



CENTRAL LAKE PUBLIC SCHOOLS

STRATEGIC PLAN

2026–2029 | A Roadmap for Excellence

EMPOWER • COLLABORATE • GROW

Five strategic priorities | Three-year implementation roadmap | Board accountability

A districtwide commitment to student success, academic excellence, exceptional people, responsible stewardship, and strong community partnerships.

BOARD & COMMUNITY EDITION | ADOPTED APRIL 13, 2026

Contents

- 1 Superintendent’s Message and Executive Summary
- 2 Mission, Vision, Values and Graduate Profile
- 3 District Context and Strategic Planning Process
- 4 District Profile and State of the District

Verified MICIP Evidence | Attendance and Completion

Measure	Actual result	2028–29 strategic direction
Attendance (2025–26)	90.15%	At least 95%
Chronic absenteeism (2025–26)	34.2% 81 of 237 students	20% or less
Four-year graduation (Class of 2025)	72.22% 13 of 18	Progress toward 96% aspiration
Five-year graduation (Class of 2024)	100% 19 of 19	Monitor and sustain
Six-year graduation (Class of 2023)	96.15% 25 of 26	Monitor and sustain

Source: Central Lake Public Schools MICIP Continuous Improvement Plan 2026–2029, §2 and §4; MI School Data district attendance and graduation snapshots. Graduation measures represent different cohorts, not the same students over time. Targets are proposed strategic commitments, not achieved results.

Verified MICIP Evidence | Academic Proficiency

2025–26 measure	Proficient / assessed	Proficiency
Grade 5 ELA (M-STEP)	6 / 20	30.0%
Grade 7 ELA (M-STEP)	4 / 14	28.6%
Grade 8 reading/writing (PSAT)	11 / 15	73.3%
Grade 4 mathematics (M-STEP)	3 / 17	17.6%
Grade 5 mathematics (M-STEP)	9 / 20	45.0%
Grade 8 mathematics (PSAT)	3 / 15	20.0%
Grade 5 science (M-STEP)	5 / 20	25.0%
Grade 8 science (M-STEP)	5 / 15	33.3%
Grade 11 science (M-STEP)	9 / 26	34.6%

Source: Central Lake Public Schools MICIP Continuous Improvement Plan 2026–2029, §2. Science proficient counts are derived from published below-proficient percentages and assessed totals. State-suppressed results are omitted, not estimated. Grade 8 reading/writing and mathematics are PSAT results, not M-STEP; year-to-year grade-level comparisons are not individual student growth.

- 5 Academic Excellence and Innovative Programs

MICIP-Aligned Academic Improvement Targets

Measure	2026 baseline	2026–27 / 2027–28 / 2028–29 direction
Literacy benchmark growth	Student-level local baseline to be defined	+5% / +8% / +10% strategic aspirations
Mathematics benchmark growth	Student-level local baseline to be defined	+5% / +8% / +10% strategic aspirations
Grade 4 mathematics proficiency	17.6% (3/17), 2025–26	Increase; review annually by grade/cohort
Grade 7 ELA proficiency	28.6% (4/14), 2025–26	Increase; review annually by grade/cohort
Grade 8 PSAT mathematics	20.0% (3/15), 2025–26	Increase; PSAT reported separately

Academic growth targets require an agreed calculation method, assessment window, and student-level baseline before being used as numerical accountability measures. MICIP strategies: standards-aligned core instruction, Title I tutoring, MTSS data teams, progress monitoring, and Trojan Trek credit recovery.

- 6 Student Success and School Culture
- 7 Personnel Excellence
- 8 Fiscal Stewardship and Facilities
- 9 Communications and Community Engagement
- 10 Three-Year Implementation and Accountability
- Appendix A MASB Action Chart Integration
- Appendix B Performance Measurement Protocol

1 Superintendent's Message

Central Lake Public Schools enters this strategic planning cycle with a clear purpose: empower students, collaborate with families and partners, and grow through continuous improvement. The district is strengthening instructional systems, expanding career-connected learning, and modernizing facilities while protecting the public resources entrusted to us. This plan translates the priorities identified through stakeholder engagement and MASB planning into specific actions and transparent measures of progress.

The work ahead is shared work. Teachers and support staff, students, families, administrators, community partners, and the Board of Education each play an essential role. Our commitment is to review evidence, celebrate progress, respond to emerging needs, and keep students at the center of every decision.

Dr. Ryan L. Cunningham | Superintendent

Executive Summary

The 2026–2029 plan organizes district improvement around five connected priorities: Student Success & School Culture; Academic Excellence; Personnel Excellence; Fiscal Stewardship & Facilities; and Communications & Community Engagement. Year One establishes systems and baselines, Year Two deepens implementation, and Year Three evaluates outcomes and sustains effective practices.

The plan is a district governance and resource-alignment framework. Required MICIP, school improvement, grant, compliance, and instructional planning documents remain separate operational tools and should cross-reference these priorities.

2 Mission, Vision and Values

Mission

Empower • Collaborate • Grow

Central Lake Public Schools empowers every student to achieve academic excellence, collaborate through meaningful relationships and experiences, and grow into responsible, resilient, and engaged members of the community.

Vision

A premier rural school district where innovative instruction, exceptional opportunities, fiscal responsibility, and strong partnerships prepare every student for college, careers, military service, and life.

Core Values

- Student-centered decision making
- Excellence and continuous improvement
- Integrity and transparent accountability
- Innovation and real-world learning
- Collaboration and belonging
- Stewardship of community resources

Portrait of a Central Lake Graduate

Empowered learner • Collaborative leader • Effective communicator • Critical thinker • Responsible citizen • Career-ready individual • Innovative problem solver • Trojan for life

3 Planning Process and Governance

The district engaged students, staff, families, community members, and the Board of Education through strategic planning conversations and team-based action planning. MASB planning charts document the priorities, proposed implementation actions, responsible teams, timing, and evidence of success. This publication integrates those recommendations into a coordinated districtwide plan.

The Board sets direction and monitors results. The Superintendent coordinates execution; building principals and department leaders manage implementation; planning teams analyze evidence and recommend adjustments. The plan will be reviewed quarterly and updated annually through a public progress report.

4 District Profile and State of the District

Central Lake Public Schools serves preschool through grade 12 in a close-knit Antrim County community. Its small-school relationships, community partnerships, co-curricular programs, and ongoing building modernization provide an important foundation for future growth. The district operates elementary and junior/senior high school programs and maintains a strong Trojan identity.

Priority Evidence Domains

Domain	Baseline evidence	Use in decisions
Enrollment and mobility	Certified enrollment and Schools of Choice records	Staffing, program access and financial projections
Achievement and growth	M-STEP, benchmark assessments, SAT and course results	Instructional planning and intervention
Attendance and behavior	Attendance, chronic absenteeism, PBIS referrals	Student supports and engagement
Graduation and readiness	Graduation, dropout, credit completion, CTE and dual enrollment	Pathway improvement
Workforce	Vacancies, retention, applicant pools, staff feedback	Recruitment and professional learning
Finance and facilities	Audited financial statements, forecasts and project logs	Long-range stewardship
Community trust	Surveys, participation and communication analytics	Outreach improvements

The district has verified selected academic, attendance and graduation baselines through its 2026–2029 MICIP review. Those results appear in the following tables. Remaining indicators will be verified from their respective official reporting systems; unsupported districtwide proficiency aggregates will not be reported.

5 Academic Excellence & Innovative Programs

Central Lake Public Schools will strengthen a guaranteed and viable P–12 curriculum, evidence-based instruction, timely interventions, and meaningful pathways connecting school to life after graduation. Signature programs, including BAMO and Trojan Trek, support career exploration, credit recovery, enrichment, and student engagement.

5.1 Align Curriculum and Resources

Target: Document and align K–12 curriculum and instructional materials with Michigan Academic Standards.

Intent: Teachers need an accurate picture of current resources, gaps, and future purchases.

Implementation action	Timing	Accountability
Inventory curriculum, instructional materials, purchase dates and standards alignment	2026–27	Curriculum team; K–12 teachers
Determine instructional gaps and resource needs using staff input and achievement data	Winter–spring 2027	Principals; curriculum team
Create a multi-year curriculum purchase and replacement rotation	By June 2027	Superintendent; business office; curriculum team
Implement vertical alignment and common formative assessment work	2027–29	Grade-level and department teams

Evidence of progress: Completed K–12 inventory; documented gap analysis; adopted replacement schedule; aligned pacing and assessments.

Responsible team: Curriculum coordinator and teacher representatives; Char-Em ISD as available.

5.2 Strengthen Literacy and Mathematics

Target: Improve student growth and proficiency through consistent core instruction and responsive intervention.

Intent: Instructional improvement requires reliable assessment, evidence-based practices, and timely response.

Implementation action	Timing	Accountability
Implement and refine the literacy framework, HMH strategies and Renaissance data use	2026–29	Elementary leadership; teachers
Strengthen disciplinary literacy and math instructional routines	2026–29	Secondary departments

Analyze universal screening and benchmark data in grade-level teams	Each benchmark cycle	Data teams
Provide targeted Title I tutoring and intervention based on identified needs	Ongoing	Title I and intervention staff

Evidence of progress: Benchmark growth; state assessment trends; intervention entry/exit data; subgroup progress.

Responsible team: Building principals, literacy leaders, MTSS teams.

5.3 Use MTSS and High-Impact Supports

Target: Identify and respond to student academic, attendance, and behavioral needs early.

Intent: Data-team review and consistent follow-through improve access to support.

Implementation action	Timing	Accountability
Review academic, behavior and attendance evidence every 6–8 weeks as needed	2026–29	Building MTSS teams
Document referrals, interventions, frequency, duration and student response	Ongoing	Teachers; interventionists
Review credit recovery and summer learning outcomes	Annually	Secondary and elementary teams

Evidence of progress: Meeting logs; intervention plans; progress monitoring; credit recovery completion.

Responsible team: Principals and building data teams.

5.4 Expand College, Career and Life Readiness

Target: Provide authentic pathways for every student, including exploration, skills development and postsecondary planning.

Intent: Small-district innovation can expand access to meaningful options.

Implementation action	Timing	Accountability
Continue BAMO, entrepreneurship, financial literacy and career readiness activities	2026–29	Secondary administration; BAMO instructor
Integrate driver education opportunities through the Freedom Wheelz partnership	Program schedule	Secondary administration; partner
Continue four-week Trojan Trek electives, career exploration and	Annually	Trojan Trek team

credit recovery		
Provide elementary summer camp/enrichment and review participation and impact	Summers	Elementary team
Review CTE, dual enrollment, skilled trades and college/military pathways	Annually	Counselor; secondary administration

Evidence of progress: Participation; credits recovered; course completions; pathway plans; student feedback.

Responsible team: Counselor, principals, CTE and community partners.

5.5 Support Educator Learning and Responsible Technology

Target: Strengthen instructional practice through job-embedded collaboration and appropriate technology use.

Intent: Staff learning must translate into classroom improvement.

Implementation action	Timing	Accountability
Align district-provided PD to literacy, math, curriculum, MTSS and assessment	Annually	Principals; PD team
Develop guidance for AI literacy, digital citizenship and appropriate classroom use	2026–28	Technology and instructional leaders
Review implementation evidence through PLCs, walkthroughs and teacher feedback	Quarterly	Instructional leadership

Evidence of progress: PD participation and feedback; evidence of instructional implementation.

Responsible team: District instructional leadership.

6 Student Success & School Culture

A safe, inclusive learning environment will nurture healthy, productive community members. Students will have access to varied programming, meaningful recognition, and supports responsive to academic, behavioral, attendance and engagement needs. This goal closely follows the MASB Student Success action chart.

6.1 Strengthen Whole-Student MTSS

Target: Review academic, behavior and attendance data to monitor student progress and identify needs.

Intent: Use data to assess progress, guide interventions and remove barriers.

Implementation action	Timing	Accountability
Conduct building MTSS meetings at least quarterly; use 6–8-week cycles or sooner based on need	2026–27 and ongoing	Building principals; MTSS teams
Track intervention referrals, actions and follow-up decisions	Each cycle	MTSS coordinators
Report aggregate trends to leadership without disclosing student-level information	Quarterly	Principals

Evidence of progress: Academic, behavior and attendance trends; MTSS meeting completion and follow-through.

Responsible team: MASB chart coordinator: Mary Spyhalski; principals and MTSS/PBIS teams.

6.2 Amplify Student Voice

Target: Use student feedback to shape programs and electives.

Intent: Programming should respond to varying student interests and needs.

Implementation action	Timing	Accountability
Conduct 2–3 student surveys annually addressing electives and Trojan Trek	Fall, winter and spring as appropriate	Counselor; secondary administration
Use November and May Trojan Trek surveys and March elective feedback as proposed in MASB chart	2026–27	Counselor; Trojan Trek team
Summarize changes made in response to feedback	Annually	Building leaders

Evidence of progress: Survey participation; program changes; engagement feedback.

Responsible team: Counselor, principals and student advisory representatives.

6.3 Recognize Achievement and Positive Culture

Target: Celebrate responsible, respectful and safe behavior and diverse student achievements.

Intent: Recognition should be meaningful, inclusive and visible.

Implementation action	Timing	Accountability
Maintain daily PBIS acknowledgment and positive reinforcement	Daily	Building teams
Provide formal recognition at least quarterly for academics, behavior, attendance, engagement and extracurricular contributions	Quarterly	Principals; school counselor
Review fairness, participation and student perception of recognition	Annually	PBIS teams

Evidence of progress: Recognition logs; PBIS referral trends; student, parent and staff perception surveys.

Responsible team: Principals and PBIS/MTSS teams.

6.4 Improve Attendance and Belonging

Target: Reduce barriers to regular attendance and increase students' sense of connection.

Intent: Attendance and engagement are interdependent.

Implementation action	Timing	Accountability
Monitor attendance and chronic absenteeism through building teams	Monthly	Attendance teams
Use supportive family outreach and problem-solving before escalation	Ongoing	Counselor; principals
Expand student leadership, athletics, arts and clubs as feasible	Annually	Building leaders

Evidence of progress: Attendance rate; chronic absenteeism; survey belonging measures; participation.

Responsible team: Building principals, counselor, families.

7 Personnel Excellence

Central Lake will attract, retain and develop qualified staff while sustaining a positive, collaborative workplace. The MASB personnel chart explicitly calls for attention to attraction, retention and professional growth.

7.1 Recruit and Welcome Qualified Employees

Target: Create a coherent recruitment, onboarding and retention experience.

Intent: Employee support and a strong district culture influence recruitment and retention.

Implementation action	Timing	Accountability
Develop a Central Lake teacher recruitment/onboarding booklet, in print and digital form	2026–27	Administration; Char-Em ISD partners
Offer opportunities for prospective teachers to observe the district	As opportunities arise	Principals
Use consistent onboarding checklists and first-year mentoring	2026–29	Principals; mentors
Review employee exit interviews and identify recurring themes	Each departure; annual synthesis	Administration; HR

Evidence of progress: Applicant pools; time to fill; onboarding completion; retention; exit feedback themes.

Responsible team: District administration, principals and Char-Em ISD.

7.2 Support Professional Learning

Target: Align training to district needs and employee feedback.

Intent: Professional learning should be job-embedded, useful and measurable.

Implementation action	Timing	Accountability
Coordinate with Char-Em ISD for building goals, strategic initiatives and PD support	2026–29	Principals; PD team
Use scheduled professional development days for literacy, MTSS, curriculum, safety and technology	Annually	PD leadership
Review opportunities such as childcare, lunches and career learning supports for feasibility	2026–27	Administration; business office

Evidence of progress: Staff survey feedback; PD participation; classroom implementation evidence.

Responsible team: Administration, Char-Em ISD, teacher leaders.

7.3 Grow Leadership and Culture

Target: Create pathways for leadership and employee voice.

Intent: Future leaders and a respectful culture strengthen district continuity.

Implementation action	Timing	Accountability
Offer committee and teacher-leader roles linked to strategic priorities	2026–29	Superintendent; principals
Develop mentoring and succession-planning opportunities	2027–29	Administration
Recognize employee contributions and review workplace climate	Annually	Leadership team

Evidence of progress: Leadership participation; retention; climate survey; internal advancement.

Responsible team: Superintendent and leadership team.

8 Fiscal Stewardship & Facilities

The district will maintain financial stability while providing safe, modern facilities and responsibly managing bond, maintenance and capital needs. The MASB fiscal chart calls for multi-year budgeting, regular communication and a systematic capital-needs process.

8.1 Maintain Long-Term Financial Stability

Target: Align annual budgets and multi-year forecasts to student and facility priorities.

Intent: Sound stewardship sustains opportunities across enrollment and funding cycles.

Implementation action	Timing	Accountability
Develop and annually present a multi-year budget forecast to the Board	Annually	Superintendent; business office
Link instructional, staffing and facility requests to strategic objectives	Budget cycle	Leadership team
Review financial risks and options as enrollment and funding change	Quarterly	Superintendent; business office

Evidence of progress: Forecast presented; adopted balanced budget; audit results; variance reporting.

Responsible team: Superintendent, business office and Board.

8.2 Plan Capital Needs and Preventive Maintenance

Target: Identify, prioritize and address facility needs through a transparent cycle.

Intent: Proactive planning protects facilities and educational continuity.

Implementation action	Timing	Accountability
Conduct regular superintendent-maintenance/facilities check-ins	Weekly as proposed	Facilities leadership
Gather classroom, building and safety needs through principals and staff	December-January	Principals; staff
Present identified capital needs for consideration in the upcoming budget cycle	By December annually	Administration
Review major facility needs and facilities study annually	Annually	Facilities leadership; construction partners

Evidence of progress: Prioritized capital plan; preventive maintenance completion; project closeout; stakeholder feedback.

Responsible team: Facilities team, principals, construction manager/architects as needed.

8.3 Communicate Bond and Facilities Progress

Target: Keep staff, taxpayers and the Board informed about project milestones and expenditures.

Intent: Trust grows through predictable, accessible reporting.

Implementation action	Timing	Accountability
Publish monthly internal bond updates for staff	Monthly	Superintendent; project team
Provide quarterly State of the District bond updates to the public	Quarterly	Superintendent; communications team
Use photos, video and clear project explanations to communicate progress	As milestones occur	Communications team

Evidence of progress: Publication cadence; project milestone completion; stakeholder questions and feedback.

Responsible team: Superintendent, facilities and communications teams.

9 Communications & Community Engagement

Central Lake will communicate clearly and consistently, expand opportunities for community participation, and celebrate student and staff achievement. The MASB communications team emphasized a unified calendar, quarterly mailings and more visual storytelling.

9.1 Publish Predictable District Communications

Target: Provide timely, accessible and useful information to families, staff and taxpayers.

Intent: Consistency strengthens transparency and community trust.

Implementation action	Timing	Accountability
Issue quarterly State of the School/District community mailings, including bond updates	Quarterly	Superintendent; communications team
Use district website and social channels to reinforce core messages	Ongoing	Communications team
Increase photographs and short videos, potentially involving student visual media work	Ongoing	Communications team; student media

Evidence of progress: Publication schedule; audience reach; feedback and engagement.

Responsible team: Superintendent and communications team.

9.2 Create One Reliable District Calendar

Target: Make school and district events easy to find in one place.

Intent: Families and stakeholders benefit from a clear single source of event information.

Implementation action	Timing	Accountability
Redesign website calendar with an easy-to-read layout and clear event categories	2026–27	Web administrator/designer
Establish event submission deadlines, owners and posting approval process	2026–27	Building offices; web administrator
Audit calendar accuracy and usability	Quarterly	Communications team

Evidence of progress: Calendar completeness; posting timeliness; website analytics and user feedback.

Responsible team: Web administrator, principals and district communications team.

9.3 Strengthen Partnerships and Celebrate the Trojan Experience

Target: Invite participation and showcase student, staff and community contributions.

Intent: Partnerships extend student opportunity and deepen community connection.

Implementation action	Timing	Accountability
Coordinate community forums and opportunities for two-way feedback	At least annually	Superintendent; Board
Highlight programs, athletics, arts, alumni and partnerships	Monthly	Building and communications teams
Publish accessible summaries of strategic progress and facility milestones	Quarterly/annually	Superintendent

Evidence of progress: Participation; partner engagement; communications reach; stakeholder surveys.

Responsible team: Superintendent, principals and community partners.

10 Three-Year Implementation Roadmap

Workstream	2026–27 Establish	2027–28 Implement	2028–29 Sustain & Evaluate
Curriculum	Inventory; needs analysis; rotation	Adopt priority resources; align assessments	Review alignment and outcomes
Literacy and MTSS	Define screening, meeting and tutoring protocols	Refine interventions from progress data	Evaluate sustained student growth
Student voice and PBIS	Survey cadence; quarterly recognition	Improve programming from feedback	Assess belonging and attendance
Career readiness	BAMO, Trojan Trek and pathways review	Expand viable partnerships and access	Evaluate completion and postsecondary results
Personnel	Recruitment booklet; mentoring; exit interviews	Refine recruitment and leadership pipeline	Assess retention and climate
Finance/facilities	Forecast; capital needs cycle; bond updates	Implement prioritized projects	Evaluate sustainability and condition
Communications	Quarterly mailings; calendar ownership	Expand visual storytelling and feedback	Review trust and engagement measures

Quarterly Board Oversight

Quarter	Evidence reviewed	Board discussion
Q1	Launch milestones; staffing; enrollment; baseline availability	Readiness and risks
Q2	Benchmark results; MTSS/PBIS; financial forecast; capital needs	Midyear adjustments
Q3	Student surveys; programming; curriculum resource plan; bond status	Budget and program priorities
Q4	Year-end results; implementation scorecard; annual reporting	Next-year action plan

Implementation Status Definitions

- On track — milestone completed or progressing within agreed timing and resources.
- Needs attention — milestone delayed or outcome trending below expectation; corrective action identified.
- Off track — material barrier or persistent underperformance requiring Board/leadership intervention.
- Not yet measured — baseline or reliable evidence not yet available; do not substitute assumptions for results.

Performance Targets and Baselines

For each measure, the district will establish an official 2026–27 baseline or use a validated prior-year figure, identify a data owner, and approve annual improvement targets. Suggested planning targets are not represented as actual performance. Examples for Board consideration include improved literacy and mathematics growth, lower chronic absenteeism, increased student participation, and strong graduation and staff retention outcomes. Any numerical goal should be adopted only after verifying its denominator, baseline, reporting method and feasibility.

11 Annual Performance Scorecards

The scorecards translate strategic commitments into measurable Board oversight. MICIP-verified academic, attendance and graduation baselines appear in the consolidated dashboard below; other operational and personnel indicators remain pending validation.

Student Success & Culture

Measure	Evidence source	Review	Accountable lead
Chronic absenteeism	Student information system	Quarterly	Principal / attendance team
MTSS case review completion	MTSS team logs	Quarterly	Building MTSS teams
Student belonging and engagement	November / May student surveys	Twice annually	Counselor / principals
PBIS recognition and referrals	PBIS records	Quarterly	Building teams

Board status: See the verified MICIP baseline dashboard below for academic and student-success outcomes. Other domain measures remain pending source verification; do not interpret blank operational measures as zero.

Academic Excellence

Measure	Evidence source	Review	Accountable lead
ELA proficiency and growth	M-STEP / Renaissance	Annual + benchmark	Instructional leadership
Math proficiency and growth	M-STEP / local benchmarks	Annual + benchmark	Instructional leadership
Curriculum inventory completion	K–12 resource inventory	Quarterly	Curriculum team
Intervention response	Progress monitoring records	Every 6–8 weeks	MTSS/data teams
Credit recovery and pathway access	Trojan Trek / CTE records	Semester	Secondary administration

Board status: See the verified MICIP baseline dashboard below for academic and student-success outcomes. Other domain measures remain pending source verification; do not interpret blank operational measures as zero.

Personnel Excellence

Measure	Evidence source	Review	Accountable lead
Staff retention and vacancies	HR records	Annual	Superintendent / HR
New staff onboarding completion	Mentoring checklists	Semester	Building administrators
Professional learning participation	PD records	Semester	Building administrators
Exit interview themes	Voluntary exit survey summaries	Annual	Superintendent / HR

Board status: See the verified MICIP baseline dashboard below for academic and student-success outcomes. Other domain measures remain pending source verification; do not interpret blank operational measures as zero.

Fiscal Stewardship & Facilities

Measure	Evidence source	Review	Accountable lead
Forecast completion	Budget presentation	Annual	Superintendent / business office
Capital priority review	Facilities work plan	Annual	Facilities leadership
Bond milestone reporting	Project logs / public updates	Quarterly	Superintendent / project team
Preventive maintenance completion	Work order records	Quarterly	Facilities leadership

Board status: See the verified MICIP baseline dashboard below for academic and student-success outcomes. Other domain measures remain pending source verification; do not interpret blank operational measures as zero.

Communications & Engagement

Measure	Evidence source	Review	Accountable lead
Community update cadence	Publication log	Quarterly	Communications team
Calendar posting accuracy	Website calendar audit	Quarterly	Web administrator
Community participation	Event / forum counts	Annual	Superintendent
Communication satisfaction	Family / staff feedback	Annual	Communications team

Board status: See the verified MICIP baseline dashboard below for academic and student-success outcomes. Other domain measures remain pending source verification; do not interpret blank operational measures as zero.

Scorecard Decision Rules

Each indicator will be reported with its definition, year, denominator where relevant, actual result, adopted target, prior-year comparison, status and corrective action. Small student cohorts require careful interpretation. A metric without a verified baseline will not be given a green or red performance rating.

Board Dashboard | Verified Baselines and Targets

KPI	Baseline	2028–29 target / status
Attendance	90.15% (2025–26)	≥95% proposed
Chronic absenteeism	34.2% (81/237), 2025–26	≤20% proposed
Four-year graduation	72.22% (13/18), Class 2025	Progress toward 96% aspirational
Five-year graduation	100% (19/19), Class 2024	Monitor annually
Six-year graduation	96.15% (25/26), Class 2023	Monitor annually
Grade 5 ELA	30.0% (6/20), 2025–26	Year-over-year improvement
Grade 7 ELA	28.6% (4/14), 2025–26	Year-over-year improvement
Grade 8 PSAT reading/writing	73.3% (11/15), 2025–26	Maintain/improve; separate assessment
Grade 4 mathematics	17.6% (3/17), 2025–26	Year-over-year improvement
Grade 5 mathematics	45.0% (9/20), 2025–26	Year-over-year improvement
Grade 8 PSAT mathematics	20.0% (3/15), 2025–26	Year-over-year improvement

Board reporting: show both student counts and percentages; disaggregate only when privacy permits; compare like assessments; record quarterly implementation evidence and annual state outcome results. These baselines supersede generic “not yet measured” language for the listed indicators only. Personnel, financial and communication outcome baselines still require verified records.

12 Year-by-Year Delivery Commitments

2026–27 | Establish systems

- Complete K–12 curriculum inventory and needs analysis; develop purchase rotation.
- Implement consistent quarterly MTSS academic/behavior/attendance review and student voice collection.
- Standardize PBIS recognition, staff onboarding and exit feedback.
- Produce multi-year budget forecast, capital-needs cycle, and public bond updates.
- Establish communications calendar ownership and quarterly district mailing.

2027–28 | Deepen implementation

- Act on prioritized curriculum purchases and vertical alignment gaps.
- Refine high-impact tutoring and intervention based on verified growth data.
- Expand viable BAMO, Trojan Trek, CTE and postsecondary pathways.
- Use workforce feedback to strengthen recruitment and retention.
- Review communications accessibility, facilities priorities and progress metrics.

2028-29 | Evaluate and sustain

- Evaluate multi-year literacy, mathematics, attendance and readiness outcomes.
- Institutionalize effective interventions and curriculum review processes.
- Assess student survey trends, engagement and school climate.
- Review financial sustainability and completed capital improvements.
- Present a final cycle evaluation and recommend next strategic planning cycle.

The milestones above are a recommended operating sequence drawn from the source planning priorities. They are not representations that a task has already been completed.

13 Strategic Plan and District Improvement Alignment

Strategic plan priority	DIP / MICIP alignment opportunity	Evidence
Academic Excellence	Literacy, mathematics, curriculum and intervention strategies	M-STEP, Renaissance, local growth
Student Success & Culture	Attendance, behavior, engagement and MTSS	Attendance, PBIS, student surveys
Personnel	Professional learning and implementation capacity	PD participation, retention
Fiscal / Facilities	Resources, safety and learning environment	Budget, maintenance, project reports
Communications	Family engagement and transparency	Outreach logs and feedback

This strategic plan supplies governance direction. District Improvement Plan and MICIP documentation should retain their required needs assessments, strategy selections, implementation details and monitoring records; neither is automatically replaced by this publication.

Appendix A MASB Action Chart Integration

MASB source / handwritten recommendation	Integrated plan location
Student success: safe, inclusive climate; academic, behavior and attendance MTSS review	6.1, 6.4
Student success: 2–3 surveys; Trojan Trek and elective feedback	6.2
Student success: daily PBIS and quarterly recognition	6.3
Academics: identify K–12 resources and needs; purchasing rotation	5.1
Personnel: Char-Em ISD PD support; district teacher booklet; exit feedback	7.1, 7.2
Finance: quarterly public and monthly staff bond updates	8.3, 9.1
Finance: weekly maintenance meetings; December capital needs; multi-year forecast	8.1, 8.2
Communications: quarterly State of School mailing; one school calendar; visuals	9.1, 9.2, 9.3

Source documents: Central Lake Public Schools Strategic Plan 2026–2029; MASB Strategic Plan Action Planning Chart (six scanned pages); Central Lake Strategic Plan Full-Summary. MASB handwritten notes were incorporated as planning-team recommendations, not as evidence that every activity is already operational.

Appendix B Performance Measurement Protocol

- Assign each KPI an accountable owner, definition, data source, baseline year, target and review frequency.
- Disaggregate student data where reliable and appropriate; protect confidentiality in small cohorts.
- Report rates with denominators and avoid presenting small-number fluctuations as broad trends.
- Document fidelity of implementation as well as student outcomes.
- Use common district definitions for attendance, chronic absenteeism, academic growth, participation and retention.
- Reconcile state-reported measures with internal dashboards and explain differences in reporting windows.
- Publish an annual Board and community progress report with accomplishments, barriers, budget implications and next actions.

Adoption and Annual Review

Officially adopted by the Central Lake Public Schools Board of Education on April 13, 2026. The Superintendent will coordinate an annual review of the strategic plan with the Board of Education, including progress toward measurable goals, MICIP-aligned student outcomes, implementation milestones, resource conditions, and emerging district needs. The Board will consider recommended updates annually while retaining April 13, 2026 as the original adoption date.

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