



Houghton Portage Township Schools 2023-2028 Strategic Plan Summary Document



**“We Educate, Equip, and Empower
All Students
to Achieve Excellent Education.
Educate x Equip x Empower = Achieve**





Letter from Board President and Superintendent

Houghton Portage Township Schools 2023-2028 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.

This document contains the 2023-2028 Houghton Portage Township Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Three community, parent/guardian and staff forums and an electronic survey resulted in 536 people providing input for the planning process. A Strategic Planning Team of 24 community members, parents/guardians, staff and students participated in an all-day planning retreat on November 12, 2022.

Throughout the planning process the community expressed high expectations of Houghton Portage Township Schools becoming a world class school district and having all students graduate from high school. Even though some of the goals are extremely high, they reflect the strong desire that has been expressed to embrace significant change and dramatically improve the school system.

There were several clear and consistent themes that emerged from this process.

1. While much more work needs to be done; Houghton Portage Township Schools is headed in the right direction with positive momentum behind the academic growth, instruction reforms and innovative new school choices .
2. The future of growth and success of Houghton Portage Township Schools must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

Our Strategic Planning Team, comprised of a very broad and diverse group of 24 stakeholders, developed the goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and suggested strategies.

Amanda Massaway, President of the Board

Anders Hill, Superintendent





Introduction

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

In February 2022, the 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 School Board 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 and 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 reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress 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 536 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 the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, 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 comparisons were Breitung Township Schools, Essexville Hampton Public Schools, Gladstone Area Schools, Gull Lake Community Schools and Negaunee Public Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 24 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals where needed. 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 the following page).

Collaborating with the Houghton Portage Township Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.

- Debbie Stair, Asst. Dir. of Leadership Development

- Dr Tim Hall, MASB Facilitator - Craig Allen, MASB Facilitator





Strategic Planning Team Members

Baltensperger, Brad	Board Member	Inal, Koray	Parent
Bradfish, Anna	Staff	Jenson, Lindsay	Parent
Brassard, Jessica	Parent	Kangas, Cody	Parent
Brassard, Todd	Parent	Kass, Steve	Parent
Burns, Brent	Board Member	Klein, Cole	Staff
Christopherson, Nels	Board Member	Leonard, Scott	Board Member
Cooke, Rob	Parent	Massaway, Amanda	Board Member
Donely, John	Parent	Scullion, Tiffany	Staff
Foltz, Philip "Buck"	Board Member	Trewartha, Mollie	Staff
Hamlin Brad	Parent	Turnquist, Shelby	Staff
Harris, Jen	Parent	Ze, Deb	Staff
Hiner, Josh	Parent	Zimmerman, Kristen	Staff





RETREAT WORKSHOP

A retreat workshop was held on November 12, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- 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
- Assignment of planning team leaders to develop action plans for each goal and objective, including responsibilities, timelines and measurements

Houghton Portage Township Schools 2023-2028 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 Houghton Portage Township Schools is:

“Houghton Portage – A Top Performing Inclusive School Community Where Our Students Acquire Confidence and Capability to Adapt and Succeed in an Everchanging World!” .





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 Houghton Portage Township Schools is:

We Educate, Equip, and Empower All Students to Achieve Excellent Education.

- ***Educate x Equip x Empower = Achieve***





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:

- Education is a Partnership between Home, Community, and School.
- Education is Essential.
- All Students Can Learn.
- All Deserve a Welcoming and Safe Environment.





2020-2025 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. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the November 2022 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2023-2028 Goals

- Academics/Programs
- Learning Environment and Culture
- Communication and Community Engagement
- Personnel and Leadership
- Operations





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

Goal Area 1: ACADEMICS/PROGRAMS

Strategic Goal Statement: Houghton-Portage Township Schools will enable and encourage greater participation in various educational pathways.

Priority Objectives:

- By July 1, 2023, HPTS will evaluate and confirm that proper support and effort is made to offer diverse learning choices to high school students (Advanced Placement, Electives, Dual Enrollment, and Access to CTE) and if additions need be made to meet our student's needs.
- By September 1, 2023, HPTS will evaluate STEM education at our elementary school and establish a plan to increase STEM opportunities.





Goal Area 2: LEARNING ENVIRONMENT AND CULTURE

Strategic Goal Statement: Houghton-Portage Township Schools will provide a safe, welcoming, and inclusive environment.

Priority Objectives:

- By July 1, 2023, HPTS will evaluate and confirm that proper support is being given to our district wide MTSS processes supporting overall school climate.
- By July 1, 2023, HPTS will evaluate and implement school safety upgrades set forth with state grant funds (School Resource Officer, School Safety Audit and School Safety Mapping).
- By August 1, 2023, HPTS will develop and implement a high school mentoring program.





Goal Area 3: COMMUNICATION AND COMMUNITY ENGAGEMENT

Strategic Goal Statement: Houghton-Portage Township Schools will:

- Focus on increasing community engagement and pride.
- Continue open and direct communication with students and families.

Priority Objectives:

- By September 1, 2023, HPTS will develop and begin a regular district mailing to keep all stakeholders informed about the district.
- By August 1, 2023, HPTS will develop an overall communication strategy and regularly evaluate effectiveness of communication and if segments are being left out.





Goal Area 4: PERSONNEL AND LEADERSHIP

Strategic Goal Statement: Houghton-Portage Township Schools will recruit, retain, and grow highly qualified staff.

Priority Objectives:

- By July 1, 2023, HPTS will develop and implement a posting process that includes utilizing state associations and Michigan teacher preparation universities.
- By July 1, 2023, HPTS will develop and implement a new teacher onboarding and orientation process.
- By May 1, 2023, HPTS will analyze and implement a plan for administrative support in all three buildings.





Goal Area 5: OPEARATIONS/FINANCE

Strategic Goal Statement: Houghton-Portage Township Schools will ensure high quality facilities that accommodate an evolving student body.

Priority Objectives:

- By July 1, 2023, HPTS will contract an outside expert to conduct an enrollment study to gain insight on projections for future enrollments.
- By July 1, 2023, HPTS will contract an outside expert to conduct a facilities study to get data relating to current buildings.
- By September 1, 2023, HPTS will update elementary playground and middle school recreation area.





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.

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





Strategic Plan Implementation – Practical Ideas

1. Draft and disseminate the documentation quickly.
2. Share a small, physical token of the summarized plan.
3. Move the plan into a project management platform.
4. Create a simple dashboard to monitor progress.
5. Schedule regular communication reminders.
6. Block dedicated implementation time each week.
7. Celebrate the wins and support the setbacks.
8. Identify and delegate aspects of plan accordingly.
9. Ensure the plan is represented on meeting agendas (when appropriate).
10. Use the plan as a decision-making tool.





Congratulations and thank you to all who participated in the development of this important document!!

The remaining slides are attachments and were reviewed during the retreat. We can review them again if the board so desires.





STRENGTHS

ACADEMICS/ PROGRAMS

- High expectations
- Programs for all interests and post-secondary paths
- Broad range of extra-curricular options

LEARNING ENVIRONMENT AND CULTURE

- Supportive for all students
- Diversity of students
- Safe

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Responsive to parents
- Positive reputation
- Communicative

PERSONNEL AND LEADERSHIP

- Caring, dedicated staff
- Strong administrators

OPERATIONS/ FINANCE

- Good facilities
- Size of district





OPPORTUNITIES FOR IMPROVEMENT

ACADEMICS/ PROGRAMS

- Add elementary languages
- More SPED support
- Additional CTE opportunities

LEARNING ENVIRONMENT AND CULTURE

- Class sizes
- Bullying
- Treat all equitably

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Increase communication
- Use volunteers

PERSONNEL AND LEADERSHIP

- Address staff shortages
(Admin, counselors, paras)
- Consistency in discipline

OPERATIONS/ FINANCE

- All facilities, esp. elementary
- Parking
- School of choice
- Security (SRO, doors)





BARRIERS

ACADEMICS/ PROGRAMS

- Meeting all students' needs
- Increased technology needs
- Lack of instructional materials

LEARNING ENVIRONMENT AND CULTURE

- Class sizes
- Staff buy-in
- Rural district limitations
- Political landscape

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Community buy-in
- Fear of change
- Communication

PERSONNEL AND LEADERSHIP

- Staff shortages
- Leading through change
- Lack of follow through

OPERATIONS/ FINANCE

- Financial resources
- Facility needs
- School of choice





VISION

ACADEMICS/ PROGRAMS

- High expectations
- Programs for all interests and post-secondary paths
- Broad range of extra-curricular options

LEARNING ENVIRONMENT AND CULTURE

- Safe
- Welcoming and inclusive
- Meet diverse needs of all students
- Collaborative
- Global citizens

COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Strong sense of community
- Community partnerships
- Post-secondary partnerships
- Community pride

PERSONNEL AND LEADERSHIP

- More staff
- Organizational excellence

OPERATIONS/ FINANCE

- Up to date facilities
- Safe place to learn





Data Driven Strategic Planning: Houghton Portage Township Schools

Based on analysis of data in this report, the following points are highlighted concerning **Houghton Portage Township Schools**:

DEMOGRAPHICS

- Approximately 21.3% of residents attended some college or earned an Associate's Degree. In addition, 49.5% of residents have a Bachelor's degree or higher. The combined total of 70.8% is above the state average of 62.8%.
- The percentage of pre-school aged children attending public pre-school ranked fifth among the reference districts at 46.3% and is below the state average of 67.7%. The percentage of district-resident children enrolled in the District Schools K-12 ranked third among the referenced districts and is above the state average by 2.3%.
- The district's 2020 average (mean) household income of \$60,866 ranks last among the reference districts and is below the state average of \$80,803.
- Houghton Portage's enrollment ranks sixth among the reference districts selected. Enrollment at the District has decreased fifteen students over the past four years. Moving from 1,433 students in 2018 to 1,418 students in 2022; a net loss of 15 students.
- The District has 149 students who choose to attend either other districts or charter schools. Chassell (36), Adams Township (30), Copper Island Academy (24) and Calumet (16) who enroll the greatest number of the Districts' resident students. There are 591 Schools of Choice students enrolled in the District's schools, with Hancock (184), Chassell (127), Adams Township (96), and Stanton (73) having the greatest number of students enrolled.
- With the exception of 2021, Non-Resident Student Enrollment has been relatively constant (+3 students) and Resident Student Enrollment Elsewhere has increased significantly (+53 students) since 2018.
- At 30.1%, the percentage of the District's students eligible for lunch assistance in 2022 ranked fifth highest among the reference districts and below statewide average of 50.5%. Free and reduced student lunch eligibility has been stable over the last four years varying by only 2.1% and decreasing by .1% since 2018.





DEMOGRAPHICS – Cont'd.

- The district's 2021 4-year cohort graduation rate of 89.09% ranked last among the reference districts but was above the statewide average by 8.59%.
- While the District's graduation rate decreased by 6.6% since 2017 (drop of 6.7% from 2020 to 2021), the state average increased by only .3% over the past 5 years.
- For the class of 2016, the percentage of enrollment in college for that fall was 73.53%. However, after a five-year period 46.07% earned a qualifying certificate or degree and 19.61% were still in programs; totaling an enrollment of 65.68%.
- The demographics of the district's student population is relatively similar to the reference districts and has seen little change in the past 5 years. The 2022 demographic data is as follows: 91.3% White, .8% Hispanic, 3.3% Multiracial, .5% African American, 3.9% Asian, .1% American Indian, and 0% Native Hawaiian..
- The District's student's chronic absence rate of 23.6% ranked second lowest among the reference districts and was 14.9% below the state average. The methodology used in calculations changed in 2018 resulting in increases across the board, then held relatively steady until a spike in 2021 of 3.2% and again in 2022 of 11.5%.

ACADEMIC PERFORMANCE

- The District's students exceeded state averages and reference districts in English/Language Arts/EBRW at all assessed grade levels except 3rd grade/11th grade (Breitung) on the 2022 M-STEP, PSAT, SAT.
- The District's students exceeded state average and reference districts in math at all grade levels: 3rd, 4th, 5th, 6th, 7th, 8th, & 11th grade levels on the 2022 M-STEP/PSAT/SAT.
- The District's students exceeded state averages and all reference districts in science at all assessed grade levels (5th, 8th & 11th), with the exception of Breitung (reference district) for grade 11 on the 2022 M-STEP. In addition, science scores increased significantly from their 2021 levels in grades 8 and 11.



**FINANCE**

- General fund expenditures exceeded revenues in 2017 and 2019, reducing the available fund balance by \$242,103 and \$27,689 respectively. However, general fund revenues exceeded expenditures in 2018, 2020 and 2021 adding a total of \$1,169,087 over those three years for a net gain in fund balance since 2017 of \$899,295 over the past 5 years.
- At 23.8%, the District's Fund Balance ranks second among its reference districts. With the exception of 2019, the Fund Balance has steadily increased since 2017 with a sizable jump of 5.7% in 2021.
- Over the past 5 years, the district has gained students in 2018, 2020 and 2022 for a cumulative gain of 107 students and a gain of \$871,015 in revenue. In 2019 and 2021 the District's had reductions in student count totaling 77 students resulting in a cumulative loss of \$618,787 in revenue. However, over the past 5 years, the District recognized a net gain of 30 students equating to \$252,228 increase in revenue.
- The potential revenue per millage of property tax levied in 2021 ranked last (sixth) among the reference districts for homestead and non-homestead properties combined. Both the District's homestead tax and non-homestead tax are well below the state average.)
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**PERSONNEL**

- The District ranked last (sixth) among the reference districts staffing FTE in 2022. Over the past 5 years, staffing FTE fluctuated a high of 130 FTE's in 2018 & 2019 to a low of 113 FTE's in 2021. A net reduction of 4 FTE's was recognized from 2018 to the present.
- At 19, the District's student teacher ratio ranked lowest among the reference districts. The district's student-teacher ratio is 3 below the state average and has remained relatively consistent for the past five years.
- The average teacher salary ranks second among the reference districts at \$60,179 and is below the state average salary of \$64,237; a difference of 4,058. The average salary has increased by \$7,087 over the 2017 average.
- 44 teachers (52%) of the District's teachers have a Master's degree or higher.
- 13% of the teachers have been with the district 5 years or less and 50% have been in the district over 15 years.
- The vast majority of teachers have had a Teacher Effectiveness rating of Effective or Highly Effective over the last five years with a significant drop of 31% moving from highly effective to effective in 2018. Also, in 2020 instructional staff were not required to be rated. The 2021 effectiveness rating include ratings of 63% Highly Effective, 37% Effective, 0% Minimally Effective and 0% Ineffective.
- The administrator Effectiveness ratings have not changed since 2017 at 100% Highly Effective, 0% Effective, 0% Minimally Effective and 0% Ineffective. Administrators were not evaluated in 2020.





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

EMERGING

Mental health needs
Return of CTE
Mental health - students
Career based opportunities
Social emotional learning
Integrating technology

Deeper use of advanced technology (robots, coding, etc.)
More exposure younger
Recruit staff
Staff retention
Information literacy
Information "literacy"
Workforce readiness

ON THE HORIZON

Targeted funding
School Resource Officer
Individualize learning process
Focus on trades (hands on)
Teach adaptive behavior
Protecting critical thinking

Computational thinking
Growing population
No space (facilities)
Life skills (financial, etc.)
Custom pathways
Staffing





ESTABLISHED

- MTSS
- MTSS
- CTE/WBL alternate pathways
- Curricular and extra-curriculars
- Standard and constant assessment
- Accountability
- Tech tools

- Basic technology use
- Low turnover (staff, board)
- MTSS
- Understand roles
- Data driven planning
- College readiness

DISAPPEARING

- Teacher centered learning
- Extensive homework
- Textbooks?
- Life skills
- Books "stagnant information"
- Paper in classrooms and offices

- Sufficient homework (repetition)
- Zero tolerance (rigid discipline)
- You must go to college
- Pushing all students towards college
- Demand for traditional teaching





DEMOGRAPHICS

Positive

- HPTS has 442 students enrolled through school of choice which equates to over \$4,000,000 in revenue for the district.

Opportunities

- HPTS has lost 50 resident students over the past 5 years through school of choice.
- The HPTS student chronic absentee rate has more than doubled over the past 5 years. In 2018, the chronic absentee rate was 11.3%. By 2022, 23.6% of HPTS students were absent 10% or more of the school days.





ACADEMIC PERFORMANCE

Elementary

Positive

- Despite the lowest average per family income within the reference districts, HPTS elementary test scores are consistently the highest.

Opportunities

- Current standardized test score trends are slipping downward. How do we maintain scores?
- Of the reference districts, HPTS has the lowest test scores in social studies and science possibly due to lack of consistent curriculum in the lower elementary grades.

Middle School

Positive

- From 2021 to 2022, District 8th grade M-STEP Math scores increased by 28.6% while the State average increased by only 13.7% during the same time frame.
- From 2021 to 2022, District 8th grade PSAT Math scores increased by 10.8% while the State average stayed the same during the same time frame.

Opportunities

- From 2021 to 2022, District 7th grade M-STEP Math scores dropped by 13.9% while the State average decreased by only 2.1% during the same time frame.





ACADEMIC PERFORMANCE – Cont'd

High School Positives

11th grade (Social Studies, Science, English, Math)

% = percent of kids testing at or above state average.

- HPTS high school is well above state average (approximately 20%) on the 2022 M-STEP Science and MME Math/ELA
- HPTS high school consistently outperform reference districts in the majority of 2022 MME & M-STEP test scores.
- HPTS is the largest benefactor of school of choice within the Copper Country ISD.
- Advanced Placement and dual enrollment participation is on an upward trend and is currently the highest it's been over the past 5 years.
- In 2018, 95 students participated in Advanced Placement courses with an 80% Pass rate. By 2022, 129 students participated with an 85% pass rate. DE 2018/36 2022/64
- In 2018, 36 students participated in dual enrollment courses and by 2022, 64 students were participating.





ACADEMIC PERFORMANCE – Cont'd

High School – Cont'd.

Opportunities

- In 2022 HPTS high school was ahead of Breitung Township Schools in College Readiness but has dropped 18.1% from 2018 (% of students that meet both the Math and the Evidence-Based Reading and Writing benchmarks on the SAT)
- M-STEP Social studies scores dropped significantly from 2018 at 82% proficient to 56.3% proficient in 2022. However, the fact that the testing changed must be taken into consideration.
- EBRW scores dropped significantly from 83.1% proficient in 2018 to 74.8% proficient in 2022.
- MME Math scores dropped from 73.0% proficient in 2018 to 47.9% proficient in 2022.





FINANCIAL

Positive

- Healthy Fund Balance – HPTS’s fund balance is trending upward as a percentage of expenditures and ranks 2nd among the reference schools at 23.8% in 2021.
- Efficient Use of Funding – HPTS has the lowest administrative costs of the peer reference schools.

Opportunities

- Instructional support personnel costs are last among the peer reference schools.
- The school district’s taxable value is last among the peer reference schools making sinking fund and bond dollars less accessible.
- High school of choice enrollment numbers strains taxpayers in generating revenue for building and infrastructure improvements.





PERSONNEL

Positive

- The district student to teacher ratio ranks the lowest among reference districts at 19 in 2021.

Opportunities

- According to our data, HPTS needs to increase the overall number of staff. HPTS ranks last amongst the comparison districts in the total staff to student ratio.
- Within the comparison districts, Gladstone has 37 more staffing FTE's, Negaunee has 65 more staffing FTE's, Essexville has 125 more staffing FTE in 2022.
- Forty HPTS teachers have 20 or more years of experience which means there could be a significant number of retirements in the next few years.
- It is critical to retain teachers and support staff.
- It is critical to support teachers and support staff. (consider time working & space to work)





LEARNING ENVIRONMENT AND CULTURE

- Staff wellness and happiness (11)
- Improve student wellness/mental health (4)
- Increase support and services for growing diverse population (4)
- Incentives for attendance (2)
- Leverage new technologies for individual learning (1)
- Address facility needs at elementary
- Increase focus on mental health resources for students and staff
- Facilities to meet needs of: growing numbers of students, diverse curriculum, counseling, student services
- More hands on with parents with their students, teaching life skills
- Bolster mental wellness for staff and students

ACADEMICS

- Collaboration with businesses for pipelines and pathway into job market skill sets (11)
- Size opportunities so that all can participate (3)
- More and different activities for extra curriculars (1)
Gain community, mental health, wellness, belonging, inclusiveness)
- Mental health - special needs (1)
- Academics/Program - more elementary classrooms (0)





COMMUNICATION AND ENGAGEMENT

- Develop community/industry internship/apprentice opportunities (6)
- Further parent engagement opportunities
- ** Renumber all MS & HS classrooms was noted as a "joke" (6)

PERSONNEL AND LEADERSHIP

- Staff recruitment and retention (16)
- Recruit and retrain high achieving employees (2)
- Adequate staffing (1)
- More teachers (1)
- Supports for current staff (1)
- Teacher recruitment and retention (1)
- Incentive for mentoring student teacher
- Support and retain teachers
- Additional counseling support





OPERATIONS

- Enough space for proper learning (16)
- Expand mental health services (12)
- Modernize back-office procedures (1)
- Facility needs (1)
- Facilities expansion (elementary (1)
- More classrooms and bigger kitchen at HS (1)
- Space for increased enrollment
- Usage of available space
- Expand/modernize facilities
- Increase facilities
- Expand facility capacity
- Prepare for growth

