



Whiteford Agricultural School District 2022-2027 Strategic Plan Summary Document

*Whiteford Agricultural School District mission..
To engage in purposeful learning and empower
all for a meaningful role in our dynamic world.*





Letter from Board President and Superintendent

Whiteford Schools 2022-2027 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Whiteford Schools.

This document contains the 2022-2027 Whiteford 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 Whiteford Schools.

6 community, parent/guardian and staff forums and an electronic survey resulted in **404** people providing input for the planning process. A Strategic Planning Team of 32 community members, parents/guardians, staff and students participated in three retreat planning sessions..

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

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

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

Our Strategic Planning Team, comprised of a very broad and diverse group of 32 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Christine Bischoff, President of the Board

Scott Huard, Superintendent





Introduction

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

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

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

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

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

As part of the planning process, the vision, mission statement, and belief statements were developed. Based on qualitative and quantitative data and a new vision, mission 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 404 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years, 2016-2021, as applicable, 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 Whiteford Schools were Summerfield Schools, Sand Creek Community Schools, Bridgman Public Schools, Saugatuck Public Schools, and Pewamo-Westphalia Community Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 32 parents/ guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals. 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 5).

Collaborating with the Whiteford 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.

—Scott Morrell, MASB Facilitator





Strategic Planning Team Members

Monica Adams

Marcy Anderson

Chris Andrews

Janie Bunge

Jeff Bunge

Charlie Butz

Michelle Delmontte

Shelly DeVantier

Dave Dixon

Jeremy Fielder

Amy Fyn

Linda Groch

Holly Hall

Mariann Hillard

Scott Huard

Blair Lake

Gayle Lake

Vince LaRocca

Maria Mohler

Deb Motyka-Iott

Mindy Ovall

Melissa Roth

Buffy Ruddy

Cortney Schaefer

Grant Schaefer

Michelle Strick

Marisa Tebbe-Cousino

LeeAnn Thomas

Sara Vida

Jaclyn Warren

Angel Webb





Retreat Workshop

A retreat workshop was held on March 31, April 12 and April 21. The workshops covered included:

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

Whiteford Agricultural Schools 2022-2027 Strategic Plan Vision Statement:

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

Whiteford Agricultural School District...

will develop value-driven leaders and critical thinkers who will positively impact their community.





Mission Statement:

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

Mission Statement: Whiteford Agricultural School District's mission... to engage in purposeful learning and empower all for a meaningful role in our dynamic world

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

We Believe:

- Everyone has the ability to be successful**
- In meeting the social, emotional, and academic needs in an environment that is physically and emotionally safe**
- A highly qualified and dedicated staff**
- Community support is valuable in promoting student success**





2018-2023 Strategic Goals

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

The Strategic Planning Team, at the April 21st retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2022-2027 Goals

- Academics/Programs
- Personnel/Leadership
- Learning Environment/Culture
- Facilities





Explanations of submitted information on the following pages.

Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the team. This was done in collaboration with Monroe County ISD consultants and MASB. The outcomes are generated for submittal to the MiCIP process.

Goal Statements were created by the retreat team members. The targets were generated by the team led by MASB.

If/Then statements are from MiCIP and clarify the outcomes/results desired or expected. The statements following each goal statement reads “If (state goal statement) then...”

Key Performance Indicators (KPI) were developed to identify outcomes that can be measured. The KPI's are to be used for evaluation and monitoring of the Strategic Plan & MiCIP.





Goal Area 1: Academics & Programs

Strategic Goal Statement: Develop and maintain a rigorous and relevant curriculum among all disciplines that is vertically aligned K-12.

If/Then:

All students will have equal opportunities to choose the path that best fits for their abilities.

All staff will understand the expectations of delivering a robust curriculum and current learning experiences that is consistent, thorough, and engaging.

Key Performance Indicators (KPI):

- + Pathways
- + Mapped pathways
- + Guidance
- + In student interests with career focus
- + Fully documented curriculum
- + Student achievement
- + Student growth
- + Staff engagement & retention
- + Student engagement
- + Staff evaluation scores
- + Job satisfaction, attendance and retention
- Tier 2 & Tier 3 interventions





Goal Area 2: Learning Environment & Culture

Strategic Goal Statement: Develop a core set of values that support social-emotional health for all Bobcats.

If/Then:

Safety, well-being, enthusiasm, and love of learning will improve for all students and staff.

Key Performance Indicators (KPI):

- Discipline referrals
- + Student engagement
- + Attendance
- + Student voice/discourse
- + Extracurricular engagement
- + Student reporting belonging
- In failing grades
- In the number of interventions/referrals
- Tier 2 & Tier 3, MTSS
- + Graduation rate
- +/- In School of Choice
- + Teacher retention
- + Professional learning participation





Goal Area 3: Personnel & Leadership

Strategic Goal Statement: Develop and implement a plan to attract and retain highly-qualified, motivated staff.

If/Then:

We can maximize professional learning and build upon prior knowledge to develop a layered approach that will maximize instructional practices to best the needs of all students.

Key Performance Indicators (KPI):

- + Large qualified applicant pools
- + Student achievement
- + Expenses
- Tier 2, Tier 3
- + Professional learning
- Vacancies
- + Staff attendance
- Mental health days
- + Staff recruiting staff
- Cover days for administration/principals/support staff
- + Staff wellness program
- + Recommendations for employee of the month





Goal Area 4: Facilities

Strategic Goal Statement: Develop and implement a comprehensive plan for improving and maintaining the physical assets of the district.

If/Then:

Students & staff will have the necessary resources for optimal learning environment.

Key Performance Indicators (KPI):

- + Work Orders
- + Expenses (preventative)
- + SOC/Enrollment
- + Staff retention
- + Programs/opportunities
- + State/regional sports hosting
- Fund balance
- + School/district calendars
- In over-extended staff
- + Safety
- + Facility usage requests
- + CTE
- + Science
- + Flexibility in EC Schedules
- + Scheduling athletic for athletes
- + Communication with third party vendors
- + Ability to attract staff





Strategic Plan Implementation

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

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

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





STRENGTHS

Academics/Programs

- Academics
- Opportunities
- Extracurriculars
- Quality

Culture/Learning Environment

- Safe
- Caring
- Family
- Kind

Communication/Community Engagement

- Small Town - Community
- Communication
- Community Support

Personnel/Leadership

- Staff
- Teachers
- Students

Operations

- Facilities
- New Construction





STRENGTHS





OPPORTUNITIES FOR IMPROVEMENT

Academics/Programs

- Vocational Education
- Ag Focus
- Opportunities

Culture/Learning Environment

- Bullying
- Cleanliness/Bathrooms
- Safety
- Social/Emotional Support

Communication/Community Engagement

- Better Communication
- Listening
- School of Choice

Personnel/Leadership

- Fairness
- Student Focus
- Staff

Operations

- Cleanliness
- Facilities
- Bathrooms





OPPORTUNITIES FOR IMPROVEMENT





BARRIERS

Academics/Programs

- Course Offerings
- Access to Courses
- Opportunities

Culture/Learning Environment

- Resistant to Change
- Apathy
- Class Sizes
- Stuck in Old Thinking

Communication/Community Engagement

- Two Way Communication
- Community Push Back
- Mixed Priorities

Personnel/Leadership

- Staffing Needs
- Two
- Three

Operations

- Resources
- Facility Requirements
- Red Tape





BARRIERS





VISION

Academics/Programs

- Academic Excellence
- Life Skills
- Vocational Education
- College or Career Ready

Culture/Learning Environment

- Focus on ALL Students
- Individualized
- Empowering
- Successful

Communication/Community Engagement

- Traditional Values
- Supportive
- Open Communication
- Transparency

Personnel/Leadership

- Inspiring Leaders
- Quality Staff
- Committed

Operations

- Facilities
- Technology Advanced
- Safe & Clean





VISION

Life Skills
 Vocational Traditional Values
 Empowering Facilities Compassionate
 Individual Inclusive
 All Students Prepared
 High Expecations Successful
 Technology Driven Leaders Hands On Rigorous Caring Great Schools
 Quality Staff Challenging Academic Excellence
 Safe & Clean Inspiring Class Size
 Engaged Learners Opportunities
 Celebrates Growth
 College~Career Community
 Supportive





Data Driven Strategic Planning: Whiteford Agricultural Schools

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

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

Demographics

- Approximately 32.4% of residents attended some college or earned an Associate's Degree. In addition, 24% of Whiteford citizens have a Bachelor's degree or higher. (B-1, B-2)
- The percentage of district-resident children in Pre-K is 100%. The percentage of district-resident children enrolled in Whiteford Agricultural Schools K-12 ranked fifth among the referenced districts and below the state average by 2.8% points.* (B-3)
- The district's 2019 average household income is the fourth lowest of the reference districts and is above state average. (B-4)
- Enrollment at Whiteford Agricultural Schools has increased over the past five years moving from 726 students in 2017 to 776 students in 2020; a net gain of 50 students. (B-5, B-6)
- Whiteford Agricultural Schools has a net loss of 148 students who choose to attend either other districts or charter schools. Bedford, Blissfield, and Summerfield enroll the greatest number of resident Whiteford students. The Choice students enrolled in Whiteford Agricultural Schools, Bedford, Blissfield, and Ida have the greatest number of students enrolled in Whiteford Agricultural Schools. (B-8, B-9)
- The loss of students to Schools of Choice has steadily increased each of the last five years. (B-9)



**Demographics (Cont'd)**

- The percentage of the Whiteford students eligible for lunch assistance in 2021 ranked fourth among the reference districts and below statewide average. Free and reduced student lunch eligibility has increased steadily with 25. % of 2020 Whiteford students qualifying for lunch assistance. (B-9, B-10)
- The district's 2014 cohort graduation rate of 98% was above the statewide average by 15.9% points. However, it ranked second among the reference districts selected. (B-11, B-12)
- While the state's average graduation rate has increased by 2.45% over the past five years, Allegan's average graduation rate has increased by 3.80%. (B-12)
- For the class of 2015, Whiteford's enrollment in college rate was 84.13%. However, after a five year period only 20.6% earned a qualifying certificate or degree. (B-13)
- The demographics of the district's student population has seen little change in the past 5 years. The 2021 demographic data is as follows: 92.8% White, 4.0% Hispanic, 1.7% Multiracial, 1.2% African American, 8% American Indian, .4% Asian (B-14, B-15)
- Whiteford Agricultural Schools Student's attendance ranked best of the reference districts and has seen a significant improvement in the last year. (B-16, B-17)

Academic Performance

- Whiteford students exceeded state averages in reading at all assessed grade levels on the 2021 M-Step. In addition, reading scores have been above the state averages for the past five years. (C-2,C-3, C-5, C-7, C-9, C-11, C-13, C-14, C-16, C-18, C-20, C-22)
- Whiteford students exceeded state averages on the 2021 M-Step in writing, science and social studies, except 7 grade science and 8th grade social students. Whiteford students exceeded state averages in writing at the elementary and middle school levels for the past five years. (C-6, C-10, C-11, C-12, C-18, C-21, C-22, C-23, C-24, C-25)
- Whiteford students exceeded state averages in math at all assessed grade levels on the 2021 M-Step. (C-1, C-3, C-4, C-7, C- 8, C-11, C-12, C-14, C-15, C-18,C-19, C-22)



**Academic Performance (Cont'd)**

- Whiteford students scored in the middle of the reference districts on all tests..
- At 20.2, Whiteford's results were fourth compared to the reference districts but above the state average (C-25, C-26, C-27, C-28, C-29)
- Advanced Placement enrollment was not available. (C-30)
- Dual enrollment participation was not available. (C-31)

Finance and Personnel

- Even though Whiteford has increased its instructional spending the last five years, at \$6,480 per student it ranks fourth among the reference districts and is also above the state average of \$6,438. (D-5, D-6)
- Only one of the seven reference districts spend more on instructional support than Whiteford. The district's spending is also well below the state average by \$1,051 per student. (D-7, D-8)
- Although increased over the last couple years, business and administration spending is above the state average and also ranks second in spending among the reference districts. (D-9, D-10)
- General fund expenditures at \$9,924 per student rank fourth among the reference districts, and below the state average of \$10,548. (D-3, D-4)



**Finance and Personnel (Cont'd)**

- The potential revenue per millage of property tax levied in the Whiteford Agricultural Schools in 20 was the fourth 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-16)
- In only 2019 did general fund expenditures exceeded revenues. (D-13, D-14)
- Whiteford's 2015 Foundation Allowance of \$8,111 is equal to three of its reference districts, and below the other one. Although the district has received small increases, the district has only seen a \$600 increase. (D-1, D-2)
- Whiteford's cumulative student loss of 685 students since 2017 has resulted in a loss of revenue in the amount of \$5,430,755. (D-5)
- Only one of the comparative districts have a lower student-teacher ratio than Whiteford. The district's student-teacher ratio is below the state average and has reduced over the five years. (E-3, E-4)
- At \$48,778, Whiteford's 2020 average teacher and has been study. The average teacher salary ranks last among the reference districts and is well below the 2020 state average. (E-5, E-6)
- Whiteford currently has 109 staff, an increase over 2017. (E-1, E-2)

Submitted: Scott Morrell 2/21/2021





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

EMERGING

CTE, Direct College, AP Classes

MiCIP

Business/CTE partnerships

Social-Emotional Learning

Public health

Virtual Reality (AI)

MTSS

Inclusion (Accountability, Inclusion)

Digital Citizenship

Multiple Pathways

Trauma Informed Practice

Cooperative teaching, virtual, AP, Direct College

ON THE HORIZON

New building

Non-traditional ways to earn traditional credits (Algebra)

Virtual opportunities

Interventions, enrichments, extensions

Promoting trades

Life Skills





ESTABLISHED

Co-Teaching - Full inclusion
Technology in classroom
1:1 devices/smart boards/viewbooks
Out of school experiences (using local resources)
Data driven instruction
WIN

Schoology (utilizing tech for instruction)
Meeting kids where they are at (WIN)
Co-taught classes
Professional Learning Communities
Differentiated instruction

DISAPPEARING

Life Skills
Textbooks
Values
Standard testing (hopefully)
WIN





Academic Performance

Elementary

Math & ELA consistently above state average

Math is comparable or above other schools

ELA is comparable with other schools

Science & Social Studies above state average, but low compared to Math & ELA

No Science data since 2017

Middle School

Math & ELA consistently

Social studies & science? ☹️

State average is low

High School

11th grade data (math/college readiness) is trending UP!

What curriculum is Bridgman using?

Science low across the board

Curriculum changes??





Enrollment and Demographics

Enrollment

Increased school of choice (SOC)

What is the net affect of SOC on staff?

98% graduation rate

Demographics

Range of community education = range of post high school community contribution

Finance

Foundation \$\$ slight increase over 5 years +\$500

Allowance and General Fund expenditures are not trending together

Bridgman is an Outlier

Hypotheses Increase? Instructional coaches, Covid, Ed Options

Increase to Business/Administration over 5 years. Fulltime business manager, director, dean, new leadership

Healthy fund balance

Revenues exceed expenditures 4 of 5 years

General Fund expenditures in-line with peers





Finance (continued)

Instructional \$\$ are above state average

Instructional \$\$ per student increase in 2020 by \$600

Higher than state average and considerably higher than peers. Funny Numbers?

Personnel

What are the turnover rates @ Whiteford compared to other districts?

What is the breakdown of staffing? Classroom teachers, administration, student support

Need comparison of student enrollment with staffing #'s

23 new staff members from 20-21

What are the sources of funding to cover teacher salaries (@Whiteford, @ other districts)

Class size would be more helpful that student teacher ratio (compared to other districts)

Staff survey on why Whiteford? Why they chose it? Why they stay?

Look at full costs of teachers-salaries & benefits

Whiteford salaries so much lower. Why? Staff Seniority?

What about the other 67% of administrators (effectiveness rating)

Why not include years of teaching, not just years at Whiteford?

Good reflection of staff.

Effectiveness trends compare to other districts





Student Achievement

Post Covid focus on Assessment. (state, local) Rigorous/aligned assessments ¹

Vertical curriculum alignment (4) ¹

More focus on science/social studies *low scores (8) ¹

Curriculum ¹

Project based learning or competency based learning (5) ¹

Better virtual program (3)

More environmentally considerate programming (2)

Funding for extra-curricular activities

Participation in sports/activity without mandatory camp attendance in the summer (\$ and time away) (8)

Life skills (not just sewing) ²

Life skills, more public speaking, neat handwriting, cursive (9) ²

¹ combined

² combined





Learning Environment/Culture

Community values

Student recognition-all activities (4)

Do away with conscious discipline ³

Real discipline (consequences) enforced. To assist in being able to teach/learn in the classrooms for the teacher & other students (10) ³

Anti bullying programs (2) ³

Social-Emotional health consideration (6) ³

Visual academic representation of equity and diversity (1) ³

Facilities

Maintain facilities (both old and new) to high standards (9) ⁴

Continue updating facilities ⁴





Personnel/Leadership

Staff salaries (retention) ⁵

Competitive pay for staff ⁵

Turnover rates ⁵

Teacher salaries ⁵

Staff compensation ⁵

Staff retention (14) ⁵

Need more qualified classroom staff ⁶

Social-emotional mental health character dev. (staffing) ⁶

Allocate staff more appropriately *keep job responsibilities job specific :) (6) ⁶





Other

Small class size (8)

Increase school of choice

Decrease school of choice (2)

No phones in the classrooms ever! Uniform for everyone (1)

Mores special ed support (3)

