

**Ishpeming Public School District No. 1
2018-2023
Strategic Plan Summary Document**



The Mission of the Ishpeming Public School District No. 1 is to prepare all students for lifelong success with the support of our Hematite family.

Letter from Board President and Superintendent

This document contains the 2018-2023 Ishpeming Public School District No. 1 Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Over two days seven separate forums were held gathering input from various stakeholder groups including community members, parents, students, school leaders, and staff. Additionally, an electronic survey collected input from those unable to attend the forums. The end result was 214 people providing input for the planning process. A Strategic Planning Team of 38 community members, parents/guardians, staff and students participated in an all-day planning retreat on March 17, 2018.

Throughout the planning process the community expressed strong loyalty and high expectations of Ishpeming Public School District No. 1. Even though some of the goals are lofty they reflect the strong desire that has been expressed to embrace continuous improvement for our school system.

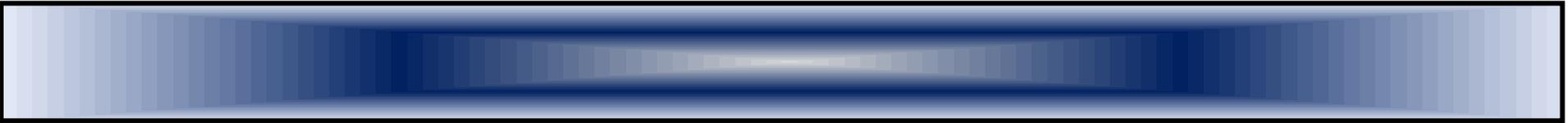
There were several clear and consistent themes that emerged from this process.

1. There is strong community pride for the rich history and achievements of the Ishpeming Public School District No 1 which offers Marquette County's only nationally accredited high school and is ranked by USA News and World Report as one of the best high schools in North America.
2. The growth and success of Ishpeming Public School District No. 1 must be a top community priority that requires support from all of our stakeholders and partners including students, parents, alumni, community members, taxpayers, businesses, non-profits, foundations, and government agencies
3. While there is more work to be done the Ishpeming Public School District No. 1 is moving in the right direction with positive momentum behind the academic growth, instructional reforms and innovative new school choices.
4. As a district, we must do a better job of positively engaging and involving all of our stakeholders, both from within the school and from our surrounding community to create shared goals and strategies to improve opportunities for students, promote academic achievement and make Ishpeming the top choice to live, attend school, and succeed.

Our Strategic Planning Team, comprised of a very broad and diverse group of 38 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.

Robert Nadeau, President of the Board of Education

Carrie Meyer, 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.

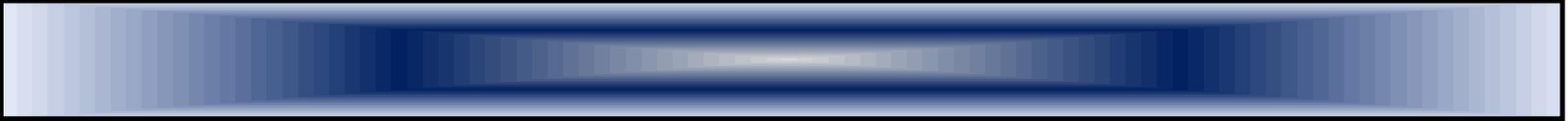
In November 2017, the Ishpeming Public School District No. 1 Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The 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

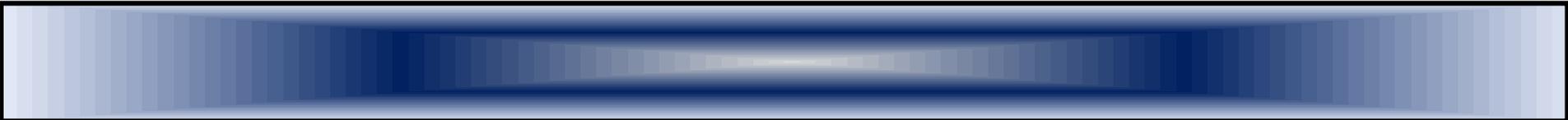
This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

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 214 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future.



Local Area and School Demographic Data

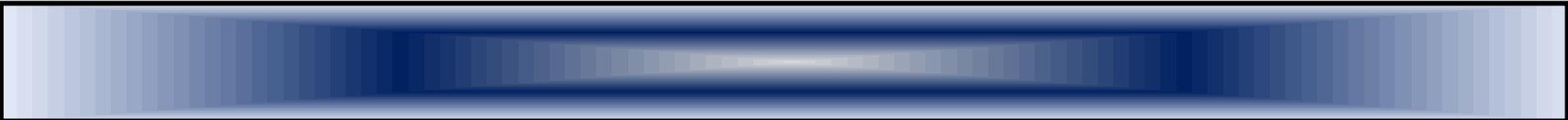
An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years, 2009-2017, as applicable, in comparison with districts selected by the Board and Administration and state averages, where available. The reference districts used for Ishpeming Public School District No. 1 were Iron Mountain Public Schools, Ironwood Area Schools of Gogebic County, L'Anse Area Schools, Munising Public Schools, and NICE 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 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 5).

*There's a strong sense of history and **community pride** for the district and a sincere concern for the **welfare of students** demonstrated by the Ishpeming Board of Education, administrators, teachers, staff, parents and the community as a whole.*

-Rick Diebold, EdD, MASB Facilitator



Strategic Planning Team Members

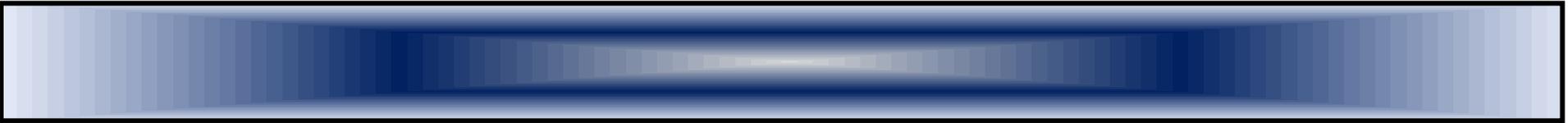
*Bernie Anderson
Danielle Anderson
Anne Asplund
*Penny Barney
*Anthony Bertucci
Connie Bertucci
Melissa Corkin
*Tamara Doney
Diane Gauthier
Anne Giroux

Rita Hausher
Paul Healey
*Seth Hoopingarner
Todd Kauppinen
Jennifer Klipp
Abby Koski
Lori Laksonen
*Beth Lawson
Griffin Lawson
Dave Leverton

Scott Lyman
*Melissa Meldrum
*Carrie Meyer
Molly Miller
Robert Nadeau
Paul Olson
Michelle Peace
Dan Perkins
Emma Poirier
Marcia Pruett

*Kaitlin Rich
Tina Romback
Joe Routhier
Peter Routhier
Heather Salmi
Brian Sarvello
Heather Swanson
Dondre Yohe

*denotes Implementation Team Member



Retreat Workshop

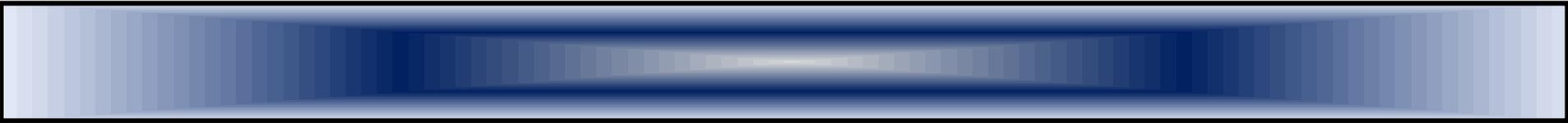
A retreat workshop was held on March 17, 2018. The workshop covered included:

- 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

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 the Ishpeming Public School District No. 1 is to prepare all students for lifelong success with the support of our Hematite family.



Vision Statement:

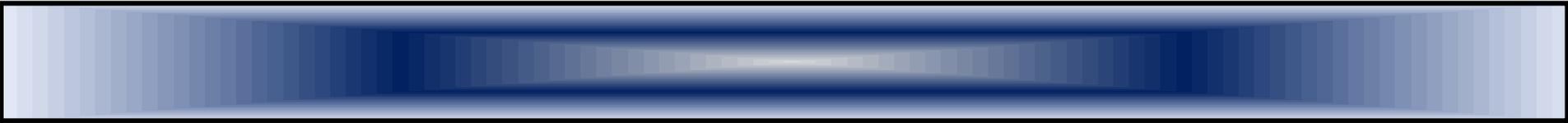
Describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

The Vision of Ishpeming Public School District No. 1 will be the educational destination where students strive for academic excellence in a connected community resulting in lifelong success.

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:

- We believe all individuals can learn.
- We believe that education begins from a foundation of relationships.
- We believe in partnership among students, staff, parents and community.
- We believe hard work leads to academic excellence.
- We believe in an individualized approach to life long success.
- We believe in a safe, respectful environment where all voices are valued.



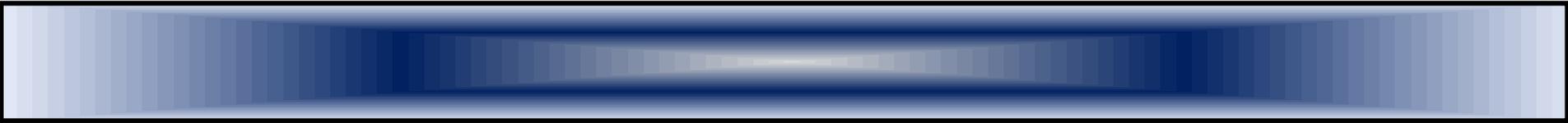
2018-2023 Strategic Goals

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 23, 2018, retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2018-2023 Goals

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



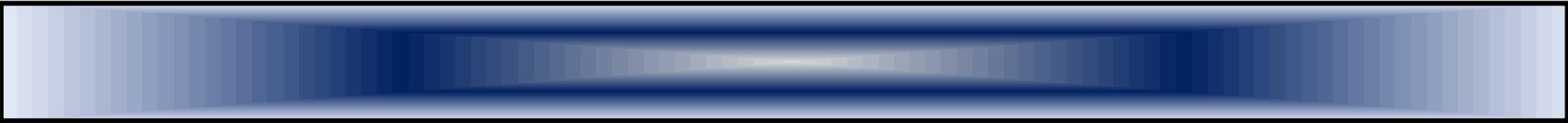
Following the retreat, members of the District Implementation Team who were appointed by the superintendent, were charged with developing specific objectives targeting the strategic goal areas identified by the retreat Strategic Planning Team.

Goal Area 1: Academics/Programs

Strategic Goal Statement: We will create and support rigorous and diverse academic offerings at all levels (pre-school through grade 12).

First Year Objectives:

- Explore preschool options
- Explore how to expand art(s) opportunities
- Explore data driven programs in science and writing to increase student achievement/growth
- Inform and excite the students about college course opportunities

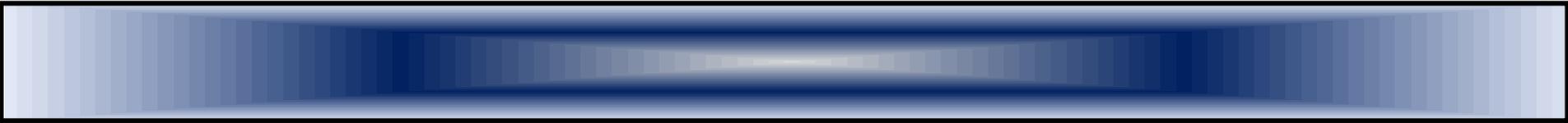


Goal Area 2: Communications/Community Engagement

Strategic Goal Statement: We will increase positive communication to promote district strengths and improve perception of Ishpeming school district.

First Year Objectives:

- Increase number of staff sharing social media posts
- Administrators meet with local press representatives to discuss concerns
- Initiate meeting of involved groups regarding curb appeal/blight improvement
- Explore web-site re-design options/costs
- Maintained school messenger use
- Invite Alumni Association representatives to visit each school 1 to 2 times per year

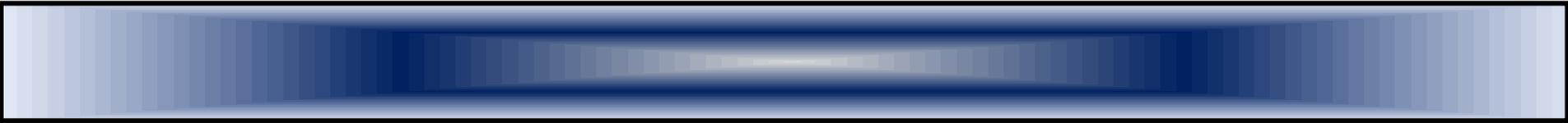


Goal Area 3: Learning Environment/Culture

Strategic Goal Statement: We will create a student centered approach in a blended learning environment.

First Year Objectives:

- Increased one to one technology
- Explore creation/scheduling of homeroom period with IEA
- Create formal mentoring program between students k-12
- Maintain current partnerships and increase by one
- Explore options for creation and improvement of outdoor spaces
- Continue conversation about fifth grade move

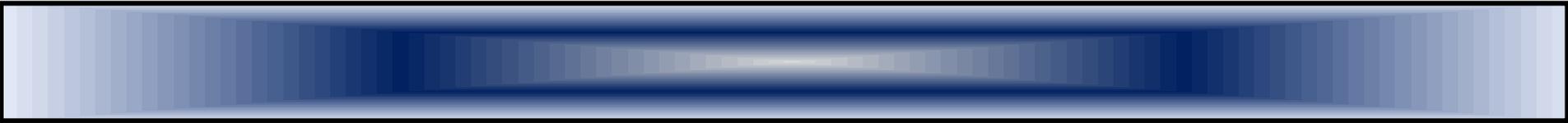


Goal Area 4: Personnel/Leadership

Strategic Goal Statement: We will attract and retain excellent instructors and staff and support collaboration.

First Year Objectives:

- Explore, identify, and pursue grants for individual professional development
- At least one collaborative meeting for each:
 - Birchview-Middle School;
 - Middle School-High School;
 - Departmental
 - Grade level

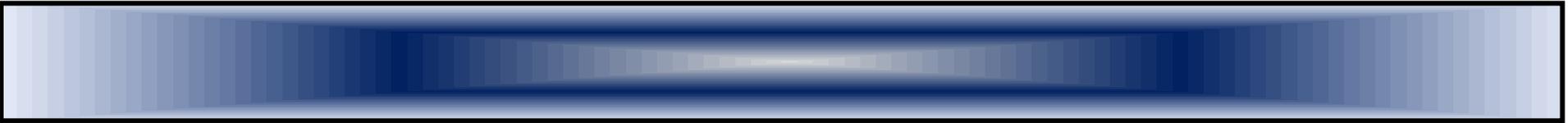


Goal Area 5: Operations/Finance

Strategic Goal Statement: We will optimize use of resources and expand enrollment.

First Year Objectives:

- Shift school of choice student number x5 to the positive
- Increased exposure/access for teachers to optimize grant writing opportunities
- Examine/discuss start time changes and options



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

Attachment 1 – Input Summary

Strengths

Academics/Programs

- Peer to Peer and Natural Helpers
- Strong test scores
- Math program

Learning Environment/Culture

- Connection to past: 150 year history, tradition, historic facilities, Hematite pride, large connected Alumni organization
- Safe, friendly, welcoming, polite, family environment
- High expectations (academic, social and involvement) for students

Communications/Community Engagement

- Supportive and connected community and parents
- Community cares about the school district, the students and families
- Effective communication school to parents (district/building-wide and teacher-parent)

Personnel/Leadership

- Engaged, caring, dedicated, student centered and kid friendly staff (all employees)
- Resourceful staff who do a lot with a little and get results
- Excellent adult role models

Operations/Finance

- Health clinic/services for physical and mental health
- Athletic programs

Attachment 1 – Input Summary – Cont'd

Opportunities for Improvement

Academics/Programs

- Art(s) offerings
- More CTE at high school level for non-college bound
- Shine spotlight more on academics & less on athletics
- Need expanded/enhanced college opportunities
- Pre-school / feeder system

Communications/Community Engagement

- Perceptions about the community (stigma)
- Create our brand and tell our own story
- Seek meaningful ongoing input from staff & community

Learning Environment/Culture

- Verbal bullying/intimidation student to student
- Technology infused in classrooms rather than separate labs

Personnel/Leadership

- Staff morale
- Need a plan and vision then follow through

Operations/Finance

- Retain resident students / impact choice
- Care and cleanliness of aging facilities
- Neighborhood blight / curb appeal
- Prioritize balance of staffing/training/equipment & supplies/ course offerings/administration
- Lunch offerings

Attachment 1 – Input Summary – Cont'd

Barriers

Academics/Programs

- Staffing numbers
- Declining enrollment (class size too small to offer courses or too large to manage)

Learning Environment/Culture

- Neighborhood blight, curb appeal
- Heavy focus on athletics, little focus on academics

Communications/Community Engagement

- Negative perceptions towards community
- Infrastructure decay, housing
- Impatience; change takes time
- Shifting socio-economics and demographics of community

Personnel/Leadership

- Staff moral
- Openness/willingness to listen, to change, to ask questions, to seek input (at many levels and without prejudice)
- Fatigue of trying to do more with less over time

Operations/Finance

- Funding / declining enrollment
- Competition for students (choice)
- Care/upkeep of an historic facility (time & \$)

Attachment 1 – Input Summary – Cont'd

Vision

Academics/Programs

- Career & college ready
- Academic and trades offerings
- Individualized attention
- Art(s) opportunities

Learning Environment/Culture

- Safe, friendly, supportive
- Provide meaningful opportunities to help students develop academically and socially, career skills, life skills, soft skills
- Students from Ishpeming choose to begin and complete pre-school through grade 12 here.

Communications/Community Engagement

- Collaboration between school, parents, community, businesses
- Vibrant, connected, relevant to student, family, community, and society's needs
- Continued Hematite pride and tradition

Personnel/Leadership

- Goal oriented plan and strategies to accomplish them

Operations/Finance

- Stable enrollment
- Stable funding

Attachment 2 – Data Summary

Data-Driven Strategic Planning: Ishpeming Public School District No. 1

Based on analysis of data in this report, the following points are highlighted concerning Ishpeming Public School District No. 1:

In general, the data revealed that when compared to state averages and the reference districts selected for this report, Ishpeming Public Schools emerges as a district achieving a high graduation rate, with reasonable academic performance, which is higher than most noted reference districts at the high school level, especially in the area of college preparedness. The district has been narrowing a spending gap between revenues and expenditures while maintaining low student-teacher ratios in an economic environment of low tax base per-pupil and declining enrollment.

Demographics

- Approximately 34.3% of residents attended some college or earned an Associate's Degree. In addition, 21.8% of Ishpeming adults hold a Bachelor's degree or higher compared to the state average of 27.4%. Only 6.2 % of Ishpeming adults aged 25 or older have not attained a high school diploma compared to 10.1% statewide. This ranks Ishpeming 2nd among the comparison districts.
- 99.2% of school aged children residing in the Ishpeming School District are enrolled in public school, compared to the state average of 90.1%. This ranks Ishpeming highest among all of the comparison districts. Of the Ishpeming resident pre-school aged children enrolled in pre-school programs 88.6% are enrolled in public school programs ranking Ishpeming 2nd among the comparison districts.
- The district's 2016 average household income is the second lowest of the reference districts in both the mean and median average.
- Enrollment at the Ishpeming Public School District has decreased over the past five years moving from 830 students in 2013 to 778 students in 2017; a net loss of 52 students, equal to 6.3%.
- Ishpeming Public Schools has 314 students who choose to attend either other districts or charter schools. NICE (166), Negaunee (100), and Marquette (25) enroll the greatest number of resident Ishpeming students. The loss of students to neighboring districts through Schools of Choice has steadily increased from 252 in 2013 to 314 in 2017, an increase of 62 students, or 24%. There are 82 non-resident Schools of Choice students enrolled in Ishpeming Public Schools. The greatest number of non-resident students enrolled in Ishpeming are from NICE (55) and Negaunee (17).

Attachment 2 – Data Summary – Cont'd

Demographics (continued)

- The percentage of students attending Ishpeming schools who are eligible for free or reduced lunch price assistance in 2017 ranked second highest among the reference districts and also above the statewide average. Free and reduced student lunch eligibility increased between 2013 and 2017 and resulted in 52.4% of Ishpeming students qualifying for lunch assistance in 2017. The state average is 45.7%.
- The district's 2016 cohort graduation rate of 94.23% was the highest of the 6 comparison districts and above the statewide average by 17.58 percentage points.
- While the state's average graduation rate has increased by 3.41% over the past five years, Ishpeming's average graduation rate has increased by 8.98%.
- For the class of 2012, Ishpeming's enrollment in college rate was 75.00%. After a five year period 37.6% had earned a qualifying certificate or degree, and 26.7% were no longer enrolled.
- The ethnic blend of the district remains homogenous and the makeup of the student population has seen little change in the past 5 years. The 2017 demographic data is as follows: 89.3% White, 6% Multi-racial, 1.1% American Indian, 1.1% African American, 0.9% Hispanic, and 0.7% Asian. This demographic make-up is similar to the comparison districts in all areas, with the exception of Munising and L'Anse which both show significant American Indian populations of 15.7% and 21.4% respectively.
- Ishpeming Schools student's chronic absenteeism ranked 4th amongst the reference districts and is better than the state average. The district's chronic absenteeism rate has improved over the past five years decreasing from 22% in 2013 down to 14.00% in 2017.

Academic Performance

- **Reading: MEAP/MME:** Ishpeming students exceeded state averages in Reading at all grade levels tested (grades 3, 4, 6, 7, 8, and 9) on the 2013 MEAP and MME except grade 5. Compared to the comparison districts Ishpeming ranked highest at grade 8 and grade 11; 2nd at grade 7; 4th at grade 3 and grade 4; 5th at grade 6; and 6th at grade 5. In the five years between 2009 and 2013 students from Ishpeming were above the state average four of five years in grades 5, 6, 7 and 8; and above the state average in three of five years in grades 3 and 4.
- **Writing: MEAP/MME:** In grade level writing on the 2013 MEAP Ishpeming students in grade 7 exceeded the state average and in grade 4 were below state averages. In grade 11 Ishpeming students exceeded the state average in writing at grade level on the 2014 MME. Compared to the other comparison districts Ishpeming ranked first in grade 11; second in grade 7, and fourth in grade 4.

Attachment 2 – Data Summary – Cont'd

Academic Performance (continued)

English / Language Arts and Evidence Based Reading & Writing: M-STEP/MME/ACT: The percentage of Ishpeming students in four of the six grades tested (grades 3, 4, 5, and 6) on the 2017 M-STEP in ELA were below state averages. In grades 8 and 11 Ishpeming students achieved above the state average. Compared to the six total reference districts Ishpeming ranked 5th in grade 3 ELA; 5th in grade 4; 6th in grade 5, 3rd in grade 6; 1st in grade 7; 3rd in grade 8. The 3 year trend between 2015 -2017 for Ishpeming on the M-STEP ELA portion in grades 7, 8 and 11 was higher than the state average all three years; was lower than state average 2 of 3 years in grades 3, 4 and 6; was lower than the state average all 3 years in grade 5.

- **Math: MEAP/MME:** Ishpeming students tested on the 2013 MEAP and 2014 MME performed below state average in grades 3, 4, 5, 6, and 11. They performed above state average in grades 7 and 8. Compared to the comparison districts Ishpeming ranked lowest in grade 3; fifth in grades 4, 5, 6 and 11. Third in grade 7 and highest in grade 8. In the five years between 2009 and 2013 students from Ishpeming performed above the state average three of five years in grades 3, 7, and 8; one of five years in grades 4 and 6; zero of five years in grade 5.
- **Math: M-STEP/MME/ACT:** The percentage of Ishpeming students tested on the 2017 M-STEP, MME, or ACT test in math performed above the state average in grades 3 and 11, but below the state average in grades 4, 5, 6, 7, and 8. Compared to the six total reference districts Ishpeming ranked fourth in grade 3; third in grade 4; last in grade 5; fourth in grades 6 and 7; second in grades 8 and 11. The 3 year trend between 2015 -2017 for Ishpeming on the M-STEP Math portion was above state average in grade 3 all three years; above two of three years in grades 4 and 11; below state average two of three years in grade 6; was below state average all three years in grades 5 and 8; above one year, below one year and tied one year in grade 7.
- **Science: MEAP/MME:** On the 2013 MEAP and 2014 MME/ACT science tests Ishpeming students in grades 8 and 11 exceeded state averages and grade 5 was below in science on the 2013 MEAP/2014 MME. Compared to the six total reference districts Ishpeming ranked the highest of all districts in grade 11; second in grade 8; and fourth in grade 5. In the five years between 2009 and 2013 students from Ishpeming performed above the state average three of five years in grades 5 and 8. In the 5 years between 2010 and 2014 Ishpeming students in grade 11 also performed above state average in science three of five years.
- **Science: M-STEP/MME/ACT:** Ishpeming students in both grades tested (grades 4 and 7) on the 2017 M-STEP in Science on average performed below state averages. Compared to the 6 other reference districts Ishpeming students performed the lowest of all districts in grade 4 and fifth of six in grade 7. Ishpeming students tested on the MME/ACT in grade 11 performed above state grade level averages. Compared to the other districts in the references districts Ishpeming students in grade 11 performed third of six. The 3 year trend between 2015-2017 for Ishpeming on the M-STEP Science portion was below state average in all 3 years in grade 4, and above two of three years in grades 7 and 11.

Attachment 2 - Data Summary – Cont'd

Academic Performance (continued)

- **Social Studies: MEAP/MME:** Ishpeming students in grades 6, 9 and 11 performed above state grade level averages in social studies on the 2013 MEAP/2014 MME. Compared to the other districts in the references districts Ishpeming students performed better than all districts in grades 9 and 11, and better than all but one other district in grade 6. The 5 year trend between 2009-2013 for Ishpeming on the Social Studies portion of the MEAP shows Ishpeming performing above or tied with the state average four of five years.
- **Social Studies: M-STEP/MME/ACT:** The percentage of Ishpeming students tested in Social Studies on the 2017 M-STEP in Social Studies was above state average in both grades 5 and 8. Compared to the 6 other reference districts Ishpeming performed highest in grade 5 and in grade 8 in Social Studies on the 2017 M-STEP. On the 2017 11th grade MME Ishpeming was above the state average, and ranked second among all reference districts. The 3 year trend of social science scores on the M-STEP is that Ishpeming students in both grades 5 and 8 performed higher than the state average only once in 3 years. On the 11th grade MSTEP test in Social Studies Ishpeming students performed above state average all three years.
- **College Readiness: SAT/ACT:** Ishpeming's 2017 Percentage of College Readiness in all subjects' score of 38.8% was higher than the state average of 34.9% and was only one of two of the six reference districts to exceed the state average. Ishpeming was only one of two the six reference districts to exceed the state average in Math and rated second of the six reference districts. Ishpeming was only one of three of the six reference districts to exceed the state average in Evidence Based Reading & Writing and rated second of the six reference districts; The 5 year trend on the ACT Composite Score for Ishpeming students between 2010-2014 was above the state average four of five years. The five year trend for Ishpeming in English and in Reading on the ACT was higher than the state average all five of five years, and higher than the state average three of the five years.
- In 2017 20 Ishpeming students participated in Advanced Placement classes, down from a high of 30 in 2015.
- Only a single student participated in dual enrollment college courses in 2017.

Attachment 2 – Data Summary – Cont'd

Finance and Personnel

- Ishpeming has increased its instructional spending four of the last five years, from \$5268 per pupil to \$6519 per student and ranks fourth of six among the reference districts. Ishpeming spends \$413 more per pupil than the state average of \$5835.
- Ishpeming spends less than the state average on student instructional support, however, compared to the reference districts Ishpeming spends more than any of the others. Ishpeming's spending on student instructional support has increased from \$699 per-pupil to \$927 per-pupil in the last 4 years.
- Ishpeming, along with two other reference districts spends above the state average in business and administration dollars per student. Ishpeming spends \$81 per-pupil more than the state average
- Ishpeming's total per-pupil general fund expenditures of \$10,081 rank highest among the reference districts, and above the state average of \$9,996. Per-pupil general fund expenditures have increased each of the last five years and have grown by \$2,140 per-pupil in that time.
- Ishpeming's total general fund balance as a percentage of expenditures has decreased each of the past four years declining from 11.6% in 2014 to 4.4% in 2017. Against the reference districts Ishpeming's 2017 fund balance ranks fourth of six.
- Ishpeming's general fund expenditures have exceeded revenues each of the last three years, however, the annual gap between revenues and expenditures has been steadily closing in the same period.
- Ishpeming's total taxable value per-pupil is the lowest of any of the reference districts and is \$53,108 lower than the state average. Ishpeming's homestead taxable value per-pupil \$81,732 is the lowest of any of the reference districts and well below the state average of \$127,145. The non-homestead taxable value per-pupil is also the lowest of the reference districts and the only one of the reference districts below the state average.
- Ishpeming's 2017 Foundation Allowance is the state base minimum and is equal to all of the other reference districts. Although the district has received small increases in the state foundation grant each of the last four years, it took until 2016, 7 years, for the district to return to the foundation grant level received in 2009.
- Ishpeming's cumulative student loss of 72 students between 2014 and 2016 resulted in a loss of \$519,170. An increase of 13 students in 2017 resulted in an increase of \$97,643 additional revenue.

Attachment 2 – Data Summary – Cont'd

Finance and Personnel – Cont'd

- Ishpeming's student-teacher ratio is slightly lower than the state average and 3rd highest of the reference districts. The district's student-teacher ratio declined from 27 students per teacher in 2012 to 22 in 2016.
- Ishpeming's 2016 average teacher salary of \$49,859 is lower than in any of the past 5 years. This is indicative of senior staff turnover. The average teacher salary ranks last among the reference districts, and all of the reference districts rank below the state average
- Of Ishpeming's current teaching staff of 44 teachers 22 (50%) hold a Master's degree or higher.
- 50% (22) of Ishpeming's current teaching staff have been with the district longer than fifteen years, while 32% (14) have been with the district for less than 3 years.

Submitted: Richard Diebold, EdD

DATE: February 25, 2018

Attachment 3 – Environmental Scanning

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

Emerging

One to one technology
Flipped instruction
Trade School/Career Technical
Education
College credit Career Tech and Middle
College

Online remote teaching and learning
Online Courses technology
Changes in instruction
Career Tech Ed Classes
Online school teach and learn from
home

One to one technology in our district
Collaborative Learning
Coding
Virtual reality
Community involvement
Blended learning

Horizon

Virtual Reality
Teaching Methods, eg, Math Foundation
More choice alternatives to public
schools

More options for families in their
educational choices
Declining enrollment
Artificial intelligence

New science and social studies
standards
Universal individual education plans
Virtual learning

Attachment 3 – Environmental Scanning – Cont'd

Established

Digital interactive learning
Student teacher ratios
Standardized testing prep
School of choice issues
Standardized testing changing standards

Funding per-pupil still using old formula
Differentiation
Assessments
Inclusion
Assessment driven education
Technology

Project-based learning
Increase of teacher responsibilities mental and physical
Technology tools in classroom

Disappearing

Direct instruction (stand and deliver)
Textbooks
Neighborhood schools providing a sense of community/security
Cursive penmanship

Breakdown of family structure
Discipline/Respect for self and authority
Whole group instruction
Funds available to do our jobs well
Specials are not a priority

Self-contained special-education
Adequate funding
Lecture instruction
Learning labs

Attachment 4 – Data Considerations

Academic Performance – K-4

Low test data generally
Math, science, and reading scores low

Chronic absences are in sharp decline

Academic Performance – 5-8

As a district 5th, 6th, and 7th grades low scores across all content areas
7th grade science well below state average

Match scores show gains by 8th grade
Data shows definite gains in ELA from 5th/6th grade to end of middle school

Academic Performance – 9-12

Fewer students taking AP classes
Positive College readiness scores; 1 of 2 reference districts above state average

Test scores mostly well above reference districts

Academic Performance – K-12 (Overall)

Low English/Language Arts scores lower grades
Math and science performance low at elementary
State test scores at elementary rebound to highest of reference districts by high school

Declining participation in college offerings while still in high school

Attachment 4 – Data Considerations – Cont’d

Demographics and Enrollment

Enrollment

Enrollment down 50+ students, choice up 60+ students in 5 years
314 attend other districts or charter schools

Chronic absenteeism 4th amongst reference districts, better than state average; improved over past 5 years

Demographics

TXV per-pupil lowest of reference districts and lower than the state average

College readiness score is 77% higher than in-county comparable district in spite of 66% higher student poverty rate and 32% lower household income

Finance

Cumulative student loss of 72 students between 2014-2016 resulted in loss of \$519,170
GF expenditures exceeded revenues each of last 3 years, however, annual gap of revenues/expenditures has steadily closed in the same period

Between 2015 and 2017 General Fund expenditures per-pupil were up 8%; total instruction was up 3%; instructional support was up 5%; business/admin had a 0% change. Over the past year alone business/admin per-pupil expenses dropped -7%

Attachment 5 – Suggested Goal Area Objectives

Academics/Programs

Early Childhood Program (23)
1:1 Computing (Technology) (12)
Invest in K-12 Science STEM (8)
High School/Middle School Art (Arts) (7)
Higher level classes (AP, Dual Enrollment, Concurrent) (5)

Counselor services in Elementary (3)
Targeted interventions (Math and ELA) (1)
IMS Science Lab
More “Arts”, Gym, Music, Art, Computers

Science and Math resources
Writing curriculum
More course offerings (AP, Art, Voc. Ed)

Communication/Community Engagement

More positive media exposure in all forms (12)
Improved website (5)
Tell our story (2)

Community outreach (film night, senior lunch, art display) (2)
Change negative perception (1)
Communication between buildings

Continued collaboration with city government
Marketing plan needed
Communicate the positive

Attachment 5 – Suggested Goal Area Objectives – Cont'd

Learning Environment/Culture

All students get into home games for free (10)
More technology in the classroom, less textbooks (7)
Home room, Character Ed (4)
K-12 Farm to School (2)
Value your learn (1)

Transparency (1)
5th grade to Birchview (1)
Outdoor space (MS & HS) (1)
Mentoring programs (1)
Student engagement in the development of programs and involvement (1)

Staff morale (1)
Technology integration (1)
Continue to grow Hematite family
Show appreciation/respect for each other
Team teaching

Personnel/Leadership

Attract/Maintain excellent teachers (4)
Time to collaborate (2)
Encourage and financially support professional development (2)

Strong community member to fill upcoming vacant board position (2)
Staff involved with committees/diversity (1)
Staff PD scholarships (1)

Solution oriented thinking
Sub shortage
Teacher-student ratio remain low
Open to change
Positive communication

Operations/Finance

Loss of students to School of Choice/Why'd they leave? (12)
Balance admin costs in relation to enrollment (11)
Grant writing/seek alternative ways for resources (5)

Start times/Educationally focused (4)
Custodial and cleanliness (3)
Increase enrollment (2)
Maximize funds for education (2)
Promote universal support of capital campaign (1)

Provide essential PD as needed (and timely)
Swap central office/principal offices – welcoming - safety