



Flushing Community Schools Long Range Educational Plan

Fall 2016

VISION:

“Preparing learners today for opportunities tomorrow.”

MISSION:

- To provide a caring, safe, and orderly school community that promotes positive citizenship.
- To provide a relevant, meaningful, and engaging educational experience for all students.
- To support individuals in attaining their greatest potential.
- To strive for continuous improvement.

Long Range Planning Committee

Teachers

Jennifer McLincha
Tina Shilling
Jennifer Spence
Lauren Rogers
Kim Key
Theresa Reischling
Lynda Gibson
Bill Daniels
Adam Smith
Marie Miarka
Nicole Chandler

Support Staff

Scott Hickey
Jennifer Balcom
Sonia Shortz
Barb Blatchford
Carrie Hahn
Cathy Guenther
Leigh Triplett
Nancy Greenfelder
Traci Koch
Lisa McNally
Pam Miller
Mary Dorff
Jerrod Locascio
Mark Doerr
Mary Ann Korte
Patti Lawrence
Anna Cannon

Community Members

Steve Sheldon
Bob Bois
Andy Suski
Jim Wood
Kevin Keane
Brad Barrett
Gary Dearing
Julia Morford
Mark Hoornstra
Brian Fairchild
Terry Bate
Terry Bigelow
Lucy Ham
Jason Grindle
Kristy Brown
Mark Newman
Joe Karlichek

Board of Education

Janice Winkiel
Sal Ausiello
Peter Weinrauch
Nancy Trogotog
Elisa Cantwil
Eddie Dolgan
Cindy Gansen

Alternates

Tim Stein
Matt Shanafelt
Andrew Schmidt
Kelly Stearns

Administrators

Theresa Miles
Rob Steinhaus
John Hagens
Joe Reinfelder
Melissa Killingbeck
Jill Mitchell
Steve Groulx
Jason Melynchek
Marty Barta
Paul Brieger
Deb Goldstein
Lisa Pyne
Paul Robinson

Parents

Wael Salman
Kim Ostrander
Rebecca Bill
Kelly Nigrine
Trent Farnsworth
Megan LeCureux
Roger Salomon
Mark Burba

Students

Dylan Borgerding
Bryn Butler
Nick Mabry
Lauren Newman
Rahmy Salman
Erika Whitcomb
Rachel Wolcott

This Long Range Educational Plan represents the work of 79 stakeholders committed to the continued success of the Flushing Community Schools. The stakeholders included students, parents, teachers, support staff, administrators, board members, and non-school affiliated community members.

The development process gave each committee member an opportunity to provide individual input and participate in small group discussion sessions which were eventually reported back to the entire committee. The strategic planning sessions were facilitated by Dr. Steven Tunncliff and included an examination of district mission and vision statements, in addition to the discussion of the district’s effort to meet best practice standards as part of our continuous improvement effort.

Each plan developed through this strategic planning process has a five-year life cycle. The plan is examined annually by the Board of Education as it reviews a list of yearly district priorities submitted by the superintendent. The yearly priorities are driven by the Long Range Educational Plan and are a good vehicle for the board to measure the progress of continuous improvement within the district.

The Board of Education is very appreciative of the volunteer committee members who gave their time and suggestions to ensure Flushing Community Schools continues to meet the educational needs of our students, parents, and community.

Timothy Z. Stein, Superintendent



Flushing Community Schools

Long Range Educational Plan

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

- Develop, implement, and monitor district and individual school improvement processes to increase student achievement and maintain a positive school culture.
- Provide multiple opportunities to share and gather information with the stakeholder community through a variety of school events and communication platforms.
- Embrace opportunities to improve while achieving and maintaining district accreditation.

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

- Expand the continuum of educational services to better address the needs of all students by providing a variety of instructional programs.
- Continue to align curriculum to meet Michigan State Standards in a manner that results in a rigorous and innovative learning environment that is relevant and engaging.
- Increase student engagement through the use of relevant technology that enhances instructional strategies and educational programs.
- Maintain an accessible data management system to facilitate the use of data by instructional staff.
- Train staff in the identification, interpretation, and use of relevant data systems.
- Analyze data through a collaborative process to provide effective instructional practices and educational programs.
- Maintain a systematic induction program for new teachers.
- Utilize instructional coaches to improve student performance and overall teacher effectiveness.



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Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institution served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

- Provide support, services, and programs necessary to meet the physical, social, and emotional needs of all students.
- Employ, develop, and continuously evaluate qualified staff to fulfill assigned roles and responsibilities while meeting requirements of federal and state laws.
- Provide meaningful, research-based professional development determined by the school improvement process.
- Continue to engage in responsible fiscal planning to ensure sufficient financial resources exist to support district programs.
- Maintain and continuously improve facilities, equipment, technology, and services to ensure a caring, safe, and orderly learning environment.



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