Bedford Public Schools

2007–2012
Strategic Plan

Summary Document

Submitted by:
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June, 2008
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 school districts 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 the summer of 2007, the Bedford Public Schools Board of Education made a commitment to develop a 5 year strategic plan. The Board created a partnership with the Michigan Association of School Boards to serve as facilitators in this project. The district, under the leadership of Superintendent Jon White, completed a process that was data-based, inclusive, community-based, and focused on 21st century skills necessary for all students to succeed in a global society.

There were several assumptions the Board of Education and the district leadership team made when Bedford Public Schools embarked on a strategic planning process:

- The process must be customized to align with the district’s specific needs.
- The process must focus on a culture of continuous improvement.
- The process must be an inclusive process where all stakeholders have an opportunity to provide structured input – a process where no stakeholder can say “I didn’t have a say in the process.”
- Board of Education members must be an integral part of the process – providing input, support and commitment.
- There must be clarity in the respective roles of the board of education, the superintendent, staff, and community.
- There is alignment between the strategic planning process and the work of school improvement teams, current strategic initiatives, and critical issues facing the district.
- Accountability that results in measurement, 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, a vision statement was developed, the mission statement was renewed, belief statements were revised, and strategic goals, objectives and strategies were developed, and implementation plans were established.

Regular monitoring of progress and renewal is critical to the plan’s success.

**The Strategic Planning Process**

**Strategic Planning Team**

There were two phases in the development of the strategic plan. The first phase, “Preparation for Planning” consisted of the Board of Education members and the Administrative staff. This group reviewed past goals, developed drafts of the new and/or renewed vision, mission, and belief statements. Additionally this team discussed current issues that must be addressed in a planning process and developed four strategic goal areas.

A Strategic Planning Team was formed to develop the strategic plan. The Team consisted of over 40 community and district staff members. A complete list of participants is shown in Attachment 1.

The Strategic Planning Team members were invited to participate in one of four Goal Action Planning Teams. Each Goal Action Planning Team consisted of an administrator as coordinator, one or more board members and several staff and community members. Their charge was to develop objectives and strategies for each goal. Many working sessions were held by each Team to accomplish this task. It is estimated that an average of 30-40 hours were spent by each Team, resulting in over 1200 total hours, an impressive commitment by the community and district staff members to develop the 2007-2012 Bedford Public Schools Strategic Plan.

The planning process was begun in August, 2007 and culminated in a reporting session on May 20, 2008 when all Action Planning Teams presented a summary of the goals, objectives and strategies. Action Planning Team members were recognized and thanked for their contributions to the process.
Strategic Planning Process Overview

1. Preparation and Planning
   a. Annual Board of Education Retreat (August 18, 2007)
      ➢ Development of Annual Focus Goals
      ➢ Collaboration with MASB (Dr. Olga Holden)
      ➢ Confirmation of Belief Statements
      ➢ Development of Vision Statement
      ➢ Reauthorization of Mission Statement

2. Development of Strategic Planning Committee
   a. Invitation to Stakeholders
   b. Initial Strategic Planning Meeting (October 2, 2007)
      ➢ Highlight 21st Century Skills
      ➢ Introduction / Confirmation of:
         Belief Statements
         Vision Statement
         Mission Statement
      ➢ Explanation of Strategic Planning Process (Stakeholders’ Role)
      ➢ Commitment to serve on an “Action Planning Team”
   c. Explanation of specific, measurable, achievable, relevant, and time bound (SMART) Goals and Objectives
   d. Assignment to Action Planning Teams and initial Action Team Meeting
      ➢ Each Action Planning Team to develop their own meeting schedule

3. Strategic Planning Committee Mid-Year Meeting (January 15, 2008)
   a. Review of Action Planning Team Responsibilities
      ➢ Development of assigned Goal
      ➢ Development of Objectives
      ➢ Development of Strategies
   b. Mid-Year Report by Action Planning Teams
      ➢ Questions and answers
      ➢ Validation

4. Strategic Planning Committee Final Report / Celebration
   a. Recognition of Action Planning Team Participants
   c. Consensus Approval and Recommendation to Board of Education

5. Board of Education Approval of Strategic Plan (June 26, 2008)
   a. Acceptance of Strategic Plan
   b. Referral to Annual Board Retreat for implementation
Data and Input Process

Each Action Planning Team met independently of one another. Each team also developed their own criteria for gathering information, processing data, and reporting their findings.

After the Board selected the Goal that was to be addressed, each Action Planning Team (using standardized documents and reporting formats) developed objectives to meet the Goals and devised and recorded strategies to achieve the objectives.

After each meeting, the team leader would report to meeting’s events on the Action Team Meeting Report. As objectives were being developed and strategies came into focus, the “Planning Chart” was used to list the objective, define the strategies, and identify the person(s) or team responsible, the timeline for achievement, the indicators of success, and a cost analysis.

Upon completion of each objective and its strategies, an Action Plan Summary was used to provide a narrative explanation of each step and the desired outcomes. Each Action Planning Team’s documentation (report, planning chart, and summary) was then combined with the other teams’ documentation, bound, and identified as the District’s Strategic Plan. That document, along with this Summary Document, will provide the analysis, plans, and summaries for the Bedford Schools entire 5-year Strategic Plan.

Strategic Formulation – Vision, Mission and Beliefs

The Strategic Planning Team developed a Vision Statement, renewed the Mission Statement and updated the Beliefs.
VISION

Bedford Schools

Student Centered – Learning Focused – Community Engaged
– Globally Competitive

MISSION

Bedford Public Schools is committed to providing comprehensive educational opportunities that develop productive and responsible citizens in a changing world

BELIEFS

• Excellence is worth the investment.
• Learning is a shared responsibility.
• Change is an opportunity.
• We can impact our future.
• Learning is life-long.
• Self-confidence and motivation enhance learning.
• Individuals learn differently.
• All individuals have equal worth.
• Common goals give purpose and direction.
• Our school and our community depend on each other for success.
• Quality schools prepare students to be productive citizens.
• All citizens have a responsibility to support public education.
• Educational achievement and opportunity requires commitment of the students, parents, staff, and community.
• Students learn better in safe and orderly schools.
• Children are our future.
• Good character is demonstrated by exhibiting the attributes of Trustworthiness, Respect, Fairness, Caring, and Citizenship, and Accepting Responsibility.
• Diversity awareness is valued.
• Comprehensive educational services are important to the intellectual growth of all children.
• Educational facilities will be maintained at a high standard of safety to provide a quality learning environment.
Strategic Goals, Objectives, and Strategies

Goal 1: All students will be provided the opportunity to achieve high standards of educational excellence

Objective #1: All students will be provided an academic program that is both rigorous and relevant.

1. Offer a high school curriculum that includes a variety of paths to meet or exceed the State Graduation Requirements.

   a. High School English, Math, Science, and Social Studies departments will develop expanded course offerings beyond the Michigan Merit Curriculum allowing students to develop areas of subject expertise.

   b. The High School will conduct a curriculum study to explore seminar classes for student independent study opportunities in core content areas.

   c. The District will establish a web based or virtual learning option for credit acquisition or credit recovery opportunities.

   d. Industrial Technology and the humanities elective classes will develop alignment correlations to the Michigan Merit core course expectations where applicable.
e. The District will establish Personal Curriculum protocols.

f. The District will maintain/expand AP and dual enrollment opportunities.

g. The District will expand the foreign language offerings to include World Languages as defined in the Michigan Merit Curriculum.

h. Curriculum enhancement programs will be inventoried, communicated, and monitored annually to determine access to students.

i. Curriculum relevancy will be enhanced through career pathways and student Educational Development Plans (EDP’s).

2. Develop enriched curriculum that provides learning opportunities outside the traditional classroom environment.

a. The District will utilize technology to expand the learning environment beyond the classroom. Access to the IVN room will be maintained for course offerings and virtual field trips.

b. Community based service learning projects will be planned annually and reported in district publications.

c. The District will maintain student field trips, elementary camps, and robotics programs.

d. The District will pursue grant opportunities for academic enrichment programs.
e. The High School Science Department will take the steps necessary to ensure students have access to participate in the Boles Harbor Learning Project.

f. Enrichment opportunities will be inventoried annually and monitored to determine access to all students.

g. Curriculum enhancement programs will be reported publicly as “Points of Pride”.

3. All students will be empowered to perform beyond their current proficiency level.

   a. The school community will develop the life skills of leadership, ethics, accountability, productivity, responsibility, self-direction, and social responsibility which empower individuals to perform.

   b. School climate surveys will be administered to identify areas of strengths and weakness in the school climate.

   c. School Improvement teams will address school climate concerns identified in school climate surveys.

   d. Each school will establish strategies to create a sense of belonging by its students.

   e. Each building will provide defined leadership development activities for students.
f. The District will provide programs that provide an understanding of cultures, race, and ethnicity.

g. Individual proficiency levels will be monitored through data analysis for continued individual progress.

4. Course standards, assessments, and proficiency levels will be established for all adopted curriculum.

   a. Curriculum maps with pacing guidelines will be completed for all core areas (math, science, social studies, and the language arts, in addition to courses defined as District or Michigan Merit graduation requirements).

   b. Standards based content expectations will be prioritized to facilitate mastery.

   c. Common assessments will be established for all core areas identifying standards based exit outcomes and proficiency levels.

   d. Attainment of the curriculum standards will be measured through student performance measures and reported to parents.

   e. The District will utilize a student performance data system and determine the data to be stored and monitored.

   f. All subject area will have a well defined curriculum and instructional sequence.
5. Students in grade 4-12 will obtain, demonstrate, and evaluate knowledge through project based applied research.

a. Library media specialists will collaborate with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.

b. Library media specialists will collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum with assistance from the flex lab assistants.

c. Libraries and tech labs will be supported fiscally and programmatically to provide quality collections in print, online, software, and hardware that support the curriculum and address a variety of learning needs.

d. Library media specialists and technology staff seek, evaluate, and utilize electronic resources and tools and instruct teachers and students in how to use them.

e. Students will develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

f. Students will follow an inquiry based process using the Big 6 protocol in seeking knowledge in curricular subjects and make real-world connections for using this process in their own life.
g. Students will develop and refine a range of questions to frame the search for new understanding.

h. Students will find, select, and evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to identifying misconceptions, points of view, importance, and social and cultural context.

i. Students will read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

j. Students will monitor own information-seeking processes for effectiveness and progress, and adapt as necessary using feedback from teachers and peers to guide own inquiry process.

k. Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

l. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings that apply to authentic, real-world contexts.

m. Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
Objective #2: All schools must demonstrate superior instructional capacity through highly qualified, highly effective teachers.

1. Restructure the induction period for beginning teachers.

   a. The District will utilize the guidelines outlined in Mi-Map to structure and monitor the induction period program.

   b. The induction period will be sustained for a three year period with a mentor teacher provided for at least the first two years. The mentor teacher will be required to meet at least once every two weeks with the teacher being mentored. The mentor teacher will be trained to facilitate the protocols outlined by the district.

   c. The District will provide training for new teachers in the areas of technology integration, assessment, and other topics identified in the district school improvement goals. These professional development opportunities may be mandated but will count toward the professional development hours required by the state for induction period teachers.

   d. A master list of professional development materials owned by the district will be catalogued and available for use by administrators as a means to provide professional development needs identified in a teachers’ IDP.
e. The Administrative Curriculum Council will establish an induction handbook outlining Board policies and district procedures applicable to teachers.

f. The building administrator will be required to review the Staff Handbook with new staff members.

g. The administration will provide all new teachers with the curriculum documents related to their job assignment.

h. Items 4-6 will be documented and co-signed by the inductee and the building administrator.

2. Enhance the professional development program to focus on the needs of administrators, teachers at various grades, experience, and subject levels.

a. The administration will annually survey staff to identify professional development needs.

b. School Improvement Committees will annually analyze student data to determine professional development needs.

c. The administration will identify master teachers/programs and provide opportunities for peers to observe classroom lessons in and outside of the district.

d. The administration will establish professional learning communities based on identified needs and interests.
e. Curriculum leaders will establish professional learning communities focused on improving student achievement.

f. All administrators will be provided professional development at least once annually.

g. Instructional support staff will be provided professional development relevant to their position.

3. The District will support participation in the National Board for Professional Teaching Standard Certification.

a. The District will provide opportunities for teachers to learn about National Board Certification by inviting representatives from the Michigan Department of Education, Michigan National Board Certified Teachers, etc. to present an informational in-service to the district’s teachers.

b. The District will establish a cohort group comprised of at least one teacher from each elementary school, two teachers from the junior high school and three teachers from the high school. If the lead teacher from an elementary school elects to participate in the cohort group, then an additional teacher from that elementary will also be eligible for participation in the cohort group.
c. The District will provide resources (computers, video recording, etc.) and appropriate time (recommend minimum 2 days) for the development of portfolio materials and test preparation necessary for National Board Certification.

d. The District shall assist with or seek grants from the National Board Scholarship Fund, Judy Wolpe Endowed Scholarship Fund, Michigan Department of Education, Bedford Community Foundation, Bedford Business Association, Monroe Chamber of Commerce, etc. for the application fee reimbursement.

e. The District shall recommend specific financial remuneration for the pursuit and attainment of National Board Certification.

4. The District will systematically evaluate effectiveness of the instructional staff.

   a. Building administrators will provide the Superintendent with an annual report documenting the evaluation status of teachers assigned to their building.

   b. All induction teachers will mutually develop an Individual Development Plan (IDP) focusing on improvement of instruction with the building administrator.

   c. The building principal will monitor the progress of the goals established in the IDP.
d. The administrator will provide the teacher with professional development and support needed to achieve the goals identified.

e. All teacher evaluations and IDP’s will be reviewed annually by the principal and the Assistant Superintendent of Human Resources.

f. Curriculum leadership will monitor teacher participation in the School Improvement goals.

g. The administration will initiate a review of the teacher evaluation tool with the BEA and propose a teacher self-assessment and reflection component.

h. The District will seek to retain exceptional teachers.

Objective #3: All students will be prepared as lifelong learners to obtain, share, and evaluate knowledge through technology.

1. All subjects will integrate technology into the class/course. Common projects will be identified to achieve the Michigan Educational Technology Standards (METS).

a. Classroom teachers will identify the grade level specific content knowledge that aligns to the METS performance tasks.
b. Grade level subject specific professional development sessions will be provided each trimester to identify and formulate critical knowledge performance tasks.

c. Teacher created instructional units will be archived and shared electronically.

d. Grade level technology common assessments (knowledge based) will be developed and administered at grades 4, 6, and 8 annually.

e. Curriculum integration projects will be identified during the course of the professional development activities.

2. Achievement of technology standards will be demonstrated in the context of content area learning.

a. Department / course / grade level content will include a technology component aligned to the METS.

b. Students will have opportunities to obtain knowledge through collaboration with other students and sources inside and outside of their school community.

c. Collaborative communication technology usage will be expanded by being introduced, surveyed, and monitored for increased usage.
3. Students in grade 4-12 will obtain, demonstrate, and evaluate knowledge through project based applied research.

a. Library media specialists will collaborate with classroom teachers on projects that help students use a variety of resources, conduct research and present their findings.

b. Library media specialists will collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum with assistance from the flex lab assistants.

c. Libraries and tech labs will be supported fiscally and programmatically to provide quality collections in print, online, software, and hardware that support the curriculum and address a variety of learning needs.

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j. Students will monitor own information-seeking processes for effectiveness and progress, and adapt as necessary using feedback from teachers and peers to guide own inquiry process.

k. Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

l. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings that apply to authentic, real-world contexts.

m. Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
4. The District will provide the necessary technology to accomplish the expectations of the METS.

   a. The District will establish secure collaborative communication capabilities within the district (ex. Blog, wiki).

   b. The District will establish a classroom learning management system for use by students and teachers (e.g. Moodle).

   c. The District will implement individual intranet e-mail accounts for secondary students.
Goal 2: The Administration and Board of Education of Bedford Public Schools will maintain the financial stability of the District

Objective #1: Retain/Increase Enrollment

1. Develop New Marketing Materials/Processes
   
a. Internet Functional Changes
      o Links
      o Search Engine Optimization
      o Search Engine Marketing
      o Streamline Navigation
      o Viral Marketing
   
b. Pamphlet
      o FAQ’s
      o School Attendance Boundaries
      o Reasons to choose Bedford
      o Tool for Recruitment
   
c. Local Media
      o Cable Channels
      o Local Newspapers
      o Newsletters (i.e. Senior Citizen)

2. Simplify Enrollment Process

   a. We will develop and implement a plan to simplify enrollment forms, provide personal service, increase visibility through signs and media, facilitate summer registration, provide incentives for early registration, and utilize existing internet sources and websites by March, 2008.
3. Maintain competitive class and building sizes

   a. A committee will annually review the potential need for spot-redistricting and/or dual enrollment in order to balance class sizes and consider transportation issues. The committee should meet beginning around March 1 and conclude with their recommendations by no later than June 1.

   b. Every three years the committee will include in their annual review the potential need for total redistricting to ensure the most effective use of District facilities.

Objective #2: Increase Revenues

1. Grant Writing

   a. Outside Contractor - % of Grant Pay – No Grant, No Cost

   b. Employee Incentive Program

2. Capital Maintenance Improvements (Sinking Fund)

   a. Explain reasons for calling it a sinking fund.

   b. Campaign
      o Simple language for funding purposes
      o Specific Projects for levy
c. Voter registration facilitation at each school and events
   o Employees
   o Parents/grandparents
   o Students

d. “Get 6” to the polls campaign
   o Each employee encouraged to motivate and confirm six favorable votes

e. Enlist community groups for support (i.e., BBA, Lions…)

3. Maintain Technology Funds
   a. Continue Awareness for its value and importance

4. Non-Profit Foundation
   a. Investigate feasibility and practicality of partnership with Bedford Community Foundation

5. Lobby Lansing to Fund Schools Adequately
   a. Identify Structure and Communication Procedures
   b. Form letters including in News/Views
   c. Continuous Campaign
6. Charge/collect service funds for indirect costs
   a. Community Education
   b. Food Service
   c. MCISD

Objective #3: Control/Reduce Expenses

1. Maintain a minimum undesignated fund equity balance of 5% (simplified definition for the general public)

2. Cost/benefit analysis of programs
   a. Student-driven classes/co-curricular activities
   b. Extra-curricular activities
   c. Annual review of new programs (e.g. trimesters)

3. Energy Conservation
   a. Consider all projects with paybacks of 5 years or less
   b. Consider alternative energy sources (grants)
   c. Educate employees on energy savings practices and policies
   d. When needed, replace urinals with waterless units

4. Investigate new opportunities for consortiums
   a. Currently beverage/fuel/IT/REMC
   b. Future – Utilities/Bus Garage/Maintenance Equipment/Tutoring Business

5. Grade-level reconfiguration
   a. Based on student population
   b. Based on curricular needs
   c. Based on No Child Left Behind
d. Based on optimal facility usage
e. Examples – Combining Elementary Districts
f. Smaller High Schools
g. K-2
h. 3-5
i. 6-8
j. 9-12
k. Etc.

Objective #4: Communicate the Financial Health of our School District

1. Expand the finance link to existing BPS website that could communicate the following in layman’s language:

   a. Facts that highlight current financial issues (i.e. non-homestead millage, state aid funding, sinking fund, declining enrollment effect, etc.)

   b. Questions and answers regarding ongoing operations and special needs or issues (including feedback through e-mail use)

2. Communicate to Support Groups using Marketing Strategies and other Tools found in Objective #1

   a. Employees
   b. Parents
   c. Students (18 yr olds, NHS, Student Govt.)
   d. Community/senior citizens
   e. Local Businesses (BBA and service groups)
   f. Local Government
**Goal 3:** The Administration and Board of Education of Bedford Public Schools will continue to build and improve positive relationships with all stakeholders in the school and community.

**Objective #1:** Assess community attitudes and values to better understand a method to improve relationships with all stakeholders in the school and community.

1. Develop a survey and distribute to impacted groups: elementary parents, secondary parents, BPS staff, students, alumni, senior citizens, community members, business owners, et al.

2. Develop an electronic survey, comprised of 40 questions, which enable us to detail areas of strength and specific areas of needed improvement. Promote its availability through Bedford Now, Bedford Press, BBA, and Monroe Evening News.

**Objective #2:** Analyze and scrutinize the results of the handwritten survey and electronic survey. What did we learn? How can we better improve our communication to all of our sub groups?

1. Analysis of detailed results and study of the written comments in handwritten survey and electronic survey.
Goal 4: The Administration and Board of Education of Bedford Public Schools will develop a facility master plan that provides and maintains a quality learning environment.

Objective #1: To develop and implement a master facility lighting plan that meets industry standards by:

1. Adopt industry standards for lighting levels.
2. Establish baseline data
3. Develop a project plan to meet lighting standards and provide cost savings.
4. Develop a time line for implementation.
5. Seek necessary financing (10% contingency) to refit / replace existing light fixtures across the district.
6. Payback within the life of the project.

Objective #2: To develop and implement a district-wide (standardized) web-based (expandable) energy management system (EMS).

1. Review Specification necessary to match updated EMS at DRE, JRE, and TRE.
2. Establish EMS standard at SRE, MRE, JHS, BHS.
3. Develop a project plan to meet district EMS standards and provide cost savings.
4. Write a Request for Proposal (RFP) for necessary systems and send to vendors for bid.
5. Receive proposals (bids) and proceed.
6. Develop timelines and seek necessary financing (10% contingency).
7. Realize potential savings through increased efficiency.
Objective #3: Create a Facility Master Plan Handbook

1. Review existing programs and establish base line data (BLD) for procedures.
2. Create a maintenance schedule prioritized according to safety, need, regulatory requirements, and school calendar.
3. Create an easy to read index (Handbook) for maintenance programs and cross-reference it to existing regulations and manuals.

Objective #4: To place a Sinking Fund on the ballot to meet continuing safety needs by replacing designated roofs, boilers, and asbestos containing materials.

1. Conduct an assessment of existing facilities to establish and document the need for such a fund
2. Estimate the project cost.
3. Prioritize the projects
4. Identify the amount of millage required and the duration of the Sinking Fund.
5. Establish a timeline and the date of the ballot proposal.
6. Educate the Community to the need.
Objective #5: To develop a plan that outlines the decision criteria and procedures to be used to close a school building.

1. To determine the need to close a school building using the following criteria:
   a. Declining Enrollment, i.e.; the trigger point at which expense exceeds revenue for the District.
   b. Capacity, i.e.; the ability to place existing and projected students in the remaining buildings.
   c. Establish a criteria for class size and usable building capacity.

2. Determine which building to close using (but not limited to) the following criteria:
   a. Building condition / functionality.
   b. Building size / capacity and ability to accommodate increased class sizes.
   c. Building operational costs.
   d. Costs to house students elsewhere, i.e.; administrative costs to move students.
   e. Individual building enrollment, i.e.; total number of impacted individuals (class size)
   f. Projected enrollment growth potential due to community expansion.
   g. Transportation, i.e.; minimize impact to bussing. Buildings with walker v. students who are bussed.
   h. School of choice consideration, i.e.; does any particular building have a larger percentage of neighborhood students already attending another building?
   i. Projected building maintenance costs, i.e.; capital improvements, roofs, boilers, etc.
j. Parking space and ability for any particular building to accommodate increased vehicular traffic, i.e.; busses, parents, service vehicles
k. Political consideration, i.e.; does any particular building have more / less community support?
l. Special programs housed / unique to any particular building.

3. Implement procedure to close a building:
   a. Phased in closing
   b. Close immediately

4. Develop a closed building utilization plan:
   a. Mothball.
   b. Lease out space.
   c. Sell.
   d. Raze building, retain property.
   e. Raze building, sell property.

**Objective #6:** To develop a plan for accommodating building space for Full Day Every Day Kindergarten (FDEDK) if mandated by the State or if the District deems this action appropriate (Grade Level Configurations).

1. Research various grade level configurations and building configurations.

2. Analyze research finding to determine what is in the best interest of the students.

3. Analyze building layout / class sizes to determine which building can accommodate FDEDK.
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Strategic Plan
June 2008

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 school districts 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.

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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.
Strategic Planning Team

A Strategic Planning Team was formed to develop the strategic plan. The Team consisted of over 35 community and district staff members. The Strategic Planning Team was invited to serve on one of four Goal Action Planning Teams to develop objectives and strategies for each goal.

Those participating in the strategic planning process are:

- Laurie Althaus .................... PTA Council President / Parent
- Sarah Anderson .................... Teacher – Smith Rd. Elementary
- Don Balazs .......................... Business / Community Member
- Dale Barton ......................... Board of Education - Treasurer
- Wes Berger .......................... Assistant Superintendent – Human Resources
- Tim Brakel ......................... Board of Education – Vice President
- Deb Brescol ......................... R.S.V.P. - Director
- Dennis Caldwell .................... Principal – Bedford High School (Retired)
- Dave Cook .......................... Parent
- John Decker ......................... Welles Bowen Geo Realty
- David Edwards ..................... Spring Arbor University / Ministerial Association
- Dee Ellsworth ..................... Teacher – Bedford Junior High School
- Mary Estes ........................ Administrative Assistant to the Superintendent
- Sherry Farnan ..................... Teacher – Jackman Rd. Elementary School
- Joe Gore .......................... Board of Education - Trustee
- Ken Graf .......................... Principal – Monroe Rd. Elementary School
- Doug Harmon ..................... xxxx
- Jim Heer .......................... Principal – Jackman Rd. Elementary School
- Larry Hofimann ................. Business Community Member / Fifth Third Bank
- Joanne Huepenbecker .......... President – Bedford Secretarial Association
- Colleen Jan ......................... President – Bedford Education Association
- Debby Kuhl ......................... Assistant Superintendent – Instruction & Student Services
- Josh Little ......................... Director – Francis Family YMCA
- Charlie Maenle .................. Community Member / Senior Citizen
- Ted Magrum ..................... Assistant Superintendent – Finance & Operations
- Catherine Malicki ............. Parent / Business / Community Member
- Carrie Mitchell .................. Teacher – Temperance Rd. Elementary
- Ann Myers ........................ Board of Education - Trustee
- Paul Ramirez ..................... Director – Buildings & Grounds
- Lynn Rogacki ..................... President – AFSCME Custodians
- Kristi Rohrer ..................... Parent
- Mike Smith ........................ Board of Education - Secretary
- Shawna Smith ..................... Board of Education - President
- Scott Stalker ..................... Principal – Bedford High School
- Kayla Strouse .................... President, Senior Class of 2008 / Student
- Sandy Taylor ..................... Teacher – Monroe Rd. Elementary School
- Jack Thomson ..................... Member – Senior Center
- Bruce Thomson .................. Parent
- Sharon Throm ..................... Director – Community Education
- Bill Urbanski ..................... President – Bedford Business Association
- Scott Werner ..................... Business / Community Member
- David West ......................... Business / Community Member
- Jon White .......................... Superintendent of Education
- Walt Wilburn ..................... Bedford Township Supervisor
- Roger Zahm ......................... Board of Education – Trustee
- Mary Zaums ..................... Principal – Bedford Junior High School
Vision, Mission, Beliefs, Goals and Objectives

As part of the planning process, a vision statement was developed, the mission statement was renewed, strategic goals and objectives were developed, and implementation plans were established.

VISION

Bedford Public Schools is committed to be:

Student Centered - Learning Focused - Community Engaged –
Globally Competitive

MISSION

Bedford Public Schools is committed to providing comprehensive educational opportunities that develop productive and responsible citizens in a changing world.

BELIEFS

Excellence is worth the investment.
Learning is a shared responsibility.
Change is an opportunity.
We can impact our future.
Learning is life-long.
Self-confidence and motivation enhance learning.
Individuals learn differently.
All individuals have equal worth.
Common goals give purpose and direction.
Our school and our community depend on each other for success.
Quality schools prepare students to be productive citizens.
All citizens have a responsibility to support public education.
Educational achievement and opportunity requires commitment of the students, parents, staff, and community.
Students learn better in safe and orderly schools.
Children are our future.
Good character is demonstrated by exhibiting the attributes of Trustworthiness, Respect, Fairness, Caring, and Citizenship, and Accepting Responsibility.
Diversity awareness is valued.
Comprehensive educational services are important to the intellectual growth of all children.
Educational facilities will be maintained at a high standard of safety to provide a quality learning environment.
GOALS and OBJECTIVES

Goal 1: All Students will be provided the opportunity to achieve high standards of educational excellence.

Objective #1 All students will be provided an academic program that is both rigorous and relevant.
Objective #2 All schools must demonstrate superior instructional capacity through highly qualified, highly effective teachers
Objective #3 All students will be prepared as life long learners to obtain, share, and evaluate knowledge through technology

Goal 2: The Administration and Board of Education of Bedford Public Schools will maintain the financial stability of the District.

Objective #1: Retain / Increase Enrollment
Objective #2 Increase Revenues
Objective #3 Control / Reduce Expenses
Objective #4 Communicate the Financial Health of our School District

Goal 3: The Administration and Board of Education of Bedford Public Schools will continue to build and improve positive relationships with all stakeholders in the school and community

Objective #1 Assess community attitudes and values to better understand a method to improve relationships with all stakeholders in the school and community
Objective #2 Analyze and scrutinize the results of the handwritten survey and electronic survey. What did we learn? How can we better improve our communication to all of our sub groups?

Goal 4: The Administration and Board of Education of Bedford Public Schools will develop a facility utilization plan that provides and maintains a quality learning environment.

Objective #1 To develop and implement a master facility lighting plan that meets industry standards
Objective #2 To develop and implement a district-wide (standardized) web-based (expandable) energy management system (EMS).
Objective #3 Create a Facility Master Plan Handbook
Objective #4 To place a Sinking Fund on the ballot to meet continuing safety needs by replacing designated roofs, boilers, and asbestos containing materials.
Objective #5 To develop a plan that outlines the decision criteria and procedures to be used to close a school building.
Objective #6 To develop a plan for accommodating building space for Full Day Every Day Kindergarten (FDSDK) if mandated by the State or if the District deems this action appropriate (Grade Level Configurations).
Attachment 1  (Strategic Planning Team Members)

GOAL 1:  
All students will be provided the opportunity to achieve high standards of educational excellence.

Team Leader:  Debby Kuhl

Board Members:  Tim Brakel
Ann Myers

Participants:  Sarah Anderson
Dave Edwards
Sherry Farnan
Kristi Rohrer
Kayla Strouse
Sandy Taylor
Walt Wilburn
Mary Zaums

GOAL 2:  
The Administration and Board of Education of Bedford Public Schools will maintain the financial stability of the District.

Team Leader:  Ted Magrum

Board Members:  Dale Barton

Participants:  Jim Heer
Larry Hofmann
Colleen Jan
Catherine Malicki
Jack Thomson
Scott Werner
David West
Attachment 1  (Strategic Planning Team Members - cont’d)

GOAL 3:  The Administration and Board of Education of Bedford Public Schools will continue to build and improve positive relationships with all stakeholders in the school and community.

Team Leader:  Wes Berger

Board Members:  Joe Gore
               Mike Smith

Participants:  Laurie Althaus
              Dee Ellsworth
              Ken Graf
              Joanne Huepenbecker
              Josh Little
              Bruce Thomson
              Sharon Throm
              Bill Urbanski

GOAL 4:  The Administration and Board of Education will develop a facility utilization plan that provides and maintains a quality learning environment.

Team Leader:  Jon White

Board Members:  Shawna Smith
                Roger Zahm

Participants:  Don Balazs
              Deb Brescol
              Denny Caldwell
              Dave Cook
              John Decker
              Doug Harmon
              Charlie Maenle
              Carrie Mitchell
              Paul Ramirez
              Lynn Rogacki
              Scott Stalker