



**Waterford School District  
2021-2026  
Strategic Plan Summary Document**



*“We Provide Exemplary Educational Experiences for Each Student to Thrive.”*

Submitted by:  
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MASB  
and  
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## Letter from Board President and Superintendent

*Waterford School District 2021-2026 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Waterford Schools.*

This document contains the 2021-2026 Waterford School District Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Waterford School District.

Eleven community, parent/guardian and staff forums and an electronic survey (with two windows) resulted in **1,949** people providing input for the planning process. A Strategic Planning Team of **30** community members, parents/guardians, staff and students participated in a day-long planning retreat on May 22, 2021.

Throughout the planning process the community expressed high expectations of Waterford School District becoming a world class school district and having all students graduate from high school ready for success in their chosen path. 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 district.

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

1. While much more work needs to be done; Waterford School District is headed in the right direction with positive momentum behind the identified instructional reforms.
2. The future growth and success of Waterford School District must be a top community priority that requires support from all stakeholders.
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.

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

**Scott Lindberg, 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 2019, the Waterford School District 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, 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, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress 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 (in-person and virtual). 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

Although the plan was put on hold early in the stakeholder input phase due to the COVID19 Pandemic, the overall response rate of 1,949 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 the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, 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 Waterford School District were Grand Blanc School District, Huron Valley Schools, L'Anse Creuse Public Schools, Port Huron School District, Walled Lake Consolidated Schools and West Bloomfield School District.

## **Strategic Planning Team**

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of **30** 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 day-long retreat to develop a mission statement, vision statement, beliefs, and strategic goals. During the retreat the team reviewed previous components 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 the following page).

*Collaborating with the Waterford School District Board of Education, administration, staff and the entire community really illustrated their level of care for the schools, the community, and most of all, the students.*

*—Debbie Stair, Asst. Director of Leadership Development*





## **Strategic Planning Team Retreat Members**

Kelly Allen, Director\*

Jim Beaver, Director\*

Kenzie Bizbing, Parent

Craig Blomquist, High School Principal

Kelly Brein, Teacher

Deb Cooper, Director\*

Mary Craite, Waterford Education Association

Amy Dagenhardt, Director\*

Deanna Davis, Staff

Lisa Eldredge, Assistant Superintendent\*

Sandy Elka, Assistant Superintendent\*

Ava Farquhar, Student

Susan File, Executive Director\*

Val Grimes, Elementary Principal

John Himmelspach, Board Trustee

Darin Holley, Director\*

Julie Josselyn, Board Trustee

Scott Lindberg, Superintendent\*

Jen McLean, Parent

Nadine Milostan, Executive Director\*

Robert Petrusha, Jr., Board Vice President

Bob Piggott, Board Secretary

Jason Pratt, Teacher

Michael Ristich, Ph.D., Board President

Megan Roberts, Administrative Assistant\*

Grant Smith, Waterford Youth Assistance

Joan Sutherland, Board Treasurer

Tamara Toombs, Parent

Kristen Wagner, Board Trustee

\*Indicates participation in the Implementation Workshop in addition to the Planning Team Retreat





### **Retreat Workshop**

A retreat workshop was held on May 22, 2021. The workshop included the following activities:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An environmental scan (see attachment 3)
- An analysis of both qualitative (see attachment 1) and the quantitative (see attachments 2 and 4) data
- A review and revision of the vision, mission and belief statements
- The establishment of strategic goal statements and identification of potential key objectives (see attachment 5)

### **Implementation Workshop**

An implementation workshop was held on June 16, 2021. The workshop included the following activities:

- Finalization of beliefs and the communications/community engagement goal statement
- Identification of key objectives for year-one implementation
- Development of timelines for all objectives
- Assignment of planning team leaders to develop action plans for each objective, including responsibilities, timelines and measurements





## **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:

The Mission of Waterford School District is:

*We provide exemplary educational experiences for each student to thrive.*

## **Waterford School District 2021-2026 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:

The Vision of Waterford School District is:

*Inspired, Educated, and Empowered to Thrive.*







## **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 Workshop:

### **We Believe in a Collaborative School Community that Values:**

- Relationships that Foster Trust and Respect
- Diversity, Equity and Inclusion
- Student Voice
- High Expectations
- Critical Thinking and Problem-Solving
- Life-Long Learning

**FOR ALL!**





## **2021-2026 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

At the May 2021 retreat, the Strategic Planning Team developed goal statements. The goal areas are categorized below:

## **2021-2026 Goal Areas**

- Academics/Programs
- Learning Environment/Culture
- Communications/Community Engagement
- Personnel/Leadership
- Operations





## **Goal Area 1: ACADEMICS/PROGRAMS**

### **Strategic Goal Statement:**

Waterford School District will ensure a precision focus on learning by providing high-quality instruction using aligned, adequate (quantity) materials in state-of-the-art learning environments.

### **Priority Objectives:**

- Provide training and implement Project Based Learning (PBL) K-8
- Communicate and implement District Improvement (DI)/School Improvement (SI) plans, goals, and strategies in MICIP & Cognia
- Complete updated curricular pacing guides and templates in English Language Arts (ELA) & Social Studies





## **Goal Area 2: LEARNING ENVIRONMENT/CULTURE**

### **Strategic Goal Statement:**

Waterford School District will cultivate an environment of mutual trust, respect, inclusion and substantive relationships so that the students, staff, and community thrive.

### **Priority Objectives:**

- Complete the initial training for our Diversity Equity and Inclusion (DEI) journey
- Re-assess and re-engage with restorative practices
- Improve our new teacher induction program and mentor system





## **Goal Area 3: COMMUNICATIONS/COMMUNITY ENGAGEMENT**

### **Strategic Goal Statement:**

Waterford School District will promote authentic community engagement and celebrate our successes.

### **Priority Objectives:**

- Re-enrollment/enrollment campaign
- Improve perception
- Promote and incorporate Diversity Equity and Inclusion (DEI) in communication





## **Goal Area 4: PERSONNEL/LEADERSHIP**

### **Strategic Goal Statement:**

Waterford School District will attract and retain high-quality staff.

### **Priority Objectives:**

- Collect and analyze data from staff in relation to their career and employment satisfaction
- Board approved Collective Bargaining Agreements (CBAs) for all bargaining units which include language updates and wage scale for future years
- Staff training and Professional Development calendar developed for 2022-23 school year





## **Goal Area 5: OPEARATIONS**

### **Strategic Goal Statement:**

Waterford School District will utilize district data to inform decision-making on allocation of available resources to achieve the District's vision and carry out the District's mission.

### **Priority Objectives:**

- Facilities utilization recommendation
- Address structural deficit
- Bond plan for future projects





## 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 goals identified during the strategic planning retreat and the year-one objectives 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 action plans for all year-one objectives
  - Measurements
  - Timeline
  - Responsibility
  - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
  - Community
  - Staff
4. Schedule a mid-year progress report
5. Schedule an annual plan update







## STRENGTHS

### ACADEMICS/PROGRAMS

- Reading/writing curriculum
- Variety of extra-curriculars
  - Early Childhood program
  - Music program
- No Pay to Play

### CULTURE/LEARNING ENVIRONMENT

- Safe environment
- Diversity is valued

### COMMUNICATIONS/ COMMUNITY ENGAGEMENT

- Nice families\*
- Family concerns matter
- Responsiveness
- Improved communication

### PERSONNEL/LEADERSHIP

- Dedicated and caring teachers
- Good Professional Learning
- Union\*
- New leadership\*\*
- Flexibility during Pandemic\*\*

### OPERATIONS

- Nice facilities
- Buses run on time\*
- Food services\*
- Fiscally responsible

2020 Survey Only\*  
2021 Survey Only\*\*





## OPPORTUNITIES FOR IMPROVEMENT

### ACADEMICS/PROGRAMS

- Student evaluation system
- Virtual Learning option year-round
- Class size
- Coherence across the district/in each school
- Advanced classes
- Support for Special Education

### CULTURE/LEARNING ENVIRONMENT

- More focus on safety
- Lack of appreciation/praise
- Student Code of Conduct\*
- Counseling staff\*

### COMMUNICATIONS/ COMMUNITY ENGAGEMENT

- Communications Plan
- Decision-making transparency
- Value parent, staff, student input

### PERSONNEL/LEADERSHIP

- Recruitment and retention of staff
- Leadership knowledge of community
- Compensation of all staff

### OPERATIONS

- Streamline HR/Finance systems
- Technology updates/ infrastructure
- All school updates
- School cleanliness\*

2020 Survey Only\*

2021 Survey Only\*\*





## BARRIERS

### ACADEMICS/PROGRAMS

- Lack of coherence across the District/in each school
- Online or In-Person?\*\*\*

### CULTURE/LEARNING ENVIRONMENT

- Trust between staff, administration, parents
- No input from staff on District policies/programs

### COMMUNICATIONS/ COMMUNITY ENGAGEMENT

- Community trust
- Follow-through on the Plan
- Student enrollment
- Community buy-in and partnerships

### PERSONNEL/LEADERSHIP

- Board
- Superintendent and school leadership
- Teacher recruitment, retention, compensation
- Resistance to change

### OPERATIONS

- Lack of funding
- Fear of outsourcing

2020 Survey Only\*  
2021 Survey Only\*\*





**VISION**

**ACADEMICS/PROGRAMS**

- Wider variety of program options
- Vocational options
- Increase athletic/academic extra-curriculars
- Coherence across the district/in each school
- Eliminate social promotion\*
- Real-life skills curriculum\*\*

**CULTURE/LEARNING ENVIRONMENT**

- Safety
- Behavioral specialists\*
- Training on disruptive behavior\*
- Social-Emotional Learning\*\*
- Promote diversity\*\*

**COMMUNICATIONS/COMMUNITY ENGAGEMENT**

- Parent input valued\*
- Increase community partnerships
- Promote pride of District
- Service Learning opportunities\*
- Increased communication methods
- Consider screened open enrollment\*\*

**PERSONNEL/LEADERSHIP**

- Recruitment and retention of qualified staff
- Compensation commensurate with surrounding districts
- Trust among and between staff and administration
- Increase training opportunities\*

**OPERATIONS**

- Consider one high school\*
- Cleaner buildings/grounds\*
- Analysis of facilities before more bonds\*\*
- Utilize resources more efficiently\*\*
- Upgrade technology infrastructure/training\*\*

2020 Survey Only\*

2021 Survey Only\*





## Data Driven Strategic Planning: Waterford School District

Based on analysis of data in this report, the following points are highlighted concerning Waterford School District:

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

### DEMOGRAPHICS

- Approximately 36% of residents attended some college or earned an Associate's Degree. In addition, 27% of Waterford School District citizens have an Bachelor's degree or higher. The combined total of 63% is slightly above the state average of 61%.
- The percentage of pre-school aged children attending public pre-school ranked third among the reference districts at 73%, and is above the state average of 67.6%. The percentage of district-resident children enrolled in the Waterford School District K-12 also ranked third among the referenced districts at 92%, and exceeded the state average slightly by 1.9%.
- Although the district's 2017 average (mean) household income of \$74,434 ranks sixth among the reference districts, it is above the state average of \$72,091. Median (middle) figures follow the same pattern.
- Enrollment in the Waterford School District has decreased consistently over the past five years moving from 9,317 students in 2017 to 7,571 students in 2021; a net loss of 1746 students or 18.7%.
- Waterford School District has 1,778 students who choose to attend either other districts or charter schools. West Bloomfield (484), Waterford Montessori Academy (287), Walled Lake (227), and Huron Valley (213) enroll the greatest number of resident Waterford School District students. There are 478 Schools of Choice students enrolled in the Waterford School District. Pontiac(383), Clarkston (32), Holly (21), and Huron Valley (18) have the greatest number of students enrolled in Waterford School District.
- During a period from 2017 to 2021 the number of students choosing to go elsewhere has increased by 247, while the students choosing to come to the District has decreased by 83.





## DEMOGRAPHICS – Cont'd

- At 55.6, the percentage of the Waterford School District students eligible for lunch assistance in 2021 ranked second among the reference districts and above the statewide average of 50.9%. Increasing from 53.1% in 2017, free and reduced student lunch eligibility reached a high of 59.6% in 2019 and 2020, and is at 55.6% in 2021.
- Although the District's 4-year cohort graduation rate of 86.84% was above the statewide average by 4.77%, it ranked sixth among the reference districts.
- While the state's average graduation rate has increased by 2.42% over the past five years, the Waterford School District's average graduation rate has increased by 4.94%.
- For the class of 2015, Waterford School District's enrollment in college rate for that fall was 64%. However, after a five year period 23.66% earned a qualifying certificate or degree and 19.97% were still in programs.
- The 2021 demographic data is as follows: 65.6% White, 15.9% Hispanic, 10.7% African American, 4.7% Multiracial, 2.5% Asian, 0.5% American Indian, and .1% Native Hawaiian.
- The Waterford School District student chronic absentee rate of 17.44% ranked fourth among the reference districts and was 2.96% below the state average. Although the methodology used in calculations changed in 2018 resulting in increases across the board, it has seen an increase of 1.67% since then.
- For years 2018-2021 the Waterford School District retained 100+ students that were in-district the previous year. Although the retention rate for 2017 was less than 100 it included students that were from other districts the previous year.





## Academic Performance

- Waterford School District students exceeded state averages in reading/writing/ELA in the 4th grade on the 2019\* M-STEP/MME/SAT. In addition, the greatest gap in reading scores is found at the middle school level.
- Waterford School District students exceeded state averages in math only in the 4th grade on the 2019\* M-STEP/MME/SAT. In addition, math scores have been below the state averages in most instances for the past five years.
- Although not tested since 2017, Waterford School District students fell below state averages in science at all assessed grade levels on the M-STEP/MME/SAT. In addition, science scores have been consistently below the state averages in all instances between 2015 and 2017.
- Waterford School District students fell below state averages in social studies at all assessed grade levels on the 2019 M-STEP/MME/SAT. In addition, social studies scores have been below the state averages in most cases for the past five years.
- At 16.9%, Waterford School District's 2019 SAT College Readiness scores were well below the state average of 33.9% and ranked last among its reference districts.
- For the period of 2016-2021 the Waterford School District has offered 26 different AP courses in in the areas of Language Arts, Math, Science, Social Studies Art, Computer Science and World Language. Participation rates as well as passage rates vary from course to course.
- Dual enrollment participation has seen a steady decline from a high of 42 in 2017 to a low of 14 in 2021.



**FINANCE**

- Waterford School District's 2019 Foundation Allowance of \$8,134 per student ranks fifth among the reference districts.
- General fund expenditures of \$11,317 per student ranks third among the reference districts, and \$585 above the state average of \$10,732. General fund expenditures increased each year since 2016, with the exception of 2017.
- Waterford School District's instructional spending has increased each year since 2016, with the exception of 2017. At \$6,772 per student in 2020 it is \$43 above the state average of \$6,729 but ranked fifth among the reference districts.
- Waterford School District's instructional support spending of \$1,574 per student ranks second among the reference districts and above the state average by \$389. It has increased each year since 2016, with the exception of 2017.
- Although increased in 2020, business and administration spending of \$1,500 per student is below its high of \$1,646 in 2017. It ranks second among the reference districts and is above the state average of \$1,399.
- In each of the years 2016 through 202, the Waterford School District's revenues have exceeded expenditures.
- Waterford School District's Fund Balance as a percentage of expenditures ranks fourth among its reference districts. It has increased from its 2016 low of 3.3% to 12.1% in 2020.
- Waterford School District's cumulative student loss of 1902 students since 2016 has resulted in revenue decline each year that totals \$15,129,793.
- The potential revenue per millage of property tax levied in the Waterford School District in 2020 ranked fourth among the reference districts for both homestead and non-homestead properties combined. Although combined, the District's taxable value was above the state average, when separated only the homestead tax surpassed the state average.





**PERSONNEL**

- Staffing FTEs of 1,203 ranked second among the reference districts in 2021. Although staffing FTEs saw large increases in both 2019 and 2020 the Waterford School District's staffing is 88 less than its 2017 level.
- At 26, the Waterford School District's student teacher ratio was the highest among the reference districts. The district's student-teacher ratio is also higher than the state average and has remained consistent for the past five years.
- At \$57,481, the Waterford School District's average teacher salary ranks lowest among the reference districts, and below the state average salary of \$63,553; a difference of \$6,072. Although increasing in both 2019 and 2020 over the low in 2018 of \$54,282, the increases are still lower than the 2016 figure of \$59,918.
- 70% of Waterford School District teachers have a Master's degree or higher.
- Almost half of Waterford School District's teachers have been with the district 9 years or less.
- In 2020, Teacher Effectiveness ratings were 25% Highly Effective, 74% Effective, 1% Minimally Effective, and 0% Ineffective; a significant change from 2016 ratings of 54% Highly Effective and 45% Effective.
- In 2020, Administrator Effectiveness ratings were 16% Highly Effective, 81% Effective, 0% Minimally Effective, and 0% Ineffective; a minor change from 2016 ratings of 12% Highly Effective and 88% Effective.

***Submitted: May 22, 2021***





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

**EMERGING**

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>MTSS: SEL Restorative Practices/Trauma-based Learning</li> <li>Diversity Equity Inclusion</li> <li>Problem-based Learning</li> <li>Culture Creation/Community Involvement/PBL</li> <li>Grading Practices</li> <li>Technology</li> </ul> | <ul style="list-style-type: none"> <li>Focus on Nutrition</li> <li>S/E Learning Mental Health Awareness</li> <li>Flexibility in Learning CTE/Arts/STEM</li> <li>Hybrid/Virtual Learning</li> <li>Social &amp; Emotional Learning</li> <li>Unify our MTSS Systems</li> <li>HOW TO OPERATIONALIZE DIVERSITY, EQUITY &amp; INCLUSION (happy)</li> </ul> | <ul style="list-style-type: none"> <li>Career-focused Education CTE</li> <li>PROJECT-BASED LEARNING (happy)</li> <li>Universal Preschool</li> <li>Location of Student</li> <li>Implementation of New ELA/Math at Elementary</li> <li>Importance of Experiential Learning (PBL)</li> </ul> |
|--|--|---|

**ON THE HORIZON**

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Innovative Ways to Teach Virtually</li> <li>Fine Arts CTE STEM</li> <li>Funding Based on What It Costs to Educate a Child</li> <li>Better School Funding</li> <li>Post-COVID Learning Gaps</li> <li>Project-Based Learning (problem)</li> <li>Diversity, Equity, Inclusion</li> <li>Curricular and Materials Changes</li> </ul> | <ul style="list-style-type: none"> <li>Early Childhood Center</li> <li>Integration of Special Education and General Education</li> <li>Standards-based Grading</li> <li>Focus on Trades</li> <li>Problem-Based Learning</li> <li>Balanced Calendar Options</li> <li>EQUITABLE/ADEQUATE FUNDING MODEL (sad)</li> </ul> | <ul style="list-style-type: none"> <li>CALENDAR CHANGES (happy)</li> <li>Staffing/Attracting Staff</li> <li>SOCIAL &amp; EMOTIONAL LEARNING (sad) (happy)</li> <li>Delivery Method of Teaching</li> <li>Reorganization of Smaller Schools</li> <li>Technology Lessons Learned from COVID</li> </ul> |
|--|---|---|





## ESTABLISHED

Student-focus Decision Making  
STANDARDIZED TESTING (sad)  
In-person Instruction  
Educate Whole Child  
SEL  
Student Losses  
FUNDING/BUDGET (sad)

Technology  
Literary Focus  
Framework – Teaching – Learning  
Strong PD in WSD  
Community Support +/-  
STAFF TURNOVER (sad)  
Safety/Security Protocols

Career-focused Education  
Social Emotional Learning  
Bell to Bell Assessments Structure  
STEM (High School)  
Face-to-Face Learning Standardized Testing

## DISAPPEARING

Siloed Learning between Subjects  
Less Sit-and-Get Learning  
Suspensions When Restorative Practices Can Replace  
One-Size-Fits-All Learning  
Leader in Me  
Teachers

Exclusive In-Person Learning  
ALL STUDENTS COLLEGE BOUND (happy)  
Antiquated Technology  
Snow Days!!  
Standardized Testing  
10-month Schedule?

College Readiness as End-All  
Obsolete Curriculum  
Change Discipline  
Loyalty to Stay with Same District  
College for Everyone  
Options for Credits





## Enrollment and Demographics

- ❑ Trend of higher growth than proficiency
- ❑ 1,778 students elsewhere
- ❑ 73% of students enrolled in public preschool
- ❑ Trend data indicates chronic absenteeism on the rise in Waterford
- ❑ Percentage of students receiving free/reduced lunch is higher than neighboring districts
- ❑ Data indicates that our students may need to be better prepared for post-high school opportunities





## Academic Performance

### Elementary

- Waterford scores are among the lowest in the comparative group
- 4<sup>th</sup> grade scores exceeded the state in both ELA and Math
- Over 5 years, elementary M-step scores have remained relatively consistent

### Middle School

- Waterford ranked 6 out of 7 in all three grades (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) and in all subject areas except 7<sup>th</sup> grade science where WSD was 7<sup>th</sup> out of 7
- Waterford ranked below the state average in all 3 grades (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) and in all subject areas
- Waterford is at least 20 percentage points less than Walled Lake in every subject matter for every grade (6<sup>th</sup>-8<sup>th</sup>) except 7<sup>th</sup> grade science (15.8% below Walled Lake)





## Academic Performance – Cont'd

### High School

- Under state average on M-step and MME (SAT)
- Upward trend in all areas 2015-2017 (except social studies stayed same). Downward 2018 & 2019
- College readiness under state average 16.9% v. 33.9%
- Advanced Placement Dual Enrollment
- Positive: We offer 26 different AP courses
- Negative: Enrollment trend is erratic and different between schools
- Positive: Dual enrollment has significantly decreased





## Personnel

- Almost half of WSD teachers have been with the District 9 years or less (144 are 3 years or less)
- At 26, WSD teacher student ratio was the highest among the referenced districts
- WSD teacher salary average rank is the lowest among referenced districts

## Financial

- Decreased 1,902 students = decreased revenue of \$15 million
- Money is being put back into instruction and support
- Fund balance increased 3.3% to 12.1%





## Academics and Programs

- Adequate Curriculum Resources (12)
- Improved Student Achievement (9)
- Improve High School Counseling to Ensure Students Know All Options (8)
- Expansion of Fine Arts Opportunities (6)
- Increased Emphasis on Career-Focused Education (5)
- Benchmark Activities/Events for Each Grade (4)
- Provide a Career & Personal Finance Course (resume writing, electronic banking, mock interviews, loan amortization, etc.) (4)
- Address M-Step Apathy (2)
- SAT/ACT “Boot Camps” (2)
- Capstone Project for 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> (2)
- Honors Classes for 9<sup>th</sup> & 10<sup>th</sup> Grades (2)
- Strengthen Athletic Opportunities from Elementary to High School. Invest in our Programs, Mentors, & Coaches . . . Bring Back Music Programs Like Band and Orchestra to Elementary. (2)
- Update Technology Books v. Technology (1)
- Create a Building of 6<sup>th</sup>-7<sup>th</sup> grades and a Building of 8<sup>th</sup>-9<sup>th</sup> grades for Better Focused “Middle School Learning. (1)
- Implement and Integrate Problem-Based Learning (1)
- Instructional Materials Aligned to Curriculum
- Shift from Extracurricular to Co-curricular







## Learning Environment and Culture

- Diversity, Equity, and Inclusion in All Aspects of Our Culture (16)
- Smaller Class Sizes . . . Teaming in Middle Schools and Bringing Back Advanced Courses to MS (4)
- Coordinated Effort/Time/Resources for SEL/DEI/Mental Health . . . Keep a Priority (3)
- State-of-the-Art Learning Spaces (2)
- Enhance School Spirit (1)
- More Inviting Computer Testing Room

## Communication/Community Engagement/Marketing

- Pursue Our Preschool Families & Connect to K5 Strongly (8)
- Community-Involved Events (5)
- Streamline & Update Communication Plan Content (4)
- Do Better at Sharing our Story and Celebrating Our Successes (4)
- Increased Student Engagement (3)
- Build Our Capacity to Community in Multiple Languages (1)
- Increased Parent Engagement (1)
- Better School Calendars (1)
- Welcome Participation of Community Organizations
- Target New Families/Face-to-Face Engagement
- Better Communication from Administration to Staff





## Personnel and Leadership

- Retain Staff – Relationships – Compensation – Appreciation (19)
- Comprehensive Continuous Professional Development System (Induction) (5)
- Intentional & Deliberate Staff Recognition (4)
- Provide Professional Learning for All Staff (1)
- Retain Current Staff through Recognition, Value, and Respect (1)
- Promote Culture of Trust Between Employees & WSD to Increase Personal Investment in District to Equal Retention
- Increase Recruitment and Retention Efforts
- Improve Employee On-boarding

## Operations

- Right-size District (15)
- Facility Usage that Allows for Smaller Class Sizes (3)
- Cleanliness (2)
- Transportation Issues – Attract Drivers; Increase Timeliness
- Streamline Processes in Business Office

