

DISTRICT STRATEGIC PLAN



2019

Clarenceville School District

The District Strategic Plan is a commitment to enact the Mission and Vision of the Clarenceville School District. The plan was created in collaboration with stakeholders that have a vested interest in the success of our students.

District Strategic Plan

CLARENCEVILLE SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN GOAL SETTING TEAM

School Board

Cindy Immonen
Dennis Myers
Michael Liss

Administration

Paul Shepich
Renee Valentine
Dave Bergeron
Neil Thomas
Troy Nelson
Alan Kantor
Christine Teff
Melissa Carruth

Teachers

Bryan DeCaire
Chelsea Dixon
Jackie Gillespie
Lori Skrelja
Mark Klinger
Nicola Gilson
Shannon Thomas
Stefan Terpack

Parents

Betsy Prested
Donna Pelon
Gina Londo

Melissa Patterson
Michael Roberts

Community Members

Eric Ladwig
Jason Verlinde
Mickey Mortimer
Shelly McMahon

Students

Evan Keoshian
Mikayla Martin
Tatum Sheppard

DISTRICT STRATEGIC ACTION PLANNING TEAMS

Instruction & Curriculum for All	Well-Being for All	Engagement for All	Professional Learning for All
Alan Kantor	Troy Nelson	Tracey Stevenson	Dan Miller
Melissa Carruth	Bryan DeCaire	Bryan DeCaire	Melissa Carruth
Shannon Thomas	Stefan Terpack	Veronica MacIver	Spencer Cotter
Lana Schultz	Lori Skrelja	Tina Saferian	Jennifer Ballou
Melissa Handschumacher	Venessa Zverotic	Christine Rhines	Lisa Piontek
Jackie Gillespie	Joey Webb	Michael Roberts	Mike Korczyk
Heather Hilton	Tim Carmody	Jennifer Kacin	Nicola Gilson
Kristen Alsheskie	Lindsay Keenist	Anthony Salciccioli	
Jodi Demorest	Trevor Johnson	Jennifer Wandzel	
Chelsea Dixon	Megan Kutz	Karen Morrison	
Mark Klinger	Trish Hughes		
Vincent Marsico	Neil Thomas		
Roxi Stanek			

Clarenceville Mission, Vision, and Belief Statements

Mission Statement

The mission of the Clarenceville School District is to create a learning culture where all means all.

Vision Statement

The vision of the Clarenceville School District is to become a learning culture where all students will be empowered to face the challenges of the 21st century.

Belief Statements

1. All people have value, worth, and dignity.
2. Everyone can learn.
3. All individuals are unique.
4. Learning is a life-long process.
5. Everyone can experience success.
6. Change is inevitable.
7. Cooperation leads to greater learning and productivity.
8. Continuous improvement comes from trying new ideas.

Principles of Effective Instruction

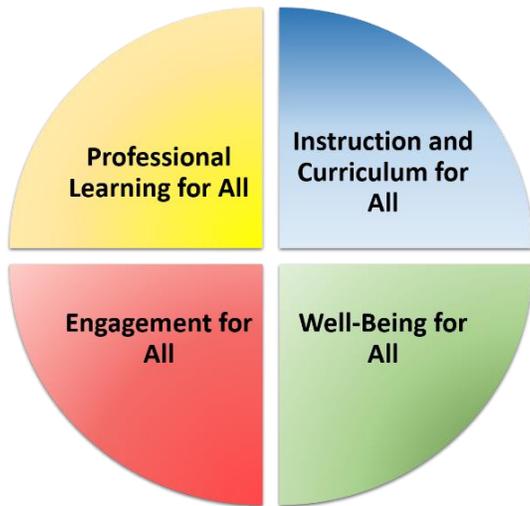
Building Learning Communities: We believe effective instruction is grounded in caring, respectful relationships with all learners.

Learner-Centered: We believe effective instruction empowers learners to take ownership of their learning.

Deep Understanding: We believe effective instruction involves demonstrating a deep understanding of what to teach and how to teach it.

Assessment: We believe effective instruction relies on decision-making based on what learners understand and can do.

Feedback: We believe effective instruction relies on a reflective, growth-focused dialogue between educator and learner.



Dear Clarenceville Community,

Over the course of the last eight months, stakeholders from the Clarenceville community came together to better understand our current reality and to envision what school could be in this era of equity and innovation. We know that the future for our students is ever changing and therefore, we must reimagine our schools. We must do all that we can to prepare our students for a rapidly changing 21st century. This strategic plan will inform our decisions for the next several years. It will serve as our road map to transform our schools in a way that will allow our district to flourish into the future.

The vision of this plan is to transform our district into a learning culture where all students will be engaged in their own learning, empowering them to face the challenges they will be confronted with in the 21st century. The overarching goal of this plan is to empower students and teachers to be positively impacted through their learning, leading to a transition of our young learners into productive adult citizens we can be proud of as a community.

Our plan focuses in on four essential goal areas: **Instruction and Curriculum for All; Well-Being for All; Engagement for All;** and **Professional Learning for All**. Our direction for the future success for our students will require a commitment of focused, intensive learning for our teachers in instruction, well-being and engagement in order to improve our students' growth and achievement.

I believe strongly that this strategic plan will align our mission, vision, and beliefs to guide us in our work to create a learning culture where **All Means All**. Additionally, I believe that through this plan, the entire community will collaborate to create a nurturing environment that will allow our students to reach their goals and be better prepared for their future.

Paul K. Shepich
Superintendent of Schools



Instruction and Curriculum for All

Commit to effective and equitable instruction and curriculum for all learners.

Identify and implement innovative and effective instructional practices to maximize student engagement.

- We will transition all curriculum to be future-focused.
- We will ensure resources are available that allow students to engage in authentic, innovative learning.
- We will create a climate where students will take learning risks and be willing to collaborate and share their thinking because their thinking is valued.

Promote equitable learning through the Principles of Effective Instruction.

- We will ensure that all district teachers understand how to use the Principles of Effective Instruction, by unpacking each practice and providing explicit examples for each.

Develop students' skills for future success.

- We will ensure 100% of classes will provide students with authentic, innovative learning opportunities that incorporate creativity, critical thinking, citizenship, character, communication, and/or collaboration (6 C's).



Promote and support the well-being of students, staff, and families.

Create a culture of mutual respect of differences.

- We will ensure staff and students are culturally aware and responsive.

Enhance existing prevention and intervention services to be responsive to student needs.

- We will design behavior intervention services to address student needs when prevention efforts have not been successful.
- We will empower families to support their child’s well-being as well as the well-being of the family as a whole.

Identify and adopt models for improving building and classroom culture and climate.

- We will ensure that all classrooms have positive cultures with clear expectations of student and adult behavior through consistent implementation of Social Emotional Learning curriculum.
- We will ensure that the physical environment of all of our buildings is inviting, safe for all, and is conducive to learning.



Strengthen partnerships within our community for the benefit of our students.

Explore and identify approaches to increase meaningful connections among schools, families and community.

- We will work in partnership with parents, students, and community organizations to increase opportunities for service learning.
- We will increase family engagement during and after the school day.
- We will simplify and modernize communications and strive for consistency.

Expand community and business partnerships to broaden support for student learning.

- We will encourage students to pursue their interests by exposing them to diverse opportunities available after graduation that will create productive citizens of the future.



Prioritize professional learning for all staff.

Approach professional learning through systems and structures that eliminate barriers and expand opportunities for all learners.

- We will create a Professional Learning District Team to plan for District Professional Learning which will include early release for students with extended day for teachers.
- We will build capacity in teacher leadership around core instruction by providing focused professional learning through instructional coaches at all levels.
- We will provide focused district professional learning to build common language and common understanding for district initiatives.
- We will implement job-embedded teacher labs with focused Professional Learning Communities (PLCs) around core classroom instruction.

Glossary of Terms

Adopt: Implement practices and behaviors with an open mind so that all stakeholders realize the effectiveness of the processes.

Approaches: An intentional or measurable action, idea, or strategy which is direct, indirect, mentored, or managed that increases meaningful connections.

Climate: A feeling that one has within an environment

Commit: The agreement of ALL to dedicate themselves to a process and persevere in spite of the inevitable challenges.

Community Engagement: All stakeholders identify with and are invested in the process of student learning.

Culture: The way of life in which a group of people within an environment interact, share their values and treat others.

Cultures of Thinking (CoT): Places where a group's collective as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all group members.

Curriculum: The standards as set forth by The State of Michigan.

Effective: We recognize the impact a teacher has on students' ability to grow. Therefore, we commit to teaching and learning where desired results are achieved and evidenced by measurable growth.

Equity: Personal or social circumstances such as gender, ethnic origin, or family background, are not obstacles to achieving educational potential.

Equitable: We recognize that ALL learners have diverse needs. Therefore, we are committed to providing opportunities that identify, value, and respect individuals so that each learner can experience personal growth and success.

Innovation: We commit to a future-focused curriculum that empowers students to make an impact on the world around them and fully believe in themselves. Therefore, we will intentionally provide authentic, real-world learning experiences that fuel curiosity, creative thinking, and problem solving. Further, our administration commits to empower our teachers to take educational risks without penalty for failure if they are providing the opportunities described above.

Inquiry-Based Learning: A form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject.

Learning Labs (for Teachers): Learning Labs is a structure for supporting groups of educators to grow their craft in collaboration with one another inside of the school day. It is a structure for collective engagement in learning through teaching. In Learning Labs, teams of teachers engage in learning about and trying out an instructional practice/strategy in a classroom with students while colleagues observe, discuss and debrief their practice.

Meaningful Connections: Relationships that are purpose-driven, mutually beneficial and are sustained over an extended period of time.

Models: Replicable ways of acting; behaviors, processes, and/or protocols that impact positively.

Mutual Respect of Differences: All are valued in a way that demonstrates shared acceptance, honors and celebrates differences, and lifts one another up.

New Pedagogies for Deep Learning (NPDL): The 'new pedagogies' can be defined succinctly as a new model of learning partnerships between and among students and teachers, aiming towards deep learning goals and enabled by pervasive digital access. Deep learning is about understanding and using the six Cs in order to be able to flourish as a learner in a complex world. The six Cs are Creativity, Critical Thinking, Citizenship, Character, Communication and Collaboration.

Partnerships: Stakeholders working together for a common goal and mutual benefit.

Professional Learning Community (PLC): A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Promote: To actively encourage and support all (students, staff, and families) through opportunities and guidance.

Resources: Tools used to teach the curriculum or to help students learn the curriculum including but not limited to textbooks or other books, programs, technology, and people.

Responsive: Seek and identify wants and needs of all stakeholders in order to appropriately support paths to success.

Service Learning: A form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Student Engagement: We want ALL students to enjoy learning. Therefore, as stakeholders, we commit to providing relevant and rigorous experiences that spark their authentic motivation, curiosity, and passion.

Support: To assist students, parents, and staff through services and learnings as needed or asked for by the individual or others. The act of identifying and establishing a common goal among all stakeholders in the Clarenceville community to share multiple resources for a common good.

Well-Being: A mindset of contentment in mental health, emotional health, and physical safety so that individuals can thrive socially, emotionally, physically, mentally, and academically.

Acronyms

CoT: Cultures of Thinking

Eight Cultural Forces: Physical Environment, Routines and Structures, Opportunities, Expectations, Time, Language, Modeling, Interactions & Relationships

NPDL: New Pedagogies for Deep Learning

PBL: Project-Based Learning

Six C's: Creativity, Critical Thinking, Citizenship, Character, Communication and Collaboration

PL: Professional Learning

PLC: Professional Learning Community