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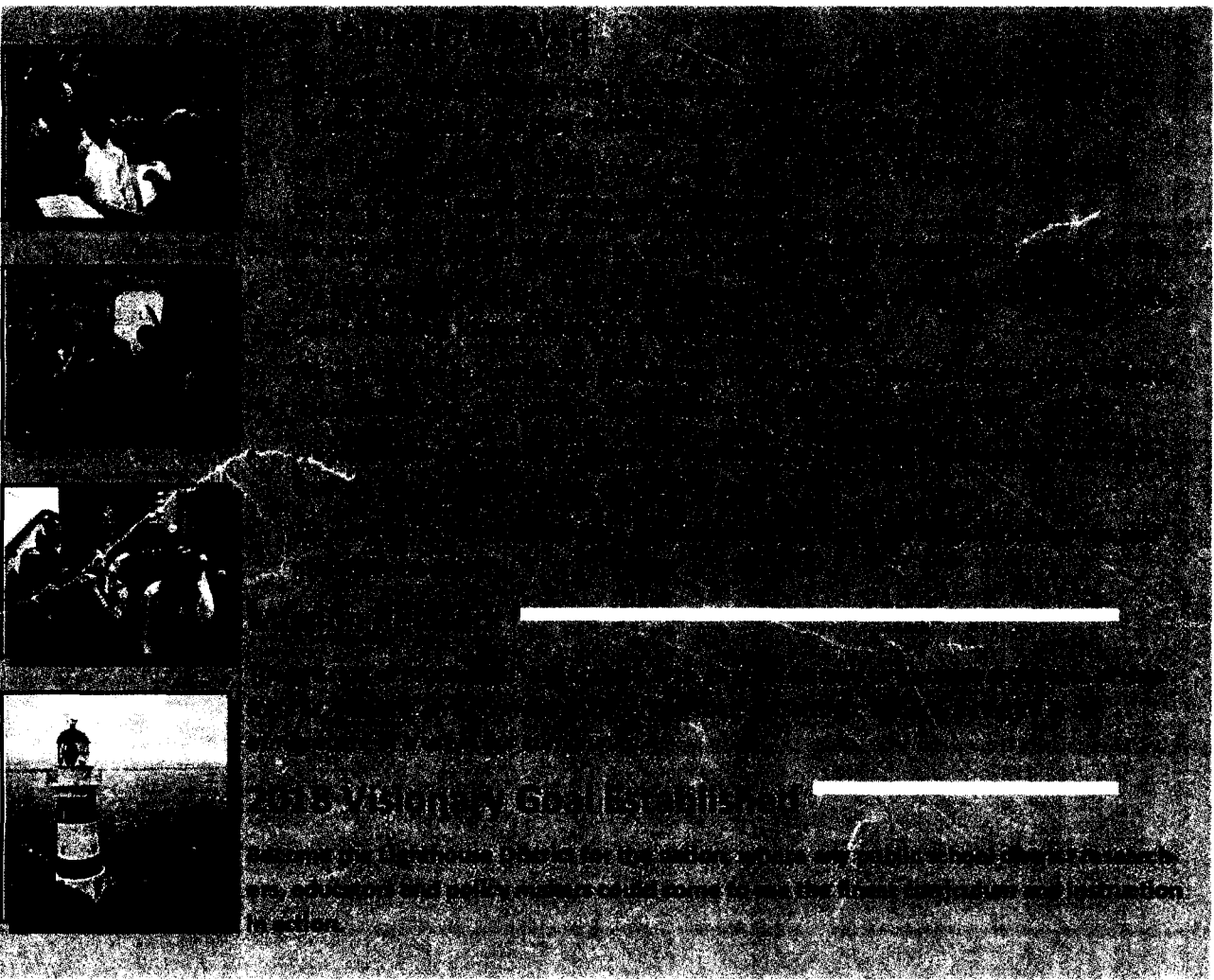
June 2008

Our 2018 Strategic Plan



Our Call to Action

Become a National Lighthouse School



2018 Visionary Goals
Bloomfield Hills Schools will be recognized as a National Lighthouse School by 2018, and will have made significant progress in achieving its vision of providing a world-class education for all students.

Supporting Objectives Set

- 1. Build a Superior Partnership with our Community
- 2. Create and implement a National Lighthouse Certification
- 3. Sustain our Financial Success in a Downturn
- 4. Build and Maintain Lighthouse Facilities





**2007-2008
Board of Education**

Our Pledge

***Comprehensive
education at its
finest***

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Our Call to Action: Become a National Lighthouse District The Strategic Plan for the Bloomfield Hills School District 2008 – 2018

Approved: June 19, 2008

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Our Call to Action: Become a National Lighthouse District by 2018

Dear Staff, Parents, Students, and Community:

The Bloomfield Hills School District is fortunate to have a strong system of public education that values quality, standards, and accountability for each of its schools and for all of its services. We have and will continue to produce excellent results across our system. This is no accident. Sustained achievement results from the leadership provided by the Board of Education, the commitment of our students and their parents, the energy of our teachers, principals, and support staff, the management expertise of our Administration, and the amazing and wonderful passion for excellence from our citizens.

Our Call to Action: Become a National Lighthouse District by 2018 was developed over eight months in a collaborative effort between the Board, our staff, our students, and our citizens. This strategic plan is the first formal plan that we've developed in collaboration with our community. This professionally facilitated process featured numerous community meetings, focus groups, workshops, and individual interviews. The result is a plan that will provide us guidance for the next ten years as we drive ourselves to achieve **our visionary goal of becoming a National Lighthouse District**.

Our ability to achieve this momentous challenge rests on the commitment of our community to achieve the goals outlined in this plan. This won't be an easy task. As you will read in the following pages, we face challenges in partnering with our community; financial challenges as the state continues to underfund public education; and staffing and facilities challenges as our enrollment declines due to our region's economic malaise.

The plan coincides with the emergence of a new energy in our community to both maintain our reputation for delivering comprehensive education at its finest and to ascend the national stage. As our facilitator told us in November 2007 at the start of this effort, we need to leave Comfortopia. This plan symbolizes our courage and dedication to take the leap.

Please join us today.

Mary Ellen Miller, School Board President

Steven A. Gaynor, Ph.D., Superintendent

Performance Targets – 2008 – 2018

We intend to publish updates on these performance targets annually in our newsletter, *Community Connections* and in our annual budget reports.

Visionary Goal: Become a National Lighthouse District by 2018

Visionary Targets

Not one child will be left behind; we will educate our children to their full potential.

Zero achievement gaps will exist between majority students and minority students.

Our graduates will become societal leaders.

Objective # 1: Build a Superior Partnership with Our Community

- We will receive an “A” or “B” from 90% of our community on achieving our mission.
- Our district will become a key point of civic pride for local, regional, state elected officials, and business and social sector leaders.
- Our district will be chosen by the parents of approximately 90% of all eligible school-aged children living in the district as their main educational resource.

Objective # 2: Build on Strengths to Create and Implement a National Lighthouse Curriculum

- 99% of our students will graduate.
- We will be in the top 5% nationwide in ACT Composite scores.
- We will have an exceptional number of teachers with advanced degrees in their content area.
- We will receive superior assessments regarding our curriculum from regional and national partners.

Objective # 3: Sustain our Financial Success in a Downturn

- We will stabilize our enrollment at 4,200 resident students by 2018.
- We will consistently maintain our General Fund Reserve at 10%, i.e. no less than \$7 million.
- The BHS endowment, capitalized with voluntary contributions, will exceed \$40 million by 2018.

Objective # 4: Build and Maintain Lighthouse Facilities

- Measured by an annual survey, our facilities will be the pride of our community.
- Measured by a new resident survey, our facilities will draw new families into our community.
- The educational use and integration of our unique assets (e.g. the Farm, the Nature Center, the Stone Schoolhouse) will deliver a national reputation for educational innovation.

Implementation Approach

We will use a project management approach for implementing this strategic plan. Project management is the discipline of planning, organizing, and managing resources to bring about the successful completion of specific project goals and objectives. A project is a finite endeavor—having specific start and completion dates—undertaken to create a unique product or service which brings about beneficial change or added value. This finite characteristic of projects stands in sharp contrast to processes or operations, which are permanent or semi-permanent functional work to repetitively produce the same product or service. The primary challenge of project management is to achieve all of the project goals and objectives while adhering to classic project constraints—usually scope, quality, time and budget. Given this challenge, we intend to implement this plan as shown below:

1. By September 2008, establish a National Lighthouse Project Management Office within the district's Administrative Offices.
2. To this office, assign an internal project manager (or contract with an external project manager) and part time administrative support.
3. The project manager will become a member of the Superintendent's Cabinet.
4. The project manager will build a National Lighthouse cross functional team comprised of staff from the Communications and Community Relations, Human Resources and Labor Relations (including union representation), Physical and Plant Services, Finance, Purchasing and Budget, Instruction (including principals of district schools) and Technology groups. These team members will have dotted line responsibility to the project manager.
5. The project manager, with support from the team, will develop a Performance Target system as follows:
 - a. Identify an appropriate measurement process for each target.
 - b. Identify current status of each target.
 - c. Set targets for 2009-2011.
 - d. By December 2008, obtain Superintendent's Cabinet and Board approval of 2009-2011 targets.
6. Then, the project manager, with support from the team, will develop a proposed schedule for the first three years, 2009-2011. This schedule will identify desired tasks by month for each strategic initiative and will include estimated time, resources, and budget requirements for all tasks. Additionally, the project manager will,
 - a. In collaboration with the Cabinet, prioritize the tasks for 2009-2011.
 - b. Present to the Board for approval by February 2009.
7. The project manager, with support from the team, will present the plan to community and staff by March 2009.

Visionary Goal: Become a National Lighthouse District by 2018

Visionary Targets

Not one child will be left behind; we educate our children to their full potential.

Zero achievement gaps will exist between majority students and minority students.

Our graduates will become societal leaders.

Supporting Rationale

In the process of developing this strategic plan, we contracted with Project Innovations Inc., a Michigan based management consulting firm, to both facilitate the community involvement portion of the process and to assemble and lead a team of reputable experts to assess our district and to draft a strategic plan. Effective strategic planning is based on an unvarnished understanding of one's current situation. To quote Jim Collins, noted management consultant and author of *Good to Great*, "When you start with an honest and diligent effort to determine the truth of your situation, the right decisions often become self-evident."

Anderson Economic Group, LLC (AEG), a member of the Project Innovations team, conducted an assessment of the economic, demographic, and market trends most likely to impact our district between 2008 and 2018. Patrick L. Anderson, founder of AEG, was the deputy budget director for the State of Michigan under Governor John Engler, and Chief of Staff for the Michigan Department of State. AEG has offices throughout the United States and its work is commonly used in legislative hearings, legal proceedings, and executive strategy discussions. **In a report submitted in February 2008, AEG identified many of our competitive strengths:**

- *BHS has excellent programs at the pre-kindergarten and kindergarten level that make it distinctive from other districts and competitive with top tier private schools.*
- *Bloomfield Hills Elementary students are among the highest achievers in the state in all areas of the MEAP test (based on 2006-2007 scores).*
- *Among comparable districts, BHS yields the greatest percentage of students meeting or exceeding Michigan standards in all subject areas at the middle school level.*
- *Andover and Lahser High Schools each received a 10/10 "Great Schools" rating based on overall test scores . . . on the ACT, BHS students have the highest average score of any of our comparison public school districts – Birmingham, Troy, Grosse Pointe, and West Bloomfield.*
- *One element that sets BHS apart from similar school systems is its relative small class sizes. The average student to teacher ratio is significantly lower than its public school competitors.*
- *Overall BHS compares very favorably to the other top school districts in the region . . . student performance is second to none in most categories.*

- *BHS also compares favorably in terms of co-curricular offerings and its education environment, which despite older buildings, offers access to a district managed farm and nature center as well as excellent human services and community relations.*

Two nationally recognized educators from Michigan State University, Dr. Suzanne Wilson and Dr. Philip Cusick joined the Project Innovations team. Dr. Wilson is currently Chair and Professor in the Department of Teacher Education and Director of the Center for the Scholarship of Teaching at Michigan State University. While at Michigan State, she has collaborated on several large-scale research projects, including the National Center for Research on Teacher Education, the Educational Policy and Practice Study, and the National Partnership for Excellence and Accountability in Teaching.

Dr. Cusick is a professor of K-12 educational administration. His research interests include organizational theory, secondary schools, and issues of social class as they relate to schools. He is the author of *A Passion for Learning, The Education of Seven Eminent Americans*, in which he examines the educational experiences of —Benjamin Franklin, Abraham Lincoln, Jane Addams, W.E.B. Du Bois, Eleanor Roosevelt, J. Robert Oppenheimer, and Dorothy Day.

On February 2, 2008, during a workshop attended by over one hundred stakeholders, Dr. Cusick and Dr. Wilson summarized their assessment of our district, asserting that *BHS is an exemplar of a high quality instructional system that attends to both state and national mandates/standards*. In outlining their reasoning for their assessment, they reinforced our conviction that BHS is a **high quality educational system**,

- *With a balanced, focused curriculum driven by an understanding of what students are learning (or not),*
- *Aligned with and informed by continuous assessment (as opposed to testing panic),*
- *Aligned with state and national visions of high quality,*
- *With teachers and principals focused on student learning,*
- *With professional development for all staff aligned with curriculum and assessment,*
- *And with principals and other leaders who know content and how to lead teachers and other adults.*

Certainly, the confirmation by reputable sources of our district's strengths provided the necessary foundation for us to, paraphrasing Collins; see the truth of our situation. Many organizations approach strategic planning as a hunt for weaknesses and a search for hidden flaws. But, Project Innovations, which has a national practice in facilitating the development of strategic plans, encouraged us to build on strengths while squarely facing the difficult challenges ahead as follows on the following page:

1. A most pressing challenge is funding, which is rooted in demographic change and our stagnant population, exacerbated by increasing costs of employee benefits (health and retirement) and routine operations and maintenance. Over a period of years Bloomfield Hills has benefited from a high level of funding and with those funds has created an expansive and generous curriculum and a wide range of facilities and staff. Now, we are facing a future of declining enrollments and a state funding process that underfunds our system. Even if we retained our current enrollment of 5,202 resident students for the next ten years, we would still run a cumulative deficit of close to \$100 million due to inflationary increases in salaries, benefits, and energy.
2. A second challenge is measuring performance. However much we in Bloomfield Hills inveigh about the evils of testing, test scores have become, like dollars, a medium of exchange. Our parents want us to educate the whole child **and** for that whole child to be test-wise among the “top performers”. Although our district has been among the top performers in standardized tests, detractors can find niche results to fit their claim that we are in decline. **We must ensure that our curriculum continues to deliver top test scores and that we communicate those results to our community.**
3. A third challenge is more complicated and far reaching and concerns our visionary targets to educate our children to their full potential, close all gaps between majority students and minority students, and give our students the education that helps them become societal leaders. This challenge has been well stated by two recent reports, the first is Michigan’s Cherry Commission, chaired by Lt. Governor John Cherry, and the second, that of The Millennium Project, chaired by James Duderstadt, former president of the University of Michigan. The critical findings of these reports are as follows:
 - Michigan’s manufacturing economy is collapsing and will continue to decline.
 - The damage to the state can be seen in fewer jobs, the number of college graduates leaving the state, the increase in high school dropouts, inadequate preparation among those that do graduate from high school, lower educational funding at all levels, and declining state income levels and property values.
 - Both reports claim that education is the answer to our economic ills. In the words of the Millennium project, the task is “to develop a learning and knowledge infrastructure for a regional area such as the State of Michigan.” The reports suggest our state should take the lead from countries with high levels of education but formerly depressed economies that due to their populations’ high skill levels have become economic powerhouses. (Ireland would be a prime example.) The suggested plan includes increased educational funding, increased state educational expectations, a curriculum concentrated on science, mathematics, and on skills applicable to the emerging economy. The message is that education is the individual’s and the state’s economic driver and its salvation. As everyone knows, our state has responded by making our high school graduation requirements some of the toughest in the nation.

4. A fourth challenge is that we have been embroiled in a conflict between the school board/district administration and some of our citizens for several years. While the seeds of the conflict were sown by failed attempts to gain the community's support for building new high schools, the conflict has grown beyond the issue of new schools. This conflict is damaging our reputation, distracting our Board and our management team, and discouraging our community.

In considering a response to these challenges, the Project Innovations team encouraged us to avoid a path of cutting our way to success. They encouraged us to remain confident in our ability to respond to our challenges without sacrificing our tradition of educational excellence and innovation. And most importantly, they encouraged us to think about the lighthouse, a symbol that has energized our district for two generations.

The lighthouse is a symbol of rising consciousness, the core of the educational process. A lighthouse rises from the water towards the sky, connecting us from darkness of our ignorance to the light of knowledge. It allows travelers to find safe harbor. We know that our district has been a lighthouse for metropolitan Detroit for many years, but Project Innovations asked us a simple yet bold question: "Could you become a lighthouse for the nation?"

The question inspired and intrigued us. In general, a lighthouse district with its plethora of possibilities exemplifies, in one sense, liberal education, which is thought to expand the intellect, free the mind, and stretch the spirit. It's an education that prepares one to handle the exigencies of life whatever they may be. Over the years, our district has provided those liberal education opportunities; we have over 200 class offerings at the secondary level alone. So, we asked ourselves: **Could we become a lighthouse for the nation, one committed to an ambitious vision of education, one that resists a narrow view of what it means to be educated and an equally narrow view of what it means to demonstrate accomplishment?**

Through the winter and spring of 2008, we listened to our community in a daylong retreat and an extensive series of focus groups, interviews and workshops. And we became convinced that our community - conflicted and not - wanted us to stretch our vision. After much self-reflection, we decided to commit ourselves to achieving national greatness.

But, it won't be easy (and that's a good thing).

We will have to improve our already robust curriculum while reducing the cost of our operations. We will have to expand our outreach into the community and the nation even as our enrollment declines. We will have to improve our facilities as the state continues to reduce our funding vis-à-vis inflation. We will have to deliver excellent test scores even as we continue to educate the whole child. We will have to maintain small class sizes as we reduce staff. And finally, we will have to strengthen our partnership with our community even as we undertake a host of difficult tasks, such as closing schools. **But in the end by 2018, we intend to be a National Lighthouse District, a district to which policymakers, parents, and concerned citizens turn when looking for innovative curricula and assessments, creative partnerships, and innovative strategies for the use of human, material, financial, and social resources.**

Objective # 1: Build a Superior Partnership with Our Community

Performance Targets

1. We will receive an “A” or “B” from 90% of our community on achieving our mission.
2. Measured by an annual survey, our district will become a key point of civic pride for local, regional, state elected officials, and business and social sector leaders.
3. Our district will be chosen by the parents of approximately 90% of all eligible school-aged children living in the district as their main educational resource. Note: We will identify a more precise target with input from a network of national peer districts that we intend to build (see Strategy 2.2, Adopt an Inside-Outside Mindset).

Supporting Rationale

Our district has always taken pride in our warm partnership with our community. Of course this relationship extends beyond our school system, as we provide community recreation services to our district, including adult, youth, summer school, and Special Olympic programs. Also, outside our school walls children experience the intrinsic rewards of community service. Elementary and middle school students are encouraged to be involved in their community, and high school students must perform community service to meet their graduation requirements. In its assessment report, AEG noted the positive results of our partnership with our community.

On the Michigan Education Yes! Report Card the district's high schools received "A's" for Indicators of School Performance. Specifically, Andover earned a score of 92.8/100 and Lahser earned 90.5/100. For School and Community Relations specifically, Lahser High School was noted as having exemplary involvement of parents in decision-making processes and Andover High School was noted as having exemplary collaboration with community agencies.

Based on input from the twelve focus groups conducted during the development of this strategic plan, Project Innovations summarized the input regarding our relationship with our community.

Parents in the focus group sessions repeatedly identified the district's unwavering commitment to educating the whole child as a strong aspect of a school / family partnership. The majority of the participants indicated they trust that the district is providing the right curriculum and applauded the district's willingness to invite the entire community into the strategic planning process. They viewed this as a positive step toward building a stronger partnership between the school and the community.

However, despite the broad based partnership we have with our community, we must acknowledge the truth of our situation. As noted previously, we have been embroiled in a conflict between the school board/district administration and some citizens. Conflicts occur frequently and can be found in any community. Fundamentally, they are about relationship. The question hangs in balance in every conflict: How do we want or not want to continue this relationship? Conflict resolution requires the aggrieved parties to assess the meaning of the relationship, to examine themselves, to identify what they are doing or not doing to prolong the conflict, and to change their behavior. Another way of saying this is conflicts don't get resolved if one side has to do all the changing. **To this end, we intend to take positive steps forward to lessen the impact of this conflict and to build a superior partnership with our community.**

The first steps to resolution should focus on building trust. Management guru Peter Drucker affirmed that organizations are no longer built on force, but on trust. In his recent book, *The Speed of Trust*, Stephen M. R. Covey wrote, "Trust in almost every societal institution (government, media, business, health care, churches, political parties, etc.) is significantly lower than a generation ago, and in many cases, sits at historic lows."

In the long run, the district can't accomplish its mission without a trusting relationship with its community. Trust is so important to achieving our visionary goal that we will change our mission statement to confirm the duality of our challenge – to educate our children while sustaining trust with our entire community. Below, is the new mission statement with the change noted in italics:

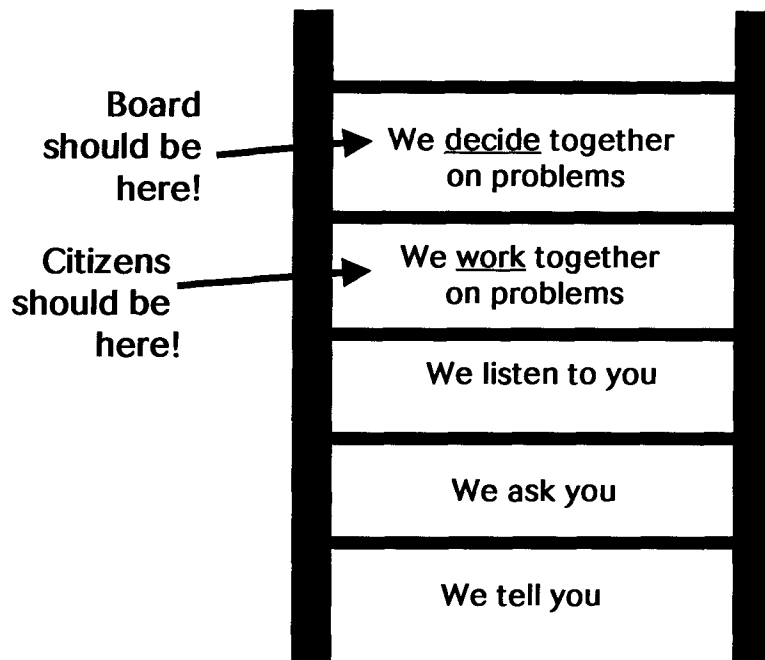
The Mission of Bloomfield Hills Schools is to enable learners to become architects of their futures, building on a foundation of scholarship, citizenship, service, and integrity *in an atmosphere of trust in our community.*

Strategy 1.1: Establish a Community Partnership Committee

We will formalize our commitment to a superior partnership by creating a Community Partnership Committee. Why create yet another committee? Many venues exist for parents of BHS children to interact with the school system, like the PTO structure or Booster Clubs or informal and formal meetings with teachers and principals. While collecting input for this strategic plan, we found that parents with children in BHS schools generally have a trusted relationship with our district. To some extent we correlate this partnership to increased communication and shared goals.

On the other hand, we found that we need to shore up our relationship with citizens without children or citizens whose children have graduated from BHS or citizens whose children don't attend BHS schools. These citizens don't have as many informal opportunities to interact with our staff and our school officials. And although they may believe in our mission, generally and quite naturally, it won't be top of mind or in the center of their hearts.

Obviously, concerned citizens can always attend and to some extent participate in Board meetings, but they don't offer an opportunity for partnering with the community. By design, Board meetings are official gatherings and lack the flexibility required for dialogue and creative discussion. We need a venue that allows all of our citizens an opportunity to communicate with neighbors, to express concerns, to get issues addressed, to partner with us in executing this plan. **Most importantly, we seek to empower our citizens to solve problems with us as shown in the "Ladder of Empowerment" image on the next page.**



Ladder of Empowerment

We will model this new partnering structure after one used by the Detroit Water and Sewerage Department (DWSD) to build a partnership with its 86 wholesale water customers. This model was brought to us by Project Innovations, the designer and facilitator of the DWSD partnering process. Like our district, DWSD was embroiled in conflict. With a more formal partnering process, it was able to significantly improve trust and communications with its customers. With the DWSD model in mind, we intend to establish the Community Partnership Committee as follows:

1. In 2008, the Board will charter the Community Partnership Committee (the Committee).
2. In 2008, the Board will write and adopt a specific policy defining the roles and responsibilities of the Committee. We recommend using Board Policy 1203, Parent Teachers Organization, as a template and stating that the Committee *will create and sponsor a formal Community Partnership with the mission of helping BHS to implement its ten year strategic plan*. This policy will define important qualities of the Committee:
 - a. Any citizen of the district may apply for membership, except for Board members and the Superintendent.
 - b. The number of members will not be restricted; however, in their applications, prospective members will be asked to make a written commitment to faithfully participate in the partnering process.
 - c. The Committee will annually elect a set of co-chairs responsible for leading Committee meetings and making progress reports to the Board and District Administration.

- d. The Committee may establish sub-committees upon Board approval to address specific issues. These sub-committees may invite participation from individuals who are not members of the Committee.
 - e. The Committee will have a professional meeting facilitator. **Without professional facilitation the Committee will not function effectively.**
 - f. The Committee will meet no less than twice a year and no more than six times a year.
3. The Committee should make sure it doesn't become a Board onto itself or try to move away from its role as an advising body. It should establish rules of cooperation, including expected norms for communicating with the media and with each other outside of the partnering process. Some of these norms may include:
 - a. View everyone in positive terms
 - b. Develop a common language of healing and avoid language that hurts
 - c. Build strong relationships
 - d. Remember your shared humanity
 - e. Value both the process and its results
 - f. Look for guidance within as well as outside of the community
 4. The Board will annually establish goals for the Committee. This is not to say the Committee won't be involved in goal setting, but the Board will take the lead. The first goal the Board will ask the Committee to accomplish is to increase senior citizen involvement in our school system. For example, we believe senior citizen involvement with our schools could be increased through a student-senior citizen-mentoring program. We could make senior mentors a vital part of our students' middle school and high school experience.
 5. The Board will support the Committee's work, including facilitation and membership services like roster maintenance and communications.
 6. In the spring of 2009, after Board approval of the National Lighthouse Project Plan, the Board will issue an invitation to district citizens to join the Committee.
 7. Before June 2009, we will host a "Camp David" meeting to formally create the Community Partnership Committee. At this meeting the Committee will establish an annual team building ritual for its members, e.g. a progressive dinner.

Strategy 1.2: Communicate Lavishly with Taxpayers:

According to a recent education information report by the Committee for Economic Development, tracking money for schools is not an easy task . . . educational dollars come from many sources (federal, state, and local governments, as well as nongovernmental sources), each with separate record-keeping requirements and accounting rules.

*Districts, therefore, maintain multiple accounting systems and often keep information on separate computer systems that cannot communicate with one another. Similarly, fragmented approaches characterize expenditure systems. Thus district personnel often cannot find out basic things about their spending, such as what particular central office services cost.*¹

Given the complexity of our financial tracking task, we must note that the Association of School Business Officials International (ASBOI) awarded our district the Meritorious Budget Award for excellence in the preparation and issuance of our 2007-2008 annual budget report. In 2007, ASBOI recognized our commitment to the highest standards of financial reporting by awarding our district the prized Certificate of Excellence in Financial Reporting.

Yet, despite our best efforts at financial reporting, in this last year a group of concerned taxpayers has challenged us to provide more communication about the district's financial decisions. We cannot say it strongly enough: Our taxpayers should continue to receive full disclosure of the district's true costs as long as these disclosures are not unnecessarily burdensome to the district's performance of its mission.

In the spirit of our commitment to building a superior partnership with our community, we intend to ask the Community Partnership Committee to help us communicate **lavishly** with our taxpayers. By lavishly we mean, "more than enough, very abundant, unstinted." The first task will be to identify what kind of financial reports the community wants to receive. Based on our stakeholder feedback, we will focus on creating a set of reports that communicate our revenue sources and cost parameters in a simple, easy to understand way. We would expect these reports to address cost and revenue per student, cost and revenue per program, etc.

Strategy 1.3: Continue and Expand our Enrollment Marketing Programs

In our 2006-2007 Draft Strategic Plan (the precursor to the broader effort we launched to develop this plan), we established an objective to "engage in mutually beneficial, reciprocal communication with all audiences on whom the district's success depends via every appropriate channel ..." Several initiatives were defined and launched to accomplish this objective and we will continue to execute them.

Additionally, we will put more emphasis on persuading residents who are sending their children to private schools to switch to our schools. We will position our school system as the hometown team for families and students who want to benefit from our quest to become a National Lighthouse District. This extra effort will be required to achieve our performance target, which aims to have approximately 90% of all eligible school-aged children living in the district attending our schools.

In addition, we will continue our marketing program designed to recruit new resident and tuition-paying students, using our branding message of "Comprehensive Education at its Finest. As identified in the AEG education market assessment, the demographic target for our district is young and growing families with annual incomes around \$200,000. As we compete against local private schools and neighboring districts for this demographic, we will also:

1. Strengthen relationships with area realtors and increase BHSD presence in local real estate media/web-sites.

¹ "Investing in Learning, School Funding Policies To Foster High Performance," by the Research and Policy Committee of the Committee for Economic Development
SECOND DRAFT Strategic Plan

2. Strengthen relationships with local governing officials by seeking their collaboration and involvement on the Community Partnership Committee.
3. When appropriate, seek zoning changes from local government that will make it easier for young families to move into our district. For example, if we sell our property on Wabeek, we would like to see denser housing on this site. More families mean more children and increased enrollment for our schools.
4. Strengthen relationships with homeowner associations.
5. Identify regional groups with a high percentage of affluent, young professionals and establish an outreach campaign to these groups, such as the Detroit Regional Chamber of Commerce.

Strategy 1.4: The Board and the Superintendent's Cabinet become a High Performing Team

We, the Board and the Superintendent's Cabinet, intend to set an example to the community by becoming a high performing team. Though it is difficult for most elected bodies to build high performing teams due to divergent goals and the part-time voluntary aspect of board member service, we must present a leadership example to the community. A high performing team has the following characteristics:

1. Agreement on a super ordinate purpose that transcends individual ambitions.
2. Understanding and acceptance of each other's strengths and weaknesses.
3. Agreed upon roles and responsibilities for leading and following.
4. Defined processes and rules for managing disagreements and preventing conflicts.
5. Agreed upon goals and strategies, including an annual work plan.

To establish and maintain our high performing team, we will conduct an annual two-day team building retreat. Each retreat will have a different theme for the next five years as follows:

1. Spring 2009: Defining Ourselves as a High Performing Team
2. Spring 2010: Teamwork in Action – Building a Habitat for Humanity House
3. Spring 2011: Collaboration is our Mantra
4. Spring 2012: Update of 2018 Strategic Plan
5. Spring 2013: Summit on Collaboration with Neighboring District Leaders