

# *Continuing Excellence*

## **2023-2028**

In 2022, we engaged staff, parents, community members, students, the Board of Education, and administrators in a comprehensive Long Range Planning Process. This involved various tools and informational sessions.

Through regular meetings of a dedicated committee of key stakeholders, we gathered feedback and shared data with multiple groups. The outcome is our new Strategic Plan for Royal Oak Schools: 'Continuing Excellence.' This plan publicly commits us to vital goals and emphasizes our dedication to constant communication and growth.

## **A Community of Excellence**



Committed to fostering an impactful learning community where students will be embraced, accepted, challenged, and prepared.

Students learn best when engaged in authentic learning experiences.

Students benefit from timely and meaningful feedback.

Students will demonstrate readiness for what is next in their learning continuum.



Strengthen and expand school-community connections that are crucial to both the success of the school district and the community.

Student experiences are enhanced by partnering with the community.

District systems are essential to expanding the collaboration with neighborhood businesses and organizations.



Optimize the use of all financial and physical resources.

District funds will be maximized to secure and provide exemplary programs, resources, and staffing.

District property and facilities will be maximized to meet the needs of all programs and learners.



Attract and retain the best staff.

An optimal workplace environment is desirable to both a diverse pool of potential employees, and is provided for all employees who will want to stay long-term.

# *Continuing Excellence*

## **2023-2028**



### GOAL 1

Committed to fostering an impactful learning community where students will be embraced, accepted, challenged, and prepared.

Students learn best when engaged in authentic learning experiences.

#### STRATEGIES:

- Create real world, inquiry-based experience (i.e. IB, district reviewed and created curricula).
- Embed instruction focused on student social emotional development.
- Guarantee every student sees themselves and others in their learning community for all (DEI).
- Create a system for regular and deep review of materials and lessons.

Students benefit from timely and meaningful feedback.

#### STRATEGIES:

- Reach deeper levels of learning through formative feedback.
- Establish a culture of data literacy in the classroom, both student and teacher.

Students will demonstrate readiness for what is next in their learning continuum.

#### STRATEGIES:

- Meet the individual needs of all students.
- Ensure equitable access to challenging and rigorous and vetted PK-12+ curriculum and programs.
- Educate and prepare for students' future through career readiness programs.
- Expand the robust CTE program.



**ROYAL OAK SCHOOLS**  
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## **2023-2028**

### GOAL 2



Strengthen and expand school-community connections that are crucial to both the success of the school district and the community.

Student experiences are enhanced by partnering with the community.

District systems are essential to expanding the collaboration with neighborhood businesses and organizations.

#### **STRATEGIES:**

- Create stronger partnerships with Community Mental Health and other health-related organizations.
- Expand specific shared services with and get support from the City of Royal Oak departments and programs.
- Establish a partnership with the Royal Oak Senior Center for the benefit of both the senior residents and students.
- Invite community partners to participate regularly in school district events.
- Capitalize on the services and support from the Royal Oak Chamber of Commerce members and other business owners.

#### **STRATEGIES:**

- Create a district-wide database of community partners, their offerings/services and link to school needs.
- Create a system to actively recruit and organize screened volunteers.
- Increase partners to expand before and after-school programs for students and families.
- Create a system to link internal resources with those in need.
- Designate the responsibility of community liaison/point of contact to staff members.
- Expand student access to career pathways and exploration through partnerships.



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## **2023-2028**

### GOAL 3

Optimize the use of all financial and physical resources.



District funds will be maximized to secure and provide exemplary programs, resources and staffing.

#### **STRATEGIES:**

- Maximize Revenue Sources
  - Maximize the use of grant funds to provide the exemplary resources to staff and students.
  - Maximize the pursuit of funding opportunities.
  - Leverage publicly approved funds.
  - Explore increased revenue possibilities allowed within Board Policy.
  - Remain diligent when advocating for school funding with legislators and professional organizations.

#### **STRATEGIES:**

- Reporting Compliance
  - Maintain a balanced budget.
  - Prepare for and earn an the highest rating in an annual audit.

#### **STRATEGIES:**

- Provide fair and competitive contracts for all staff within our means.
- Remain equitable in fundraising/funding between district buildings.
- Cost reduction/savings and evaluate supply requests and be intentional in purchasing.



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## **2023-2028**



Optimize the use of all financial and physical resources.

District property and facilities will be maximized to meet the needs of all programs and learners.

### **STRATEGIES:**

- Explore the expansion of Pre-Kindergarten offerings.
- Continuously review and update physical security measures.
- Audit district spaces for existing and potential use.
- Evaluate school boundaries to consider balancing schools/programs within the district.
- Explore and adopt green infrastructure & systems: solar, electric vehicles and equipment, charging stations, etc.
- Assess and enhance teaching and learning uses of technology, hardware and software.
- Explore and create alternate learning spaces (outdoor classrooms, non-traditional spaces/use.).
- Evaluate district athletic facilities, including practice spaces.
- Develop a Memorial Policy/Procedures.
- Investigate an advertising policy which can support district programs.



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## *Continuing Excellence* **2023-2028**



### **GOAL 4** **Attract and retain the best staff.**

An optimal workplace environment is desirable to both a diverse pool of potential employees, and is provided for all employees who will want to stay long-term.

#### **STRATEGIES:**

- Continue to work with universities to host student teachers.
- Market ourselves to Historically Black Colleges and Universities and other diverse organizations.
- Market ourselves as an equal employment organization and behave as such.
- Conduct staff surveys and evaluate data.
- Develop our awareness of, and response for, the social-emotional needs of staff.
- Strive to always provide a work environment where employees feel safe and supported, peace of mind in the workplace, and a sense of belonging.
- Provide support for new staff through a well-organized orientation process and the mentor/mentee program.
- Expand and communicate an Employee Assistance Program.
- Develop shared planning and teaching teams.

# Glossary of Education Terms and Acronyms

**ACT**—a national college entrance exam designed to measure both achievement and ability in English, reading, math and science.

**Accountability** Holding governing bodies, districts, schools, staff, and students responsible for student achievement as well as the efficient and effective use of resources. Also implies public reporting of measures and results.

**Achievement Gap** Persistent differences in achievement among different groups of students as indicated by scores on standardized tests, teacher grades, and other data. Usually refers to disparities in achievement levels of various student groups based on income, race/ethnicity, special education needs, or English language proficiency.

**Activity Fund** A fund containing monies received and distributed for certain activities within the school district, such as PTA/PTO funds, candy sales, and club or class treasuries.

**Adequate Yearly Progress (AYP)** An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

**ADA—Average Daily Attendance** Total number of hour's pupils attend classes in a school district during a reporting period, divided by the number of hours school is actually in session during that period; used in calculating state funding for school districts.

**ADA—Americans with Disabilities Act of 1990** Federal law that prohibits discrimination in employment and other situations against individuals with disabilities.

**Ad Hoc** A committee formed for a specific purpose, for a limited length of time. Appointed by the board, it is often made up of community members charged with studying a particular problem and making recommendations to the board of education.

**AP—Advanced Placement** A series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college.

**APR—Annual Performance Report** Annual report generated by Missouri Department of Elementary and Secondary Education that indicates the district's performance on the Missouri School Improvement Program standards used to determine district accreditation.

**Assertive Discipline/Behavior Intervention Plan (BIP)** A program in which a plan of positive behavioral intervention is laid out for a child whose actions disrupt the learning of himself or other children.

**At-Risk** A term applied to students who are at risk of educational failure due to lack of services and resources, negative life events, or physical or mental challenges, among others.

**Audit** An examination of documents and procedures to ascertain whether school operations have been handled accurately and legally and whether school financial documents and procedures conform to generally accepted school accounting principles.

**Audit Report** Statement prepared annually by an outside auditor to detail the financial status of the school district in accordance with state guidelines and to make recommendations for improving the financial operations of the district.

**AV–Assessed Valuation** The value of taxable property as periodically determined by a governmental agency or tax assessor for the purpose of calculating property taxes. The assessed valuation of property is usually different from the current appraised, or market, value of the property.

**Benchmarks** A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level.

**Bond Measure** A method of borrowing used by school districts to pay for construction or renovation projects. A bond measure requires a 55 percent majority to pass. The principal and interest are repaid by local property owners through an increase in property taxes.

**Categorical Aid** Funds from the state or federal government granted to qualifying schools or districts for specific children with special needs, certain programs such as class size reduction, or special purposes such as transportation. In general, schools or districts must spend the money for the specific purpose. All districts receive categorical aid in varying amounts. This aid is in addition to the funding schools received for their general education program.

**CTE–Career and Technical Education** A curriculum that provides a broad examination of professional and vocational opportunities, as well as concentrations within several clusters of career skills and interests.

**Charter Schools** Publicly funded schools that are exempt from many state laws and regulations for school districts. They are run by groups of teachers, parents, and/or foundations.

**CSIP–Continuous School Improvement Plan**—the district written strategic plan that directs the overall improvement of its educational program and services.

**Collective Bargaining** The process, usually set by law, used by a group of organized employees and their employer to negotiate a mutually acceptable written work agreement on certain specified subjects.

**Differentiated Instruction** This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

**Disaggregated Data** The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school.

**Distance Learning** Any learning that occurs remotely from the instructional source, such as online learning, correspondence courses, and audio conferencing.

**Dual Enrollment** Is when a high school student enrolls in college classes to earn college credit while still attending high school.

**ECSE–Early Childhood Special Education**



**EDP – Educational Development** An EDP provides ongoing documentation of an individual’s career and education decisions and a plan of action that guides the learner in accomplishing their goals of academic, technical, and work behavior skills for success in a career of choice and lifelong learning. EDPs are required by law for all students in grades 7-12.

**EL/ELL–English Learner or English Language Learner** Student who is actively learning English and who may benefit from various types of language support programs.

**ESEA–Elementary and Secondary Education Act** Federal legislation passed in 1965; reauthorized in 2015 as the Every Student Succeeds Act.

**ESL–English as a Second Language** Classes or support programs for students whose native language is not English.

**ESSA–Every Student Succeeds Act** The 2015 reauthorization of the federal Elementary and Secondary Education Act.

**FAPE–Free Appropriate Public Education** A provision of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 that requires regular or special education and related aids and services that are designed to meet individual needs of students with disabilities.

**FERPA–Family Educational Rights and Privacy Act** Federal law that protects the privacy of student education records.

**FMLA–Family Medical Leave Act** A federal regulation that allows eligible employees to take up to 12 work weeks of unpaid leave during any 12 month period for specific health reasons.

**F/R or FRL–Free and Reduced or Free and Reduced Lunch** Refers to students who qualify for free or reduced price lunch based on family income guidelines; frequently used as an indicator of poverty; impacts district funding.

**FY–Fiscal Year**

**General Educational Development (GED)** A high school equivalency diploma, earned by passing a standardized examination.

**General Fund** Accounting term used by the state and school districts to differentiate general revenues and expenditures from funds for specific uses, such as a Cafeteria Fund.

**GSRP - Great Start Readiness Program** An early childhood education program funded by the state of Michigan. The program is designed to serve families living in low-income households. Families must make 100-250 percent of the federal poverty level to qualify. The federal poverty level is currently \$24,300 for a family of four. Children must be 4 years old by Nov. 1 of the current school year to be in the program. Children living in families who make 250 percent of the federal poverty limit must have other risk factors to attend.

**HIPPA–Health Insurance Portability & Accountability Act** Law that protects the privacy of individually identifiable health information.

**IB–International Baccalaureate** A rigorous college preparation course of study that leads to examinations for highly motivated high school students. Students can earn college credit from many universities if their exam scores are high enough.

**IDEA–Individuals with Disabilities Education Act** Federal law that requires the provision of special education and related services and other safeguards to children with disabilities.

**IEP–Individualized Education Plan** A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

**IDEA - Individuals with Disabilities Education Act** A federal law put in place to ensure those birth-21 years with disabilities receive the services they need.

**Instructional Minutes** Refers to the amount of time the state requires teachers to spend providing instruction in each subject area.

**ISD - Intermediate School District** ISDs are structured as separate taxing units to provide various administrative and instructional services to local school districts. Educational ISDs may act as operating districts, contract with local districts, or facilitate the formation of consortia of local districts to provide career and technical education, special education, or academic programs. An ISD can also be called Regional Education Service District (RESA) or Regional Education Service Area (RESA).

**Least Restrictive Environment** Federal laws require that disabled students be educated to the maximum extent possible with non-disabled students.

**LEA–Local Education Agency** A local board of education, combination of school districts, other legally constituted local school authority having administrative control and direction of free public education within the state, or other entities as designated by the Board, and includes any entity with state-wide responsibility for directly operating and maintaining facilities for providing public education.

**LEP–Limited English Proficiency** A term used in the United States that refers to a person who is not fluent in the English language, often because it is not their native language.

**LRP–Long Range Planning**

**MASA- Michigan Association of School Administrators**

**MASB - Michigan Association of School Boards** A private, not-for profit organization that exists to help local school boards ensure all students succeed. MSBA provides board member training, comprehensive policy support, legal assistance, superintendent search guidance, and other services designed to allow school boards to put maximum resources in the classroom

**MDE -Michigan Department of Education** The Michigan Department of Education supports learners and learning in Michigan. Every learner in Michigan’s public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

**MHSAA–Michigan High School Athletic Association**

**MICIP - Michigan Integrated Continuous Improvement Process** Is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding.

**MMC - Michigan Merit Curriculum** Is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense; instead, it specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines.

**MTSS-Multi-Tiered System of Support**

**MI School Data** Is the State of Michigan's official public portal for education data to help residents, educators and policymakers make informed decisions that can lead to improved success for our students. Visit the MI School Data Career and Technical Education (CTE) portal to search for CTE programs in Michigan or to view several CTEIS reports.

**NAEP–National Assessment of Educational Progress** A national standardized assessment administered periodically as a measure of what students know and can do in various subject areas. Results serve as a common metric for all states.

**NCLB (No Child Left Behind)** Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified." Soon to be reauthorized to ESEA, the Elementary and Secondary Education Act.

**NSBA–National School Boards Association**

**OCR–Office for Civil Rights**

**OSS - Out of School Suspension**

**OT–Occupational Therapist or Occupational Therapy**

**Paraprofessional** A teacher's aide/assistant who helps out with students during the school day.

**PBS/PBIS–Positive Behavior Support or Positive Behavior Intervention and Support**

**Professional Development** - Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully.

**PT–Physical Therapist or Physical Therapy**

**RTI–Response to Intervention** The RTI process is a multiple-step approach to providing services and interventions to students who struggle with learning. The progress students make at each stage of intervention is closely monitored and may be included in a student's Individual Educational Plan (IEP). Schools can also create RTIs for students who don't necessarily qualify for Individuals with Disabilities Education Act (IDEA) services, but may need assistance in developing a learning plan to meet their specific needs.

**SAT (Standardized Achievement Test)** Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school.

**Schools of Choice** A public school that opens its enrollment to students who, by law, live in the same intermediate school district or directly next to the school's intermediate school district. Parents can choose to enroll their children in a school of choice at no cost. The funds that would have gone to the child's home school are redirected to the school of choice. Not all public schools participate as schools of choice, and those that do may limit enrollment to certain grades only.

**Section 504 of the Rehabilitation Act of 1973 (504)** A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.

**SLP–Speech Language**

**Pathologist SEA–State Education**

**Agency SRO–School Resource**

**Officer SSO–School Safety Officer**

**Strategic Plan**—see also CSIP-Continuous School Improvement Plan.

**Title I** A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers. Designed to turn around low-performing schools; improve teacher quality and increase choices for parents.

**Title VI** A federal program that's part of the Education Amendment Act of 1972 to protect individuals from discrimination for race, color, or natural origin.

**Title VII** Part of the Civil Rights Act of 1964 (federal)

**Title IX** of the Education Amendments of 1972 – Provision provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance....”