Quality Professional Development
Valuable Evaluation System
Improved Staffing

Operations

Financial Stability
Right-Sized District
Quality Facilities

Culture/Learning Environment

Positive Relationships
Trust and Collaboration
Student Discipline

Communications/Community

Improved Communication
Positive District Reputation
Strong Schools/Community Connection

Leadership

Clear Mission, Vision and Plan
Stable, Quality Leadership

Data Summary: Attachment 2

Data-Driven Strategic Planning: Howell Public Schools

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

In general, the data revealed that when compared to state averages and the reference districts selected for this report, Howell Public Schools emerges as a district maintaining reasonable academic performance while facing fiscal challenges.

Demographics

- Enrollment at Howell Public Schools has decreased over the past five years moving from 8,246 students in 2011 to 7,505 students in 2015; a net loss of 741 students. (B-1, B-2)
- Howell Public Schools has 1571 students who choose to attend either other districts or charter schools. Brighton (421), Hartland (328) and Charyl Stockwell Academy (304) enroll the greatest number of resident Howell students. There are 356 Schools of Choice students enrolled in Howell Public Schools. Fowlerville (152), Hartland (53) and Brighton (38) have the greatest number of students enrolled in Howell Public Schools. (B-3, B-4, B-5, B-6)
- The loss of students to Schools of Choice has steadily increased each of the last five years. (B-7)
- The percentage of the Howell students eligible for lunch assistance in 2015 ranked third among the reference districts and also below statewide average. Free and reduced student lunch eligibility increased in 2014 and 2015 and resulted in 32.2% of 2015 Howell students qualifying for lunch assistance. (B-8, B-9)
- The district's 2014 cohort graduation rate of 90.41% was above the statewide average by 11.83% points. However, it ranked fifth among the reference districts selected. (B-10)
- While the state's average graduation rate has increased by 2.63% over the past five years, Howell's average graduation rate has increased by 5.98%. (B-11)

Data Summary: Attachment 2

Demographics Continued

- For the class of 2009, Howell's enrollment in college rate was 65.84%. However, after a five year period only 30.27% earned a qualifying certificate or degree. (B-12, B-13)
- Approximately 37.2% of residents attended some college or earned an Associate's Degree. In addition, 28% of Howell citizens have an Bachelor's degree or higher. (B-14)
- Although the percentage of pre-school aged children attending private pre-school ranked second among the reference districts at 62%, it is nearly double the state average. The percentage of district-resident children enrolled in Howell Public Schools K-12 ranked second among the referenced districts, and exceeded the state average by 2.5% points. (B-16)
- The district's 2013 average household income is the third lowest of the reference districts, and is above state average. (B-17)
- The demographics of the district's student population has seen little change in the past 5 years. The 2015 demographic data is as follows: 93.2% White, 2.7% Hispanic, 1.3% Multiracial, 1.2% Asian, .8% American Indian, .5% African American and .2% Native Hawaiian. (B-19)

Data Summary: Attachment 2

Academic Performance

- Howell students exceeded state averages in reading at all assessed grade levels on the 2013 MEAP/2014 MME. In addition, reading scores have been above the state averages for the past five years. (C-1,C-3, C-4, C-6, C-8, C-10, C-12, C-14, C-16, C-18, C-20, C-22, C-24, C-28, C-32, C-34)
- With the exception of 11th grade writing, Howell students exceeded state averages on the 2013 MEAP/2014 MME in writing, science and social studies. Howell students exceeded state averages in writing at the elementary and middle school levels for the past five years. (C-7, C-8, C-11, C-12, C-15, C-16, C-19, C-20, C-23, C-24, C-25,C-26,C-29, C-30, C-31, C-32)
- Howell students exceeded state averages in math at all assessed grade levels on the 2013 MEAP/2014 MME. (C-1, C-2, C-4, C-5, C- 8, C-9, C-12, C-13, C-16, C-17,C-20, C-21, C-24, C-27, C-32)
- With the exception of 5th grade math MEAP results, Northville had the highest scores of the comparison districts in all categories. Howell's results as compared to the referenced districts, with the exception of 3 test scores, ranked in the bottom half.
- At 20.2, Howell's ACT Composite scores exceeded the state average of 19.8, but ranked sixth among its reference districts. With the exception of 2014 English scores, Howell students outperformed the state average in all ACT subjects for the past five years. (C-33, C-34, C-35)
- With the exception of 2014, Advanced Placement enrollment numbers increased in Howell over the past five years. As compared to 2011, 2012, 2013, the Advanced Placement percentage passage rate of Howell students decreased in 2014 and 2015. (C-36)
- Dual enrollment participation saw a significant increase in 2013, only to drop in 2014 and hold steady in 2015. (C-37)

Data Summary: Attachment 2

Finance

- Even though Howell has increased its instructional spending four of the last five years at \$5603 per student, it ranks fifth among the reference districts and is also below the state average of \$5835. (D-1, D-2)
- Only two of the seven reference districts spend less on instructional support than Howell. The district's spending is also well below the state average by \$390 per student. (D-3, D-4)
- Although increased over the last couple years, business and administration spending is below the state average and also ranks fourth among the reference districts. (D-5, D-6)
- General fund expenditures at \$8433 per student rank sixth among the reference districts, and below the state average of \$9568. (D-7, D-8)
- Howell Public Schools' Fund Balance has decreased steadily since 2011. (D-9, D-10)
- The potential revenue per millage of property tax levied in the Howell Public Schools District in 2014 was the third highest of the reference districts for both homestead and non-homestead properties. Whereas the district's homestead tax surpassed the state average, the non-homestead did not. (D-11)
- In both 2012 and 2013 general fund expenditures exceeded revenues. (D-12, D-13)
- Howell's 2015 Foundation Allowance of \$7126 is equal to three of its reference districts, and below the other three. Although the district has received small increases the last three years, it is still not back up to the 2011 funding level of \$7316. (D-14, D-15)
- Howell's cumulative student loss of 917 students since 2009 has resulted in a loss of revenue in the amount of \$6,469,382. (D-16)

Data Summary: Attachment 2

Personnel

- Only two of the comparative districts have a lower student-teacher ratio than Howell. The district's student-teacher ratio is slightly above the state average and has remained similar for the past five years. (E-1, E-2)
- At \$63,626 Howell's 2014 average teacher salary decreased as compared to salaries in 2010 and 2012. The average teacher salary ranks last among the reference districts, but still slightly above the 2013 state average salary by \$1,686 (E-3, E-4)
- 83% of Howell teachers have a Master's degree or higher. (E-5)
- Over half of Howell's teachers have been with the district longer than twelve years. (E-6)

Lastly, district personnel cooperated with our requests for data and analysis. We appreciate the time and effort expended by the Board of Education and staff of Howell Public Schools in the preparation of this report.

Submitted: December 2016

Environmental Scanning: Attachment 3

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

Emerging

- Year-round school *
- Go where you learn*
- Personal Curriculum*
- Specific skills training/funding*
- Early childhood education for all*
- Early childhood requirements*
- Authentic instructional environments
- Digital resources
- Curriculum development
- Middle college
- Community growth/Demographic changes
- Project based learning
- Educational partnerships
- Collaborative classroom (physical layout)
- Classroom of the future
- Less testing time?

Horizon

- Project based learning
- New laws and regulations
- Flipped classrooms*
- Customized instruction
- STEAM
- Technology in classroom
- Standards based grading
- Project-based learning
- State assessments
- Middle college
- Integrated technology*
- Technology based instruction
- Positive behavior supports
- Dual enrollment
- Technology emersion
- Early/middle college

* – Item identified as a positive development

Environmental Scanning: Attachment 3

Established

- Testing
- Instructional best practices
- Graduation requirements
- Dual enrollment (college credit)
- Inclusion (classrooms)
- Student leadership
- Standardized testing
- Dual-Enrollment
- Early childhood
- Standard routine
- CTE
- Online assessments
- Total quality improvement
- Choice in options
- Data driven decision-making
- Variety of curriculum and CTE based programs
- Student driven education
- Tech used in education

Disappearing

- Cursive*
- One size fits all
- Teacher-centered classroom
- Opportunities outside classroom
- No child left behind
- One size fits all classroom
- Traditional methods (straight from text)
- Trade classes disappearing
- Low birth rate, less students
- Support for social development
- Outdated resources

Comparable Data Considerations: Attachment 4

Demographics Tab

- HPS lost over 1000 students to Brighton, Hartland and CSA.
- HPS has the third highest free and reduced lunch count of the referenced districts and the number of qualifying students is increasing.
- The HPS graduation rate average is increasing at double the state's rate when comparing results from the last five years.
- Howell adults have a lower rate of higher education attainment than those in the comparative districts.
- 65% of 2009 Howell graduates attended college and five years later 30% of the graduates earned either a Bachelor's or Associate's degree.
- As compared to the referenced districts, HPS has the second lowest percentage of children enrolled in public preschool and the second highest percentage of children enrolled in private preschool.
- The HPS mean household income is \$20,000 less than both Brighton and Hartland.

Academic Performance Tab

Elementary School

- HPS 2013 MEAP Test scores in grades 3–5 are well above state averages in all content areas.
- HPS has the second highest fifth grade math 2013 MEAP Test scores as compared to the referenced districts.
- HPS has the lowest fourth grade writing 2013 MEAP Test scores as compared to the referenced districts.

Middle School

- HPS 2013 MEAP Test scores in grades 6–8 are well above state averages in all content areas.
- From 2012–2013 middle school students improved in all tested subjects in all grades.
- HPS is closing the achievement gap more efficiently than the referenced districts except for 6th grade social studies and eighth grade science.
- HPS has an opportunity for growth in middle school math and science.
- Grade six to nine social studies scores show minimal growth.

Comparable Data Considerations: Attachment 4

High School

- The HPS graduation rate ranks fifth in the list of the six referenced districts.
- All 2013 MME content area scores are above state averages, with the exception of writing.
- Social studies scores are consistently below the comparative districts until 11th grade.
- Math test scores are at or above the comparative districts until 11th grade.
- HPS increased AP enrollment but there has been a reduction in passage rates.
- With the exception of social studies, the HPS MME content area scores are below the reference districts.

Academics–Overall

- HPS scored above state averages on the 2013 MEAP Test.
- As compared to the reference districts, HPS 2013 MEAP Test scores ranked in the bottom 1/3.
- HPS needs to dig deeper into data to see opportunities with subgroups, resources, technology, etc.
- HPS needs to find out what comparable districts are doing to be successful.
- HPS needs to continually look at the success of HPS grades in regards to graduation rates, college attendance and earned college degrees.

Finance and Personnel Tab

- HPS spends 42% less on instructional support vs. the state average.
- HPS spends 30% less on business/administration vs. the state average.
- A cumulative loss of 917 HPS students since 2009 equals a revenue loss of \$6.47 million dollars.
- General fund dollars per student is 11% less than the state average.
- 56% of HPS staff has 13 years or more of teaching experience.
- 83% of HPS staff earned a Master's Degree or higher.
- HPS salaries are comparable to the referenced districts and above state averages.
- The 24:1 student/teacher ratio is deceiving.

Goal Statements Suggested Objectives: Attachment 5

Academics and Programs

Goal Statement 1: Howell Public Schools will align and implement an innovative standards-based PreK–12 curriculum.

- Curriculum alignment K–12 (22)
- Elementary foreign language (17)
- “School within a school” 6–12
- Implement and support standards based systems work (7)
- Project-based, “magnet” cohorts K–5 (7)
- Early childhood education and KDG screening (7)
- Grow and support public pre-school program (6)
- Increase authentic learning opportunities (building trades, etc.)
- Career center staff and resources (3)
- Program evaluation–MTSS (3)
- Fidelity of implementation of district initiatives (3)
- Gifted and talented (4)
- In-house online school (3)
- Expand shared service opportunities (home school, etc. (3)
- Curriculum alignment (3)
- Look at allocation of building resources based on data (F/R/L %, Sped numbers, student enrollment) so all have equal support

Goal Statements Suggested Objectives: Attachment 5

Learning Environment and Culture

Goal Statement 2: Howell Public Schools will develop a cohesive school identity and culture to support students

- Howell pride (27)
- Social/emotional support programs (17)
- Expectation for students to continue after high school (7)
- CKH for all plus support (7)
- Smaller class sizes (6)
- Increased positive school culture and respect for all (4)
- Equitable learning environments (3)
- Flexible collaboration time (3)
- Faculty mentoring at university level (1)
- Empower staff (1)
- Increase of social and emotional supports

Goal Statements Suggested Objectives: Attachment 5

Personnel and Leadership

Goal Statement 3: Howell Public Schools will provide systemic support services to accomplish the goals set forth in the Strategic Plan.

- Curriculum C.O. support (23)
- Structured induction/mentoring program (16)
- Planned professional development with timelines (12)
- Leadership continues to drive us forward as a district (4)
- Defined roles (3)
- Establish system to replace HQ teaching specialist. Leadership specialist (2)
- Additional support. See comparable districts (1)
- Increased student support
- Reinstate lost positions
- Additional time for collaborative planning

Goal Statements Suggested Objectives: Attachment 5

Communications and Engagement

Goal Statement 4: Howell Public Schools will expand pathways to increase partnerships with the community at all levels.

- Increased partnerships (18)
- Enhance pathways to post-secondary. Expand job placement training/shadowing (10)
- Systemic parent outreach academy (8)
- Effort to share positive image embraced by all (5)
- Importance of communication dept. *Positive (4)
- Increase school of choice students (2)
- Transparent posting of relevant district data (2)
- More video communication (2)
- Increase business partnerships (2)
- Find the communication balance
- Strategy to address why students are leaving and what can be done about it?
- Focus on increase of parent involvement
- Build community and business partnerships
- District/community awareness of available programs, resources, initiatives

Goal Statement Suggested Objectives: Attachment 5

Operations

Goal Statement 5: Howell Public Schools will properly maintain and efficiently utilize facilities.

- Right size the district (2)
- Improve building custodial services (15)
- Add a S.R.O. (11)
- Develop cutting edge facilities (9)
- Maximum/efficient use of facilities which will help retain students (2)
- Equitable facilities
- Maximize building capacity