



# **Hartland Consolidated Schools Strategic Plan Summary Document 2025-2030**

Hartland Consolidated Schools:  
A community culture of excellence where all soar.





DRAFT

# Letter from Board President and Superintendent

## Hartland Consolidated Schools 2025-2030 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Hartland Consolidated Schools.

This document contains the 2025-2030 Hartland Consolidated Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education within our District.

Five community, parent/guardian, staff, and student input sessions and an electronic survey resulted in more than 800 individuals providing input for the planning process. A Strategic Planning Team of 33 community members, parents/guardians and staff participated in an all-day planning retreat on May 3, 2025.

Throughout the planning process the community expressed high expectations of Hartland Consolidated Schools becoming a high-performing school district and giving students opportunities to develop and grow. Even though some of the goals are extremely high, they reflect the strong desire to deliver a "premier educational experience." There were several clear and consistent themes that emerged from this process.

- Hartland Consolidated Schools has tremendous school pride, a dedicated and caring staff, and a commitment to academic growth and developing students to become the best version of themselves.
- The district is strongly connected to its local community, promoting partnership among families, educators, and local stakeholders
- Investing in opportunities for students and staff to grow and learn in a safe environment that emphasizes reason, respect, and responsibility must be a top priority.
- As a district, we must continue to focus on high student achievement providing, opportunities for all students.

We are thrilled to focus on our vision of A community culture of excellence where all soar.

Meghan Glabach, Board of Education President

Chuck Hughes, Superintendent





## Introduction

Strategic Planning is the process of determining where an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more each year, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In Fall 2024 the Hartland Consolidated Schools Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the Board of Education President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

The process must be inclusive where all stakeholders have an opportunity to provide structured input.

- The School Board must be an integral part of the process, providing input, support, and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process, current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission, and belief statements were revised. Based on qualitative and quantitative data and utilizing the mission and belief statements; strategic goals and interim targets 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 752 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).



## Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years, 2019-2024, as applicable, in comparison with districts selected by the Board and Administration and state averages, where available

(see Attachment 2 for the data analysis summary). The reference districts used for Hartland Consolidated Schools were Brighton Area Schools, Novi Community School District, Okemos Public Schools, Saline Area Schools, and West Bloomfield School District.

## Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 33 parents/ guardians, community members, board members, and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop 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 7).

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

***—Greg Janicki, MASB Facilitator***





## Retreat Workshop

A retreat workshop was held on May 3, 2025 The workshop included:

- An overview of the strategic planning process and timelines
- An environmental scan
- 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
- Development of goal statements



## Strategic Planning Team Members

Tyffany Baird	Stephanie Furge	Holly Naylor
Rachel Bois*	Glenn Gogoleski	Jessica Pasienza
Renee Braden	Kate Gregory*	Len Pietilla
Christal Briskey	Misty Gunn	Jason Reck
Jeff Campbell	Tony Howerton	Theresia Rogers
Larry Ciofu	Chuck Hughes*	Jeff Scott
Kristin Coleman	Greg Keller	Dotty Selex
Nicole Conley*	Jennifer Kent	Cindy Shaw
Mary Day	Brad Laibly	Julie Tucker
Adrian Dean*	Matt Marino*	Scott VanEpps
James Fitzgerald*	David Minsker	Alex Yarber
Melissa Frasier	Laura Moore	

\* Attended both retreat and implementation meeting





# **Hartland Consolidated Schools 2025-2030 Strategic Plan**

## **Vision Statement:**

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

### ***The Vision of Hartland Consolidated Schools:***

Hartland Consolidated Schools: A community culture of excellence where all soar.







## **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 Hartland Consolidated Schools is:***

Hartland Consolidated Schools, in partnership with our community and guided by reason, respect, and responsibility, inspires academic success and personal growth for a premier educational experience.





## **Beliefs:**

The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

## **We Believe:**

- in a culture of reason, respect, and responsibility
- all students can learn
- in empowering students and staff to be the best version of themselves
- in providing a safe, accessible, and nurturing learning environment for all
- that quality employees are essential to student success
- that parent partnerships are an integral part of student success
- in providing quality instruction and opportunities to maximize student potential





## **2025-2030 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.

The Strategic Planning Team, at the May 2025 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

### **2025-2030 Goals**

- ☐ Academics & Programs
- ☐ Culture & Learning Environment
- ☐ Communication & Community Engagement
- ☐ Personnel & Leadership
- ☐ Finance & Operations



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

Following the retreat, administrators were charged with developing specific objectives based on strategic goal areas identified by the team.

**Strategic Goal Statement:** Hartland Consolidated Schools will provide rigorous and student-centered educational opportunities that maximize potential.

### **Priority Objectives:**

- Realize a 3% increase in student growth.
- Prepare and launch a system for the 2026-2027 school year which identifies additional student behavioral supports needed in the classroom.



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

**Strategic Goal Statement:** Hartland Consolidated Schools will provide a safe and welcoming learning environment that fosters a sense of belonging where everyone feels respected.

### **Priority Objectives:**

- Market Parent Perception Survey results by quarter.
- Develop and launch opportunities for stakeholder involvement in 3R's education.





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

**Strategic Goal Statement:** Hartland Consolidated Schools will create, grow, and sustain partnerships to strengthen community connections.

### **Priority Objectives:**

- Increase student and community attendance at district-wide events.
- Increase parent knowledge of district/community partnerships.





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

**Strategic Goal Statement:** Hartland Consolidated Schools will attract, retain, and develop exceptional staff through collaborative leadership.

### **Priority Objectives:**

- Prepare and launch a revamped new teacher mentor program in 2026-27.
- Prepare and launch a robust teacher recruitment process in 2026-27.
- Launch a building-level staff recognition program in Community Life.



## **Goal Area 5: FINANCE & OPERATIONS**

**Strategic Goal Statement:** Hartland Consolidated Schools will be fiscally responsible while providing quality services in a safe and well-maintained learning environment.

### **Priority Objectives:**

- Plan for Bond/Sinking Fund programming.
- Review wage scales for non-union staff.
- Complete a technology assessment to determine future needs.





## Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals/objectives identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar. A meeting was held on May 12, 2025, to begin this work. Ongoing team meetings will continue to plan, monitor and adjust priority objectives.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action plan
  - Measurements
  - Timeline
  - Responsibility
  - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
  - Community
  - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update





## STRENGTHS

### ACADEMICS & PROGRAMS

- Rigorous curriculum (AP, dual enrollment, etc.)
- Academic variety, including Career Technical Education (CTE)
- Non-academic program variety (including clubs, athletics, etc.)
- Special education support

### LEARNING ENVIRONMENT & CULTURE

- Welcoming culture
- Meeting the needs of all students
- Interventions/student support
- Aligned curriculum
- Whole-child approach

### COMMUNICATIONS & COMMUNITY ENGAGEMENT

- A sense of community
- Open communication
- Community partnerships

### PERSONNEL & LEADERSHIP

- Caring teachers
- Strong/supportive administration
- Dedicated staff culture
- Strong collaboration

### FINANCE & OPERATIONS

- Safety
- Clean/quality buildings
- Financial stability



## OPPORTUNITIES FOR IMPROVEMENT

### **ACADEMICS& PROGRAMS**

- Curriculum enhancement/rigor
- Increased support for special education
- Real-world learning experiences (e.g. professional certifications)
- Balanced funding support across programs
- Focus on core academics

### **LEARNING ENVIRONMENT & CULTURE**

- No DEI / More DEI (An approach reflecting the best of Hartland)
- Lower class sizes
- Consistent discipline / behavioral interventions
- Reduced bullying
- Supporting students' emotional needs

### **COMMUNICATION & COMMUNITY ENGAGEMENT**

- Improved transparency
- Consistent communication (varying effectiveness across schools and levels)
- Increase community unity

### **PERSONNEL & LEADERSHIP**

- Reduced divisiveness / tension at board level
- An approach reflecting the best of Hartland
- Teacher/staff recruitment
- More in-class support for teachers
- Competitive staff compensation
- Accountability/clarity
- Consistency across buildings

### **FINANCE & OPERATIONS**

- Facility upgrades
- Improving busing/ transportation
- Safety
- In-class tech improvements



## BARRIERS

### ACADEMICS & PROGRAMS

- Consistency of curriculum /alignment
- Regulatory requirements/mandates
- Staffing shortage
- Prioritization (academics vs. athletics vs. arts)
- Bureaucratic inertia

### LEARNING ENVIRONMENT & CULTURE

- Resistance to change—"always done it that way"
- Many different perspectives

### COMMUNICATIONS & COMMUNITY ENGAGEMENT

- Resistance to change
- Poor communication
- Misinformation
- Mistrust (community <> staff <> administration)
- Community division

### PERSONNEL & LEADERSHIP

- Division / tension at board level
- Leadership shortfall
- Mistrust (community <> staff <> administration)
- Resistance to change
- Mistrust

### FINANCE & OPERATIONS

- Funding constraints
- Resource scarcity
- Aging buildings
- Time constraints



## VISION

### **ACADEMICS & PROGRAMS**

- Academic excellence
- Rigorous instruction
- A path for all
- Future/career readiness
- Personalized
- Full potential

### **COMMUNICATIONS & COMMUNITY ENGAGEMENT**

- Transparent
- Parent involvement
- Community engagement
- Community pride

### **LEARNING ENVIRONMENT & CULTURE**

- Safe and secure
- Welcoming and valued
- Student-centered
- Whole-child focused

### **PERSONNEL & LEADERSHIP**

- Collaboration
- Teacher quality
- Accountability
- Integrity
- Unified governance

### **FINANCE & OPERATIONS**

- Safe
- Innovative and adaptive
- Modern facilities



## TOP VISION WORDS

### 1. **Student**

– Almost every response focused on what schools can do for “students” (or “child/children”).

### 2. **Community**

– Many respondents envision a district that is strongly connected to its local community and promotes partnership among families, educators, and local stakeholders.

### 3. **Inclusive**

– A very frequent theme was the need for a welcoming environment where every learner feels accepted and valued.

### 4. **Education**

– This word (and similar “educating” or “educational”) appears repeatedly as the district’s fundamental mission.

### 5. **Academic**

– Numerous responses emphasize high standards, rigorous academics, and the need for strong content in the curriculum.

### 6. **Safe**

– Safety—both physical and emotional—is central to many comments, with respondents calling for secure, supportive learning spaces.

### 7. **Collaborative**

– Many respondents stress the importance of working together—among teachers, staff, parents, and community—to ensure every student succeeds.

### 8. **Excellence**

– The ideal vision is one of high achievement and distinction in what the district offers; “excellence” is a recurring ideal.

### 9. **Respect**

– Often mentioned as part of the foundational values (as in the motto “Reason, Respect, Responsibility”), this word signifies the tone of interactions for a positive school culture.

### 10. **Prepare** (or **Preparation**)

– Whether in the context of preparing students for college, careers, or life in a global society, many responses underscore the importance of readiness for the future.



## Data Driven Strategic Planning: Hartland Consolidated Schools

Below is a summary on **Hartland Consolidated Schools** based on analysis of data in this report:

In general, the data revealed that when compared to state averages and the reference districts selected for this report, **Hartland** emerges as a district with strong academic performance and a solid financial foundation.

### DEMOGRAPHICS

- Hartland's per pupil foundation allowance of \$9,608 is the same as all the reference districts except for West Bloomfield, which is \$10,235. (B-1)
- Enrollment at the District has decreased over the past five years moving from 5,230 in 2021 to 4,994 in 2025, a net loss of 236 students. Only three of the reference districts (Brighton, Novi, and Okemos) have experienced enrollment increases. (B-3)
- The demographics of the District's student population has changed slightly in the past five years, with the most significant changes in English Language Learners (up 44.8%) and Special Education (up 28.7%), although student count of the former is minimal. (B-6)
- The District's 2024 median household income of \$108,205 ranks fifth among the reference districts (B-7)
- The number of Hartland students eligible for lunch assistance in 2025 ranked second among the reference districts. Free and reduced student lunch eligibility has fluctuated from a low of 11.8% in 2017 to a high of 19.1% in 2024. (B-8, B-9, B-10)
- Hartland has 749 students who choose to attend either other districts or charter schools. Charyl Stockwell Academy (258), Brighton (91), and Livingston ESA (34) enroll the greatest number of the Districts' resident students. There are 887 Schools of Choice students enrolled in the District's schools. Howell (256), Fenton (102), Linden, (75), and Huron Valley (48) comprise the greatest number of students enrolled. (B-12, B-13, B-14)

**DEMOGRAPHICS (continued)**

- Out-going students to School of Choice has steadily increased each of the last five years, while in-coming School of Choice students has dropped. Yet Hartland remains net positive for School of Choice enrollment. (B-13)
- Hartland's student attendance rate is 93.2% and has remained steady for the last five years (B -15)

**ACADEMIC PERFORMANCE**

- Hartland's students scored above state averages in ELA (English Language Arts) and Math in grades 3, 4, and 5 on the 2024 M-STEP. Hartland's ELA and Math scores rank first or second relative to reference districts, except for 4<sup>th</sup> grade ELA and Math where the District ranked third. Scores have steadily increased since 2021. (C-1, C-2, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10, C-11)
- Hartland's students scored above state averages in Science and Social Studies in grade 5, ranking first or second to the reference districts. Scores have steadily improved since 2021. (C-7, C-8, C-9, C-10, C-11)
- Hartland's students scored above state averages in ELA (English Language Arts) and Math for grades 6 and 7 on the 2024 M-STEP. However, the District ranked fourth or fifth relative to the reference districts. (C-12, C-13, C-14, C-15, C-16, C-17)
- Hartland's students scored above state averages in Social Studies and Science for grade 8 on the 2024 M-STEP. The District ranked third relative to the reference districts. (C-18, C-19)
- Hartland's students scored above state averages in Social Studies and Science for grade 11 on the 2024 M-STEP. The District ranked fourth relative to the reference districts. (C-20, C-21)
- Hartland's students scored above state averages in Math and EBRW (Evidence-Based Reading/Writing) for grade 11 on the 2024 SAT. (C-22, C-23)
- Hartland's SAT scores of 49.65% for 2024 rank fifth among the reference districts. Hartland's scores are down from 59.5% in 2019. (C-24)
- Hartland's 2023 graduation rate of 96.61% is above the state average of 81.77%. Hartland's graduation rate has been above 95% since 2019. (C-27)



**ACADEMIC PERFORMANCE (continued)**

- Hartland students taking AP tests has increased steadily since 2021. Passing scores vary by subject; however, aggregate passing percentage has remained fairly stable since 2021. (C-28, C-29, C-30, C-31, C-32, C-33, C-34, C-35, C-36)
- Hartland's dual enrollment participation increased from 68 in 2018 to 119 in 2024. (C-37)

**FINANCE**

- Hartland's operating revenue and operating expenditures have risen steadily since 2010, with revenue outpacing expenditures during that period. (D-1)
- Hartland's Financial Distress rating of "1" indicates a strong financial position and puts the District in similar financial health as the reference districts. (D-2)
- Hartland's expenditures per student of \$13,676 ranks fifth among the reference districts. (D-3, D-4)
- At \$6,279, Hartland has the lowest per-pupil instructional spending among the reference districts. (D5)
- Hartland's non-academic expenditures compared to the reference districts are: central support (sixth), transportation (second), operations & maintenance (first), business, interest (fifth), and general administration (first). (D-6)
- Hartland's fund balance has increased steadily since 2020 from \$7.6m (13.7%) to \$18.9m (27.4%) in 2025. Hartland's 2025 fund balance is first among the reference districts. (D-1, D-9, D-10, D-11)
- Hartland's debt retirement millage rate of 9.49 is the highest among the reference districts (D-12)
- Hartland's overall transportation costs have increased since 2020, with special education transportation costs dropping over that same period. (D-13)
- Hartland's total expenditure of \$69,201,328 rank sixth among the reference districts. Operations expenditures as a percent of total expenditures of 10.9% in 2024 is the highest among the reference districts. (D-14)

**PERSONNEL**

- Hartland's total staffing count has grown from 575 in 2020 to 690 in 2025. (E-1, E-2, E-3, E-4)
- Hartland's pupil-to-staff ratio of 7.7 ranks forth among the reference districts. The District's pupil-to-teacher ratio of 21.3 ranks third among the reference districts. The District's pupil-to-staff ratio has declined steadily from a high of 11.2 in 2017. (E-5, E-6, E-7)
- Hartland's 696 FTE staff (full-time equivalent) in 2023 rank sixth among the reference districts. The District's 242 teachers rank third among reference districts (E-5, E-6)
- Hartland's average compensation per FTE (full-time equivalent) of \$77,583 ranks sixth among the reference districts. (E-8)
- Hartland's average teacher salary of \$68,145 rank forth among the reference districts. (E-9)
- Hartland's total salaries of \$30,450,474 for 2024 rank sixth among the reference districts. The District's benefits as a percentage of salaries of 77.3% for 2024 rank second. (E-11)
- 51.8% of Hartland's teachers have a Master's degree or higher. (E-12)
- 39.7% of Hartland's teachers have taught less than five years. 22.5% of the District's teachers have taught twenty years or more. (E-13)



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

**EMERGING**

- Artificial intelligence (AI)
- Collaborative learning (project-based, team, etc.)
- Customized post-secondary options
- Formative/summative teaching/learning
- Impact of social media
- Multi-Tiered System of Supports (MTSS)
- Preparing students for trades
- Proper AI implementation
- Reduced number of teacher candidates
- School funding
- Technology vs. hands-on skills
- Transition to electronic

**ON THE HORIZON**

- Artificial intelligence (AI)
- Church and State
- Flexible learning choices
- Influence/demands of extra-curricular
- Keeping up with technology (e.g. AI)
- Pre-K for all
- Return to life skills
- Schooling alternatives (other than traditional in-person)
- Shared skill trade experiences
- Teaching student independence
- Utilization of AI
- Virtual schooling
- Work-based CTE (Career & Technical Education) learning options

**ESTABLISHED**

- Academic intervention
- Academic success
- Application of knowledge
- Career pathway focus
- College and career readiness
- Critical thinking
- Extracurricular opportunities
- Greater academic focus
- Impact of technology on brain development
- Multi-tiered classroom instruction
- Social media influence
- Standardized testing
- Structured day/schedule
- Use of best practices instruction

**DISAPPEARING**

- Accountability (parent, student)
- Back to basics (e.g. spelling)
- Interpersonal communication/social skills
- One-on-one in-person interactions
- Play-based learning
- Physical activity
- Rote memory (memorization)
- School libraries and librarians
- Sit-and-get (textbooks, lectures, etc.)
- Structured special education
- Tactile skills (cursive)
- Teaching adaptability
- Textbooks



## **ACADEMIC PERFORMANCE**

### **ELEMENTARY**

#### **Points of pride:**

- Data demonstrates Hartland's commitment to consistent alignment of instruction across buildings; of intervention, enrichment, and collaboration.

#### **Opportunities:**

- Better align interventions among grade levels.
- Provide further resources to better support proficient and advanced student growth.
- Expand teacher resources and supports.



## **ACADEMIC PERFORMANCE**

### **MIDDLE SCHOOL**

#### **Points of pride:**

- State assessment scores above state and county average in all areas.

#### **Opportunities:**

- Elementary data top of comparison group; Middle school to maintain and grow test scores.
- Review curriculum alignment from elementary to middle school (academic coaching).
- Evaluate growth data.
- 8th grad PSAT data.



## **ACADEMIC PERFORMANCE**

### **HIGH SCHOOL**

#### **Points of pride:**

- High graduation rate (+98%).

#### **Opportunities:**

- Close gap on high school assessment scores of comparison districts.
- Identify students ED and support with resources to get them to proficiency.
- Ways to communicate, motivate, and facilitate 11th grade assessments.



## **DEMOGRAPHICS**

### **Points of pride:**

- Hartland has high residential enrollment/attendance.

### **Opportunities:**

- Increasing enrollment diversity.
- Declining enrollment.
- Cohort retention.





## **FINANCE**

### **Points of pride:**

- Stability.

### **Opportunities:**

- Per-pupil funding.
- Debt retirement rate.



## **PERSONNEL**

### **Points of pride:**

- Phenomenal staff (putting the right people in the right positions; dedicated).

### **Opportunities:**

- Staff salaries (be competitive).
- In classroom support.



## **ACADEMICS & PROGRAMS**

- More classroom support for special education students (17)
- Create addition CTE (Career and Technical Education) offerings (10)
- Highly capable opportunities (7)
- Increase support staff (5)
- Play-based learning (5)
- Hire teachers to reduce class size to support early interventions (4)
- Increase number of students proficient on state assessments (2)
- More real-world learning experiences (1)
- Staff collaboration (tech, programs, professional development)

\*Number reflects total votes for this objective by retreat attendees





## **LEARNING ENVIRONMENT & CULTURE**

- Increase social workers at elementaries (8)
- Academics over athletics (6)
- Full coverage of student resource officers (6)
- Valuable professional development opportunities (3)
- Increase branding in/at facilities (2)
- Explore more than Hartland practices
- Provide time (not personal days) for opportunities (1)
- Reallocate grade-level groupings (1)
- Tailgating for high school sports

\*Number reflects total votes for this objective by retreat attendees



## **COMMUNICATION & COMMUNITY ENGAGEMENT**

- Free student admission to extracurricular events (9)
- Rebranding (logos, etc.) (7)
- Increase parent experiences and involvement in schools (5)
- Increase virtual presentations/broadcasts (2)
- Incentives for community attendance at events (2)
- Chain of command protocols (1)
- Create district-wide spirit activities
- Develop district and building communication plans
- Flexible program scheduling
- Increase Eagles identity in the community

\*Number reflects total votes for this objective by retreat attendees



## **PERSONNEL & LEADERSHIP**

- Refocus decision making on the central mission of the district: student achievement (10)
- Create more recognition opportunities for staff (3)
- Grow our cadet teaching program (3)
- Training/grant coordinator (3)
- Expand recruiting to fill open positions (2)
- Strong mentor programs for teachers (2)
- Pay teachers for additional hours for parent-teacher conferences (1)
- Anonymous feedback form for staff
- Continue staff survey
- Develop hiring process – consistent top to bottom
- Provide supplemental support staff (e.g. floating paras)
- Teacher attendance at conferences

\*Number reflects total votes for this objective by retreat attendees



## **FINANCE & OPERATIONS**

- Strong competitive salaries (16)
- Chromebook carts in every classroom (12)
- Develop a new bond package (7)
- Fix broken things (7)
- Two new buildings (for early childhood and Village) (4)
- Add GPS to busing (1)
- Fencing around problematic areas (open playgrounds, round portables) (1)
- Fieldhouse (1)
- In-house custodial (full-time person for childcare center) (1)
- Increase paraprofessional pay (1)
- Add bleacher sections
- Build extension for permanent classrooms at Round
- Bus drivers
- Bus route app for parents to view status
- Develop 1:1 technology
- Status update on work orders

\*Number reflects total votes for this objective by retreat attendees