



The School District of the City of Highland Park
District Educational Strategic Plan 2018 - 2023

Takia Pope-Gibson

THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK 12360 Woodward Avenue, Highland Park, MI 48203-3322

Dear Distinguished Stakeholders:

Our vision is that all children have a right to a quality education that prepares them to achieve their maximum potential and compete globally in a 21st century society. A quality education requires a balance of high expectations, rigorous instruction, caring and prepared faculty, a safe learning environment, community support and consistent engagement, with a focus on closing achievement gaps for students. These are the core values of the Highland Park School District (the “District”).

This Educational Strategic Plan (“Education Plan”) reflects our core values and will be the framework for how the District conducts business and engages its stakeholders. Our Education Plan is proactive and embraces a student-centered approach to education, that prioritizes the creative use of available resources and opportunities for students to learn and grow as students over everything else. This plan sets our priorities and will guide our decisions to rebuild our District, grow and cement personal achievement of every student as our foundation..

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Guided by our mission to provide a high-quality public education to all children, the District Educational Plan provides a roadmap for rebuilding the District back into an exemplarity model reminiscent of the rich history of Highland Park Schools.

The Board of Education
Highland Park School District

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The School District of the City of Highland Park Educational Master Plan 2018 – 2023

Development Stakeholders

Kevin A. Smith, Director of Operations

The Highland Park Board of Education

The Office of the Mayor of the City of Highland Park

Michigan Department of Education

Michigan Department of Treasury

The Wayne Regional Education Service Agency (Wayne RESA)

The County of Wayne

Educational Specialists

Corporate Professionals

Community Advocates

Educational Community

The Highland Park School District is located in and shares its boundaries with the city of Highland Park, in the County of Wayne, State of Michigan. The city is surrounded on all four borders by the city of Detroit, except for a small portion that touches the city of Hamtramck. The population in the city is approximately 10,883 people, including 4645 households and approximately 2200 school age children residing in the city.

Wayne County is the most populous county in the state and has a total population of approximately 1.8 million people. There are 33 school districts in the county, serving approximately 226,000 students. Additionally, there are 108 public school academies (charter schools) serving 64,000 students for a combined total of approximately 290,000 students in public schools county-wide. (Source: Wayne RESA.)

Our History

The Highland Park School District, with its rich history, continues to provide quality public education using a partnership approach to teaching and learning. In 2012 the District made a bold choice to address its operating deficit (that had persisted for more than six years) while still providing residents with a local school option. The District decided to convert all of its then existing schools into public school academies (“PSA”s or “charter schools”).

In the five-year period prior, student enrollment in the District declined precipitously – from about 3,900 students during the 2007-08 school year to just over 1,000 students during the 2011-12 school year. The District’s loss of students during these years was primarily driven by students choosing to attend public schools in neighboring districts under “Schools of Choice” laws. The first year of significant enrolment decline over that period occurred between 2007-08 and 2008-09 school years, with enrollment dropping by approximately 24% (or 917 students). The following year the District lost 36% of its enrollment, more than 1,000 students in a single year. Since a large portion of the District’s state funding is based on student enrollment, as a result of these declines, District revenues declined from \$26 million in 2007-08 to \$10 million in 2011-12. The failure to cut expenditures in proportion to the drastic enrollment declines made the District one of the highest spending districts in Michigan. (The District spent about \$18,800 per student in 2011-12 school year, compared to only \$14,881 per student spent by Detroit Public Schools for example).

In 2011, Governor Rick Snyder appointed a review team to determine the existence of a financial emergency in the District. The review team’s report revealed that during the 2010-11 school year the District had spent 54% more than what it had received in revenues. Based on its findings the review team recommended that the District be taken over by an emergency manager. Governor Snyder agreed with the findings and in May 2012 an emergency manager was appointed to oversee the operations of the District.

In July 2012, the District announced that two public school academy (“PSA”) operators would be taking over operation of the then existing five (5) schools in the District under dual charter contracts the District, as an “Authorizer,” issued to them. George Washington Carver Public School Academy (“Carver PSA”) was awarded a charter to operate George Washington Carver Elementary School, and the Highland Park Public School Academy System (the “System PSA”) was awarded a charter to operate Barber Elementary (renamed “Highland Park Renaissance Academy”), Highland Park Community High School, Cortland Elementary School and Henry Ford Middle School.

The Carver PSA Board chose to directly manage George Washington Carver Academy, and the System PSA Board chose to award a five-year management contract to The Leona Group to manage and staff educational instruction, administration and to operate the four school buildings the System PSA Board had under its Charter.

The approach allowed the District to shift the funding burden for educating students from the District’s general operating budget to the PSA Boards’ operating budgets, which are funded from state aid revenues allocated entirely by the State of Michigan. In turn, the District was able to reallocate existing tax revenues (which previously were used to support school operating costs) to repay the then-existing debt obligations.

From 2012-2016, three of the five schools in Highland Park closed due to continued enrollment decline. In 2016, the Carver PSA Board chose to renew authorization of its Charter with a new authorizer – Bay Mills Community College. Carver Academy continues to operate under its charter with Bay Mills in the city of Highland Park.

The District currently still authorizes Highland Park Renaissance Academy, a Pre-K to 8th grade academy that serves approximately 371 students as of Fall 2018.

On April 21, 2018, the District successfully exited state oversight and announced an aggressive plan to rebuild the District. Kevin A. Smith was named Director of Operations by the Board of Education (the “Board”). In May 2018, the Board voted and launched a strategic planning process to implement a long-term plan to: (1) re-establish the District as a premier school district in Michigan, (2) re-connect with the community-at-large, and (3) lay the foundation for long-term stability, which includes growing District enrollment and its footprint in the community.

This Plan sets forth the roadmap and strategy of the District that resulted from its strategic planning process.

Value Statements

Mission

To provide a high-quality public education that assures students will receive a comprehensive learning experience which prepares them to compete in a global 21st century society.

Vision

All students will achieve their maximum potential through a rigorous and engaging curriculum, with the support of caring and prepared faculty, and a safe and secure learning environment that cultivates success for life.

Values and Beliefs
Our Core Values



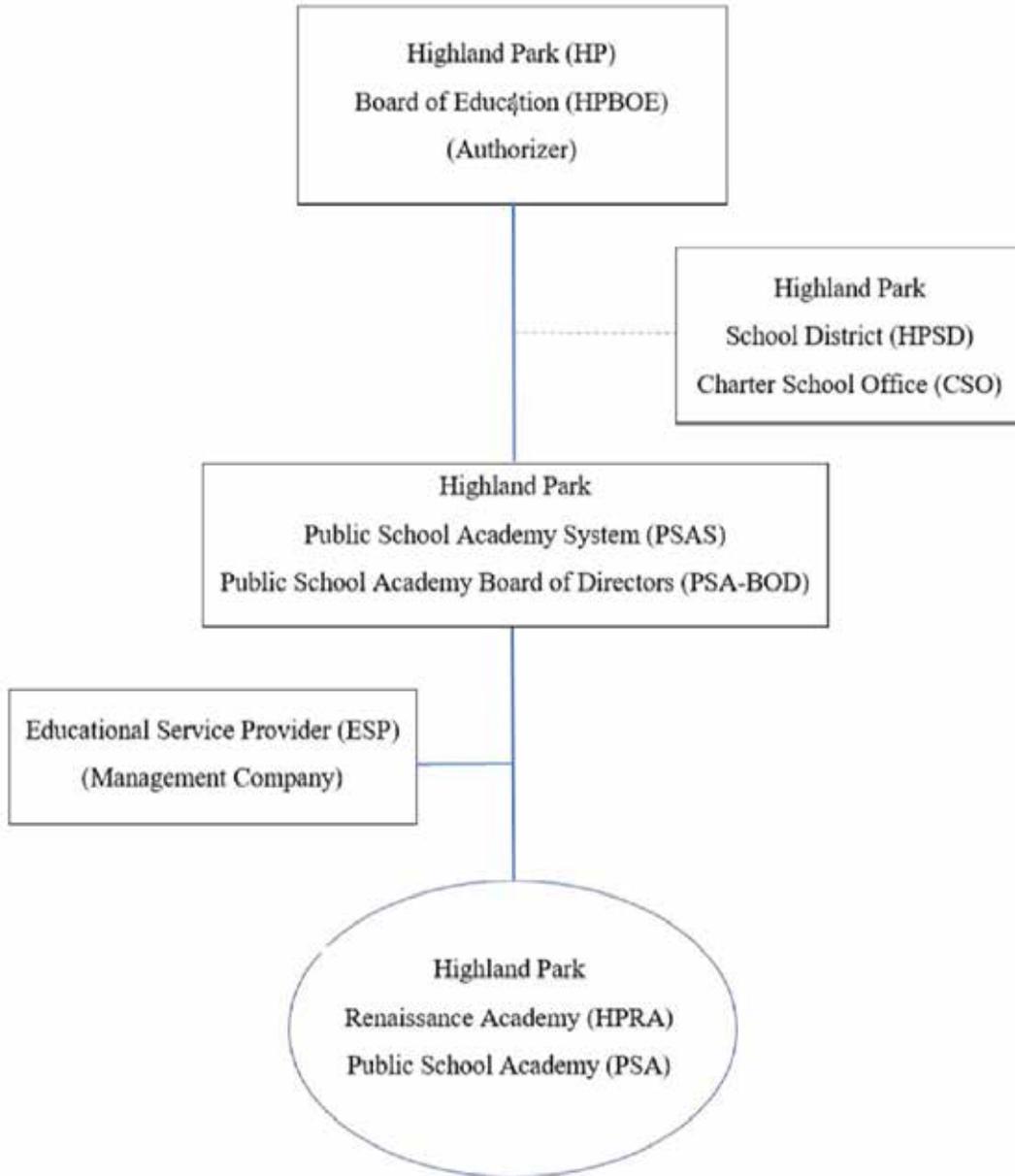
Motto

A Community Commitment to Excellence

Organizational Structure

The organizational structure designed in the Education Plan outlines the hierarchy for the District. As displayed, the District is regulated by The United States Department of Education, monitored by The Michigan Department of Education, governed by The School District of the City of Highland Park and managed by the Management and Oversight Office. The District holds The Highland Park Board of Directors accountable for the governance of the PSA which is led by the Director of Instruction and Compliance and the Director Operations and Financial Management. Transparency requirements are mandated by each entity creating a precise system of accountability for the success of the children.

District Organizational Structure



Implementation Phase

Performance Goals

The Education Plan outlines three performance goals; goal 1 is the priority goal, with goals 2 and 3 intended to support goal 1. Each goal is supported by a series of objectives, key strategies and benchmarks through which progress can be measured.



Each academy will also participate in an annual educational strategic planning process to ensure alignment with the District's Plan. The unit of analysis at the academy level is the academy portfolio, consisting of a demographic profile of the school, a data-based academic needs assessment, identification of desired academic outcomes, an action plan and professional learning

plan for achieving outcomes, and a plan for measuring results. Academy and classroom goals are aligned to the Education Plan goals.

Directly related to the strategic planning process are the District’s comprehensive, data-based performance assessment systems for the Management and Oversight Office and for Directors of Instructional Leadership and Compliance and all other Directors. Each system will be designed to reflect the strategic plan goals and is based on a series of performance standards proven through research to define effective school leadership. Additionally, all instructional facilitator evaluations will be guided by the Thoughtful Classroom Teacher Evaluation Framework annually.

The District’s budget process is governed by the Education Plan. Budget requests and all budget items must be aligned with and support one or more strategic plan goals. Staff allocations and all program decisions are made with a focus on strategic plan goals.

In the next five years, the District would like to progress in each of the strategic plan goal areas, as summarized below.

Goal 1: REBUILD the District

To support goal 1, the District will:

- 1.1. Conduct an electronic Community Needs Assessment (CNA);
- 1.2. Improve public understanding and support of the management and oversight office;
- 1.3. Hire management and oversight office level executive and educational specialist
and/compliance officer;
- 1.4. Develop and convey the 5-year Education Plan to the public;
- 1.5. Digitize records and transcripts;
- 1.6. Expand the Districts’ use of social media to include website, Facebook, Twitter,
Instagram and LinkedIn, etc.;
- 1.7. Secure grants to design and support quality programming;
- 1.8. Solicit philanthropist commitments for development site and school facility
improvements;
- 1.9. Design a ScoreCard Evaluation rubric for the PSA-BODs, PSAs and ESPs;

- 1.10 Empower leaders to positively engage their communities to build support for their academy and for the District;
- 1.11. Launch an extensive media campaign;
- 1.12. Host community connection forums to gather the input of community stakeholders;
- 1.13. Pass the annually audit with minimal or no findings;
- 1.14. Decrease the deficit on average by .5M annually;
- 1.15. Conduct facility improvements.

Goal 2: EXPAND the grade level offerings

In support of goal 2, the District will:

- 2.1. Extend the Highland Park Public School Academy System Charter (Renaissance Academy - HPRA) for an additional five years;
- 2.2. Authorize a 9th through 12th grade high school academy (adding one grade level annually);
- 2.3. Authorize an 8th through 12th grade academy for at-risk students;
- 2.4. Establish a special service learning center for special needs students in accordance with IDEA;
- 2.5. Introduce a student residential component for 8th through 12th grade enrollees;
- 2.6. Partner with a local community college designated for a dual enrollment program;
- 2.7. Establish a coordinated School Health System;
- 2.8. Expand HPRA PSA-BOD member recruitment to 7 members in compliance with the charter contract.

- 2.8. Expand instructional technology to offer virtual courses and enable students to earn college credit.

Goal 3: Create a culture and climate to ACHIEVE

To support goal 3, the District will:

- 3.1. Strengthen Board of Education Governance and clearly define roles and responsibilities;
- 3.2. Establish professional membership with Michigan Association of School Boards and the National Association of School Boards organization;
- 3.3. Provide HP-BOE with governance and accountability training and workshops;
- 3.4. Secure grants designed to promote healthy eating among young people;
- 3.5. Recruit and assign the most effective and highly qualified instructional facilitators in order to meet the learning needs of students who are below proficiency;
- 3.6. Implement targeted professional learning workshops and enhanced training offerings for the PSA BOD, school leaders, teaching and non-teaching facility and staff;
- 3.7. Partner with local organizations to fully incorporate a selected theme focus concept into the curriculum through the district;
- 3.8. Build a district with advanced technology capabilities along with room and furniture designed to support an emphasis on 21st Century instruction model;
- 3.9. Review and strengthen the district/academy security plans and protocols;

- 3.10. Emphasize a primary focus on student learning, assessed through a variety of metrics such as NWEA-MAP and M-Step;
- 3.11. Make significant progress in the implementation of the Common Core National Standards through extensive curriculum development; ongoing professional learning; and emphasis on research-based instructional practices;
- 3.12. Implement a balanced literacy model at the elementary academy levels;
- 3.13. Promote a data-driven approach to continuous improvement at the district and academy levels through regular review and discussion of various;
- 3.14. Increase literacy proficiency for all students in all content areas;
- 3.15. Support systems to build instructional expertise;
- 3.16. Focus on student-based trauma support and programming;
- 3.17. Create a highly engaged, student centered learning environment.

Critical Success Factors

The factors which are critical for the success of the Education Plan implementation include: A focus on student learning, a sound and consistent Management and Oversight Office Team and academy level Directors, adequate financial resources and fiscal sustainability, state of the art facilities, an high level of efficacy, community support, a culturally relevant and rigorous environment, an effective School Board, effective programs, a Common Core aligned PK-12th grade curriculum, a long-range planning and implementation, a motivated and highly qualified staff, continuous quality professional learning workshops, parental engagement, accountability measurements; incessant re-evaluation, revisions and reimplementation, and fiscal sustainability.

In the next five years, the district will continue to focus on the six goals and associated initiatives outlined in the Education Plan. Continued emphasis will be given to the priority academic initiatives cited above, and to the support services, advances in technology, and other innovative approaches and models necessary to support the 21st century learner.

Evaluation Phase

Anticipated Enrollment Growth

Anticipated District Enrollment
TABLE 3

<i>Years 1 – 5 and Beyond</i>		
<i>School Year</i>	<i>Grades Offered</i>	<i>Student Enrollment Projections</i>
2018 – 2019	PK – 8th	354+
2019 – 2020	PK – 8th	434+
2020 – 2021	PK – 8th	514+
2021 – 2022	PK – 9th	594+
2022 – 2023	PK – 10th	674+
2023 – 2024	PK – 11th	754+
2024 – 2025	PK – 12th	834+
2025 – 2026	PK – 13th	914+

Proposed Student Goals and Outcomes

The Education Plan has set ambitious, yet realistic student achievement goals that are concrete and measurable for the students set forth as follows. We understand that our target population, the transient, underprivileged, and under-served may need a great deal of work to “catch up” with their grade level cohort.

When areas of weakness in foundational standards and sub-skills are identified, the curriculum will be realigned to target them. School data teams will further discuss the curricular supports in

terms of student progress. Where academic weaknesses are identified, additional supports will be provided to students.

Achievement Standards for Key Academic Areas

The Student Achievement Goals gradually increase as we implement our curriculum and instructional programs with fidelity and consistency throughout the District. Based on the outcomes listed below, our students are projected to increase academic performance on the local (MAP-NWEA) benchmarks and the Michigan Student Test of Educational Progress (M-Step) standardized assessments. The District evaluates each school's annual MDE School Index data which reflects progress through the eight key performance indicators data.

Overall Growth Targets (2018 – 2021)

Priority 1 – Growth Target:

The District will meet or exceed the identified English Language Arts (ELA) and Mathematics (Math) performance indicators as measured by the MDE School Index Growth Target:

MDE ELA Target - 57.92%

MDE Math Target - 50.70%

*Students with student growth percentiles (SGPs) equal to or greater than their adequate growth percentile (AGP) are considered to be on track towards attaining proficiency within three years or maintaining their current proficiency and not be on track or declining to a non-proficient status. Growth is measured in English language arts (ELA) and mathematics.

Priority 2 – Proficiency Target:

The District will meet or exceed the identified English Language Arts (ELA) and Mathematics (Math) performance indicators as measured by the MDE School Index Proficiency Target:

MDE ELA Target - 60.00%

MDE Math Target - 47.55%

*The proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, SAT, and MI-Access assessments.

State Annual Educational Growth Target

K – 8th Grade

Standard 1: The District will increase the preceding year’s Growth Index Value Composite score on the MDE School Index by $\geq 10\%$ annually.

Standard 2: The District will increase, from 2018 - 2020, building scores in Reading and Mathematics on the M-Step standardized assessments by a total of $\geq 25\%$.

District Annual Educational Growth Targets

K – 8th Grade

Standard 1: The District will increase building scores on the NWEA-MAP benchmark assessments by a total of $\geq 20\%$ in each categorical rating annually.

Standard 2: In Year 1, the District will;

Achieve $\geq 50\%$ school proficiency in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA by June 2019.

In Year 2, the District will;

Achieve $\geq 60\%$ school proficiency in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA by June 2019.

In Year 3, the District will;

Achieve $\geq 70\%$ school proficiency in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA by June 2019.

In Year 4, the District will;

Achieve $\geq 80\%$ school proficiency in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA by June 2019.

Standard 3: All students will increase individual NWEA-MAP and M-Step standardized assessments by $\geq 10\%$ annually.

Standard 4: All students will achieve $\geq 80\%$ proficiency on individual pre/post common assessments. Mastery focus verses grade.

K – 8th Grade

Standard 1: On the NWEA-MAP benchmark assessment, the District will meet or exceed the performance of (1) Detroit Public Schools System and (2) Wayne RESA ISD.

District Annual Educational Catch-Up Targets

K – 8th Grade

Standard 1: Increase individual academic growth target in Math and Reading as measured by the NWEA-MAP $\geq 3.33\%$ per testing session/ $\geq 10\%$ per year.

(a) Lowest 30% $\geq 6.66\%$ per testing session/ $\geq 19.98\%$ per year.

Standard 2: Increase individual academic growth target in Math and Reading as measured by the NWEA-MAP ≥ 1 grade level.

(a) Lowest 30% ≥ 2.0 or more years/ school year.

Student Achievement Statements

Student achievement standards are concrete and measurable for all the students.

By June 2019, $\geq 60\%$ of all students will achieve a minimum or greater than one year's growth in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA.

By June 2020, $\geq 70\%$ of all students will achieve a minimum or greater than one year's growth in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA.

By June 2021, ≥80% of all students will achieve a minimum or greater than one year’s growth in Mathematics, Reading, Writing, Science, and Social Studies as indicated by the MAP-NWEA.

Action Plan and Timeline

REBUILD		
<i>System restructure</i>		
Key Action Steps	Timeframe	Completed
<i>Improve accountability and transparency</i>		
Key Action Steps	Timeframe	Completed
<i>Facility improvements (interior, exterior & green areas)</i>		
Key Action Steps	Timeframe	Completed
<i>Reduce deficit</i>		
Key Action Steps	Timeframe	Completed
<i>Digitize records</i>		
Key Action Steps	Timeframe	Completed

GROW		
<i>Increase enrollment at PK-8th</i>		
Key Action Steps	Timeframe	Completed
<i>Open an high school campus</i>		
Key Action Steps	Timeframe	Completed

<i>Offer new educational and supportive programming for adults and children</i>		
Key Action Steps	Timeframe	Completed

ACHIEVE		
<i>Academic growth & proficiency</i>		
Key Action Steps	Timeframe	Complete
<i>Efficient governing</i>		
Key Action Steps	Timeframe	Completed
<i>Impactful school leadership</i>		
Key Action Steps	Timeframe	Completed
<i>Community connections</i>		
Key Action Steps	Timeframe	Completed
<i>Business relations</i>		
Key Action Steps	Timeframe	Completed
<i>Fiscal sustainability</i>		
Key Action Steps	Timeframe	Completed
<i>Become an exemplary high performing district as measure by M-STEP</i>		
Key Action Steps	Timeframe	Completed
<i>Close the achievement gap between student groups and all students</i>		

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Annual Strategic Plan Alignment Timeline

<i>Timeframe</i>	<i>Annually Recurring Steps Related to Educational Strategic Plan Implementation, Review and Monitoring</i>
September	-Budget and Finance Advisory Committee Discusses Budget Process, Budget Parameters and Budget Calendar
October	-HP-BOE/PSA-BOD discusses approach to budget process and approves budget parameters and budget calendar -Discussion with District Leadership on budget process and budget priorities
November	-Annual Educational Strategic Plan Scorecard results report -School District of the City of HP State of the District Address -Budget Recommendations -HP-BOD/PSA-BOD discusses and approves budget assumptions and staffing formulas
December	Departmental Budget Workshops
December – January	Meetings with employee groups to discuss budget process and receive recommendations
January	Departmental budgets submitted with Education Plan alignments
January – March	Compilation of Preliminary Budget with Education Plan
April	Preliminary budget presented to the HP-BOD/PSA-BOD
May	Recommended budget presented to the HP-BOE
June	HP-BOE/PSA-BOD Annual Budget Hearing Meeting
July – August	Education Plan Alignments and Professional Learning Workshops
August	The District of the City of Highland Park District Convocation

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A COMMUNITY COMMITMENT TO EXCELLENCE

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