



Stephenson Area Public Schools



Strategic Plan Summary Document 2023-2028

Mission:

Stephenson Area Public Schools provides a safe environment to educate, challenge, and inspire students to be life-long learners.





Letter from Board President and Superintendent

Stephenson Area Public Schools 2023-2028 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Stephenson Area Public Schools.

This document contains the 2023-2028 Stephenson Area Public Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to enhance education at Stephenson Area Public Schools.

Six community, parent/guardian and staff forums and an electronic survey resulted in 166 people providing input for the planning process. A Strategic Planning Team of 35 community members, parents/guardians, staff and students participated in an all-day planning retreat on April 29, 2023.

Throughout the planning process the community and staff expressed high expectations that Stephenson Area Public Schools could become the "school of choice" in the area. The goals developed reflect the desire to embrace significant change and enhance the school system.

The following themes emerged from this process:

1. The District is headed in the right direction with positive momentum behind stable district leadership, academic growth, and instructional opportunities.
2. The future growth and success of the district requires support from students, families, staff, board, and community.
3. The District must proactively engage students, families, staff, community, businesses, and citizens around common goals and strategies to significantly improve academic achievement and address the needs of each student.

Our Strategic Planning Team was comprised of a broad and diverse group of 35 stakeholders and worked to develop the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and strategies.

Steve Brock, Board of Education President

Susanne Carpenter, Superintendent





Introduction

Strategic Planning is the process of determining where 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 each year, 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 November 2022, the Stephenson Area Public 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 Board of Education 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 mission statement, and belief statements were developed. Based on qualitative and quantitative data and utilizing the 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 166 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, 2017-2021, 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 Stephenson Area Public Schools were Carney-Nadeau Public Schools, Dryden Community Schools, North Central Area Schools, Norway-Vulcan Area Schools and Pickford 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 35 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 6).

Through this strategic planning process, the Stephenson Area Public Schools Board of Education, Administration, Staff, and Community have illustrated a high level of care for the school, the community, and the students.

—Craig Allen, MASB Facilitator



Strategic Planning Retreat Team Members

School Board members:

- Steve Brock
- Charlie Cappaert
- Don Cugini
- Kurt Wangerin
- Adam Olson
- Scott Marcoe
- Barb Zarhorik

School Personnel:

- Susanne Carpenter
- Christian Londo
- Josh Jones
- Alison Granguist
- Nicole Downing
- Pat Troutt

- Tarra Bourgeois

- Sue Baumler

MCISD Personnel

- Mary Stein

Parents

- Violet Johnson
- Anne Ives

Community Members

- John Starzynski
- Wayne Coleman



Retreat Workshop

A retreat workshop was held on April 29, 2023. The workshop 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

Stephenson Area Public Schools 2023-2028 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 Stephenson Area Public Schools is....

In partnership with our community, Stephenson Area Public Schools strives to be a premier school district by providing student-centered educational programs and encouraging students to develop to their fullest potential.





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:

Stephenson Area Public Schools provides a safe environment to educate, challenge, and inspire students to be life-long learners.

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:

Stephenson Believes:

- All students have unlimited potential and deserve access to a quality education.
- In Eagle (PRIDE)
 - Positivity
 - Responsibility
 - Integrity
 - Dedication
 - Empathy





2023-2028 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 29 retreat, developed goal statements and specific objectives.

The goal areas are categorized below:

2023-2028 Goal Areas

- Learning Environment and Culture
- Academic Programs
- Communications and Community Engagement
- Operations
- Personnel & Leadership



Stephenson Area Public Schools GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 1: **ACADEMIC PROGRAMS**

STRATEGIC GOAL STATEMENT 1: SAPS will expand CTE and elective offerings.

Priority Objectives:

- SAPS will assess baseline data on current offerings by July of 2024.
- SAPS will increase CTE and Electives exposure in younger grades by July of 2024.
- SAPS will consistently educate families and the community on current CTE and elective offerings.



Stephenson Area Public Schools

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 1: **ACADEMIC PROGRAMS**

STRATEGIC GOAL STATEMENT 2: SAPS will ensure the curriculum is aligned with State standards.

Priority Objectives:

- SAPS will provide professional development on curriculum mapping including teacher resources, timelines, templates, etc. by August of 2023.
- SAPS will conduct ongoing K-12 curriculum mapping to ensure that it is vertically aligned.
- SAPS will create a curriculum database by July of 2024.
- SAPS will post curriculum maps to the school website by July of 2024.

Stephenson Area Public Schools GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 2:

CULTURE & LEARNING ENVIRONMENT

STRATEGIC GOAL STATEMENT: SAPS will:
develop and implement a school wide student behavior system (PBIS)

Priority Objectives:

- SAPS will provide staff professional development to develop a K-12 PBIS program by June of 2024.
- SAPS will identify and clarify appropriate student expectations by June of 2024.
- SAPS faculty/staff will teach student expectations and provide positive reinforcement by June of 2024.
- SAPS will review and update the student handbook with an emphasis on behavior management by September of 2023.

Stephenson Area Public Schools GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 3:

PERSONNEL & LEADERSHIP

STRATEGIC GOAL STATEMENT: SAPS will recruit and retain quality faculty and staff.

Priority Objectives:

- SAPS will survey staff utilizing a perception survey 3 times (beginning, middle and end of school year) by June of 2024.
- SAPS will explore a variety of research-based recruitment methods by September of 2023.

Stephenson Area Public Schools GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 4:

COMMUNICATIONS/COMMUNITY ENGAGEMENT

STRATEGIC GOAL STATEMENT: SAPS will develop an internal and external communication plan.

Priority Objectives:

- SAPS will research and identify best practices in developing a consistent communication plan by December of 2023.
- SAPS will create a communication plan based on our research by June of 2024.

Stephenson Area Public Schools GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 5: **OPERATIONS**

STRATEGIC GOAL STATEMENT: SAPS will:
research and do a cost analysis for additional bathrooms, entrance,
office and parking/black top area improvements/renovations.

Priority Objectives:

- SAPS will conduct a facilities assessment by February of 2024.
- SAPS will create a facilities improvement plan by March of 2024.



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. A meeting was held on July 8, 2023, to begin this work. Ongoing team meetings will continue to plan, monitor and adjust priority objectives.

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

- Opportunities for CTE, EMC and Dual Enrollment
- High Achieving Students/Standardized Test Scores
- Extra-Curricular Programming: Athletics, Robotics, Business Professionals Association

LEARNING ENVIRONMENT AND CULTURE

- Emphasis on students' overall well-being: academic and social emotional
- School Safety
- Great, Well-Rounded Kids
- Caring and Supportive Staff

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Strong Community Support/Interest
- Supportive Local Business Community
- Community Pride and History
- Supportive Alumni

PERSONNEL AND LEADERSHIP

- Supportive Administrators
- Welcoming and Dedicated Administrators
- Visible and Friendly Administrators
- Quality/Experienced Teachers and Staff
- Caring and Dedicated Staff
- Flexible/Adaptable Faculty/Staff
- Student Focused Faculty/Staff

OPERATIONS/ FINANCE/FACILITY

- Finances/Budget
- Safe Environment
- Athletic Facilities (Gym)
- Condition of Facilities





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS/PROGRAMS

- Bring back Music, Band and the Arts
- More course options for electives
- Increase middle school electives options
- Rekindle CTE/vocational courses
- Special Education(IEP's) and 504 plans
- More opportunities for advanced and struggling students
- More clubs and after school programs

LEARNING ENVIRONMENT AND CULTURE

- Increase enrollment, Schools of Choice, attract and retain students
- Follow through and consistency with disciplinary practices
- Keep students accountable for their actions, student behavior, bullying
- Restorative practices, PBIS
- More focus on academics
- Acknowledge/reward positive behavior/academic achievement
- Large class size

Communications and Community Engagement

- Communication with parents and increase transparency
- Communication with the Community
- Improve student drop-off and pick-up

PERSONNEL AND LEADERSHIP

- Communication/information sharing between administration and staff
- Employee shortage, recruitment and retention of teachers and support staff
- Onboarding and mentoring new teachers
- Common priorities
- Better handle and student discipline, classrooms/administration

OPERATIONS/ FINANCE, FACILITIES

- Remodel and add bathrooms
- Separate bathrooms for elementary students
- Remodel/repair various school facilities
- More separation between elementary and secondary students, reopen old elementary?
- Drop-off/Pick-up, Parking Lot





BARRIERS

ACADEMICS/PROGRAMS

- Class Offerings
- Staffing Needs
- Student Enrollment, to few students
- Schools of Choice

LEARNING ENVIRONMENT AND CULTURE

- Resistance to Change
- Disruptive Student Behavior
- Student Management, consistency in issuing disciplinary consequences

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Lack of Communication
- Lack of Parental Support and involvement
- Unsure where and how to voice concerns
- Community Support

PERSONNEL AND LEADERSHIP

- Staffing Shortage, Finding Qualified Teachers and Staff
- Staff Recruitment and Retention
- Lack of Staff Buy-In, Resistance to Change
- Overloaded Personnel, Not Enough Time/Hours in the Day
- Lack of Follow Through/Taking Action
- Employees Working as A Team

OPERATIONS/ FINANCE, FACILITIES

- Money/Funding
- Physical Space in Building
- Bathrooms





VISION

ACADEMICS/PROGRAMS

- More Academic Opportunities including College Prep Courses
- Bring Back Trades/CTE
- Expanded Course Offerings/Options
- Innovated District
- Highest Academic Achievers in the County
- Better Sports Programs

LEARNING ENVIRONMENT AND CULTURE

- Best School Culture in the County
- Amazing School Pride and Spirit
- Orderly, High Expectations
- Everybody knows each other: students, staff and administration
- Leader in School of Choice
- Thriving, Growing District
- Teamwork – All Stakeholders
- Culture of Appreciation and High Morale

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Great Parent and Community Involvement
- Clear and Open Communication Between the School, Parents and Community
- School Pride

PERSONNEL AND LEADERSHIP

- Ample Teachers and Staff
- Stability with Staff, Less Turnover, Retain Employees
- Excellent Consistent Two-way Communication

OPERATIONS/ FINANCE/Facilities

- K-5 Separate from Older Student (open old elementary school)
- Expand Physical Space in Facility
- Better School Lunches – More Choices
- Update Facility and Technology





Data Driven Strategic Planning: Stephenson Area Public Schools

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

In general, the data revealed that when compared to state averages and the reference districts selected for this report, Stephenson emerges as a district maintaining a relatively strong academic performance across all grade levels and subjects. It appears that Stephenson has a healthy fund balance and is a fiscally responsible district.

DEMOGRAPHICS

- Approximately 35.7% of residents attended some college or earned an Associate's Degree. In addition, 18.5% of residents have a Bachelor's degree or higher. The combined total of 54.2% is below the state average of 63.1%. (B-1, B-2)
- The percentage of pre-school aged children attending public pre-school ranked fourth among the reference districts at 75.0% and is above the state average of 65.4%. The percentage of district-resident children enrolled in the District Schools K-12 ranked fourth among the referenced districts and is 2.5% below the state average. (B-3)
- The district's 2021 average (mean) household income of \$63,796 ranks last among the reference districts and is below the state average of \$86,093. (B-4)
- Enrollment at the District has decreased consistently over the past five years moving from 490 students in 2019 to 442 students in 2023; a net loss of 48 students. (B-5, B-6)
- The District has 161 students who choose to attend either other districts or charter schools. Menominee (29), Escanaba (1), North Central (3), Michigan Great Lakes Virt. Acad. (1) MI Virt. Char. Acad. (2) Nah Tah Wahsh PS Acad. (6) Uplift MI Acad. (2) and Carney-Nadeau (90) enrolling the greatest number of the Districts' resident students. There are 15 Schools of Choice students enrolled in the District's schools, with Carney-Nadeau (3), North Central (1), Norway-Vulcan (1), and Menominee (10) having the greatest number of students enrolled. (B-7, B-8, B-9)





DEMOGRAPHICS continued

- At 52.9%, the percentage of the District's students eligible for lunch assistance in 2023 ranked third highest among the reference districts and below statewide average of 53.9%. Free and reduced student lunch eligibility decreased 2.4% since 2019. (B-10, B-11)
- The district's 2022 4-year cohort graduation rate of 97.3% ranked second among the reference districts and was above statewide average by 16.3%. (B-12)
- While the state's average graduation rate has increased by .4% over the past five years, the District's average graduation rate has been stable averaging 97.7% over the past 5 years. This data left out an anomaly in 2020 where the graduation rate was recorded as 84.4%.(B-13)
- For the class of 2017, the percentage of enrollment in college for that fall was 62.8%. However, after a five-year period 56.8% earned a qualifying certificate or degree and 4.7% were still in programs; totaling an enrollment of 61.5%. (B-14, B-15)
- The demographics of the district's student population is relatively similar to the reference districts and has seen little change in the past 5 years. The 2023 demographic data is as follows: 92.1% White, 5% Hispanic, 1.1% Multiracial, .9% Asian, 0% American Indian, .7% African American, and 0% Native Hawaiian. (B-16 – B-17)
- The District's student's chronic absence rate of 27.1% ranked third highest among the reference districts and 11.5% below the state average. (B -18, B-19)

ACADEMIC PERFORMANCE

- The District's students exceeded state averages in ELA at all assessed grade levels, except for 7th grade, on the 2022 MEAP/MME/SAT. ELA scores have been above the state averages in all but a few instances at the elementary level for the past five years. In Addition, the District's ELA scores have been above the reference school scores in all but a few instances at the elementary level (C-2,C-3, C-5, C-6, C-8, C-11, C-13, C-14, C-16, C-17, C-22, C-23, C-28)
- The District's students exceeded state averages in math at all assessed grade levels except 7th grade and 11th grade on the 2022* MEAP/MME/SAT. In addition, math scores have been above the state averages in most instances for the past five years. (C-2, C-3, C-4, C-6, C-7, C-11, C-12, C-14, C-15, C-18, C-21, C-29, C-30)



**ACADEMIC PERFORMANCE (continued)**

- In 2022, the District's students exceeded state averages in science at all assessed grade levels. In addition, 2022 science scores were above all reference districts except for Carney-Nadeau. (C-10, C-19, C-25, C-25, C-26)
- The District's students exceeded state averages in social studies at all assessed grade levels on the 2022 MEAP/MME/SAT. In addition, social studies scores have been above the state averages (No District score for 2021) for the past five years. (C-9, C-11, C-18, C-20, C-24 C-26)
- At 24.1%, the District's 2022 SAT College Readiness scores were lower than the state average of 28.1% and ranked fourth among the reference districts. (C-27)
- Dual enrollment participation has ranged from a low of 13 in 2018 to a high of 56 in 2021. For the past two (2) years, Stephenson High Schools has offered transcribed credit options as another avenue for students to earn college credit. (Enrollment numbers in this option are relatively high with 66 student enrolled in 2022 and 55 students enrolled in 2023. (C-35)

FINANCE

- The District's 2022 Foundation Allowance of \$8,700 per student is on par with the reference districts. The district has received small increases the last four years, increasing by \$1,069 over that period. (D-1, D-2)
- General fund expenditures of \$11,852 per student rank third among the reference districts, and \$1,025 below the state average of \$12,877. (D-3, D-4)
- The District's instructional spending has stayed relatively consistent over the last five years. At \$7,951 per student in 2022, it ranked second (2nd) among the reference districts and is \$43 above the state average of \$7,908. (D-5, D-6)
- The District's instructional support spending of \$180 per student ranks last among the reference districts and is well under the state average of \$1,525. Instructional support spending has decreased consistently each year since 2018 until 2020. There has been slight increases each of the next two (2) years. (D-7, D-8)
- Business and administration spending of \$1,849 per student in 2022 ranks third (3rd) among the reference districts and is well above the state average of \$1,694. Business and administration spending has been relatively consistent over the past 5 years. (D-9, D-10) In 2018 through 2022 general fund revenues have exceeded expenditures each year. Consequently, the District's Fund Balance as a percentage of expenditures grew from 24.20% to 38.70% over that period. (D-11, D-12, D-13, D-14)
- The District's Fund Balance has increased from its low of 24.2% in 2018 to 38.7% in 2022. (D-14)
- The District's cumulative student loss of 67 students since 2018 has resulted in a loss of revenue of \$525,306. (D-15)





FINANCE (continued)

- The potential revenue per millage of property tax levied by the District in 2022 is higher than the state average of \$253,128 and ranks highest of the reference districts for both homestead and non-homestead properties combined. (D-16)

PERSONNEL

- Staffing FTE was the highest in 2020 and 2023 at 47 and was lowest in that 5-year window in 2019 at 43. The District ranks 5th in staffing FTE's within the peer reference group. (E-1, E-2)
- At 21, the District's student teacher ratio was the highest among the reference districts and the same as the state average. It has dropped from a ratio 24 in 2018 to 21 in 2022. (E-3, E-4)
- In 2022, the average teacher salary ranks second (2nd) among the reference districts behind Norway-Vulcan. At \$52,524, the average teacher salary is significantly lower than state average salary of \$64,882; a difference of \$12,358. The average salary increased by \$3,387 over the 2018 average. (E-5, E-6)
- 27% of the District's teachers have a Master's degree or higher. (E-7)
- Half of the District's 26 teachers have been with the district 10 or less years. (E-8)
- In 2022, Teacher Effectiveness ratings were 66.67% Highly Effective, 33.33% Effective, 0% Minimally Effective, and 0% Ineffective; a significant change from 2018 ratings of 3% Highly Effective and 97% Effective. (E-9)
- In 2022, Administrator Effectiveness ratings were 69.23% Highly Effective, 30.77% Effective, 0% Minimally Effective, and 0% Ineffective; a significant change from 2018 ratings of 0% Highly Effective and 100% Effective. (E-10)





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

EMERGING

On-line & Hybrid Learning
Universal Pre-Kindergarten Learning
Mental Health/Physical Basic Needs
Staff/Personnel Shortage
Career Focused Education

Peer Groups
Open Classrooms

ON THE HORIZON

PBIS MTSS
Competency Based Education
Expand options for vocational/trades classes.
SWPBIS Whole Child Approach
Equitable Practices Back to conservative/traditional values

Comfort Dogs
More secondary elective classes
Peer to Peer





ESTABLISHED

- Continual assessment of learning (Testing)
- Mental Health
- College Credit
- CTE Programs
- Dual Enrollment
- Early Middle College
- Technology Education
- Chromebooks
- Grade Level Learning Change
- Common Core

DISAPPEARING

- Gender Bias
- Spelling/Cursive
- Hard Cover Books
- Sit & Git
- Standards i.e. Dress Code
- Hands on Classes
- Respect





ACADEMIC PERFORMANCE

Elementary/Middle School M-STEP/PSAT

Positives

- Strong overall performance

Opportunities

- In general, there was a big drop in scores on the 2021 assessment.

High School M-STEP/PSAT/SAT

Positives

- Social Studies, Science and English Language Arts are above the State average.
- Science and Social Studies Scores improve from 2021 to 2022.

Opportunity

- Math and College Readiness are below the State average.





DEMOGRAPHICS

Positive:

- SAPS has the second highest graduation rate among the reference district group.

Opportunities:

- Student enrollment consistently decreased over the past 5 years.
- 161 students living in the SAPS geographic boundaries attend school in other districts or charter schools. Only 15 students attend SAPS through school of choice.

FINANCE

Positives

- The District's Fund Balance has increased from its low of 24.2% in 2018 to 38.7% in 2022. The Fund Balance is above the state recommended percentage.

Opportunities

- Surprisingly relatively low budget on instructional support services per student spending. It is lowest within the reference district group.
- Transportation services has a substantial financial impact on the general fund budget.
- Impact of School of Choice on general fund revenue

Personnel

Positive:

- Teacher average salary is 2nd highest among reference districts.
- One half of the teaching staff has been in the district 10 or more years.
- The teacher “highly effective” rating trend is increasing.

Opportunities:

- Five of twenty-six teachers will be at retirement age in the next 5 years.





ACADEMICS AND PROGRAMS

- Expand CTE Programming (7)
- More opportunities for students
- Partnership with neighboring districts to provide more electives. (2)

LEARNING ENVIRONMENT

- Restorative Practices (1)
- Get resident students back to SAPS. (6)
- Professional Development regarding disruptive student behavior
- Retention plan for all students (1)
- School-wide Behavioral Intervention Support (2)
- Monthly school-wide assemblies
- Consistency with handbook and discipline rubric (9)
- Accountable Student Behavior (2)





COMMUNICATION and COMMUNITY ENGAGEMENT

- Internal and External Communication Plan/Protocol (1)
- Public Relations Development
- One Platform of Technology for communications (4)
- More Parent Involvement
- Parent/Community Activities During the School Day
- Weekly Communications to the Journal (2)
- Better Communication

Operations

- Bathroom Plan: More, Renovate, Separate (9)
- Bond to Improve Facilities: entrance, playground, blacktop, bathrooms, etc. (12)





Personnel & Leadership

- Incentives to attract and retain qualified staff (12)
- Recruit Staff (1)
- Chain of command organizational chart

