

## Suttons Bay Public Schools Business Plan 2012-2015

**Description:** Suttons Bay Public Schools is a district that fits the school to the child rather than trying to fit the child to the school.

### **Background:**

Based upon a model that shows a declining pool of 5-18 year olds living in the county, declining revenue from the state and federal governments, we see our future in finding a niche in the online world, serving populations currently not served or underserved by traditional schools. The training our teachers have undergone to equip them with the skills to deliver in this new environment has also benefited our resident population. This approach also allows us to better customize the individual learning plans of our SBPS students.

The school enrollment in Suttons Bay Public Schools has declined steadily in the past decade.

School Year	Enrollment
2001/02	1,067
2002/03	1,054
2003/04	1,002
2004/05	987
2005/06	895
2006/07	883
2007/08	893
2008/09	830
2009/10	763
2010/11	680

Projected Enrollment in 2015, per Middle Cities Education Association (without considering on-line learners) is 585

At the same time, we have increased our Virtual School Enrollment (Fall Counts) from 17 in 2010 to 82 in 2011.

A portion of the enrollment decline is due to the census population of 5 – 17 year olds in Leelanau County which has declined.

Percent of Total Population in Leelanau		
	2000	2010
Under 5	5.10%	4.30%
5 to 9 yr olds	6.80%	5.00%
10 to 14 yr olds	8.00%	5.80%
15 to 18 yr olds	6.70%	6.50%

We have cut our costs in many difficult ways:

- Cut our teaching staff from 79 to 42 teachers.
- Eliminated our middle school principal position.
- Cut the central office staff by eliminating the superintendent's secretary and the payroll clerk.
- Eliminated one high school and one middle school secretary position.
- Eliminated our receptionist position.
- Discontinued our transportation system.
- Privatized our custodial operation.
- Transferred our food service operation to TCAPS.
- Cut all but our required aide positions.
- Cut our special education staff in half.
- Eliminated single grades at the elementary.
- Discontinued our contracted snow removal service, moving the operation in house.
- Changed our health insurance policy to a less costly plan.
- Had 0% salary increase for teachers for three years
- Chartered our Montessori program into a Charter School

We are now at a point with almost no fund balance and a projected deficit of \$500,000 for this school year. The following exhibit is a page from SBPS audited financial reports for school year 2010-2011.

SUTTONS BAY PUBLIC SCHOOLS				
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES				
IN FUND BALANCE - BUDGET AND ACTUAL				
GENERAL FUND FOR THE YEAR END JUNE 30, 2011				
	Budgeted Amounts			
	Original	Final	Actual	Variance
<b>REVENUES</b>				
Local	\$3,336,120	\$3,184,806	\$3,183,355	(\$1,451)
Intermediate	99,427	163,060	162,739	-321
State	2,712,703	2,591,614	2,576,759	-14,855
Federal	<u>837,762</u>	<u>1,042,529</u>	<u>1,026,733</u>	<u>-15,796</u>
Total	\$6,986,012	\$6,982,009	\$6,949,586	(\$32,423)
<b>EXPENDITURES</b>				
<b>Current:</b>				
Instruction	3,854,023	4,084,682	4,072,563	12,119
Student Services	307,951	297,681	297,590	91
Instructional Support	345,447	350,546	350,785	-239
General Administration	279,186	304,460	300,092	4,368
School Administration	399,730	388,311	387,544	767
Business Administration	123,141	119,855	119,424	431
Operation & Maintenance of Plant	714,306	689,940	685,082	4,858
Transportation	437,763	455,602	450,335	5,267
Support Services - Other	437,964	389,488	385,968	3,520
Community Services	<u>213,399</u>	<u>215,523</u>	<u>213,269</u>	<u>2,254</u>
Total Expenditures	<u>\$7,112,910</u>	<u>\$7,296,088</u>	<u>\$7,262,652</u>	<u>\$33,436</u>
Excess of Revenues Over Expenditures	(\$126,898)	(\$314,079)	(\$313,066)	\$1,013
<b>OTHER FINANCING COURSE (USES)</b>				
Net Change in Fund Balance	\$1,088	(\$112,402)	(\$105,311)	\$7,091
<b>FUND BALANCE - BEGINNING</b>			131,622	
<b>FUND BALANCE - ENDING</b>			\$26,311	

### Financial Model:

By increasing the enrollment total to 700 Full Time Equivalent students total, both resident and virtual, we will reach a breakeven point. In 2013, we expect our online enrollment to reach 200, which combined with a resident population of 580, will give us 780 students. By 2015, with a recovered economy, we expect a resident population of 630 students, and an online population of 250. For our virtual school operations, we are in the process of merging with the YES Academy in Manistee to create a larger organization that will combine the marketing resources of the YES program with the administrative and teacher expertise developed in Suttons Bay.

We will increase enrollment by marketing to two distinct groups: underserved student populations as we do in Jackson and home school students. We will do this by extensive marketing, coupled with meetings with home school organizations in our region.

Needed: 2011-2012 School Year: \$550,000 to avoid deficit due to declining enrollment. This will also cover the cost of educating students who come to us after count day. This is prevalent with the Jackson Learning Lab, as resident schools do all they can to hold onto these students until count day. After count day, if they keep these students, it hurts their statistics.

Needed: 2012-2-13 School Year, Increase on-line enrollment to cover costs of marketing, hiring technical support, mentoring support, and rental of school science lab space for expansion of virtual school blended learning model. Hire Special education teacher, counselor, and part-time school social worker for Jackson Learning Lab at \$85,000 average cost for full time equivalent employment, salary plus benefits including insurance and retirement. Contingency fund set up to cover any weakness in enrollment figure, and to cover the cost of educating students who come to us after count day.

Needed: 2013-2014 School Year, Increase in resident and on-line enrollment to cover the costs related to two primary areas. The first is training of new staff who have come to the programs since the initial training was done for Instructional Consultation and Assessment Teams. Cost: \$150,000. The second area is to pay for the development of analytic software that will help us pinpoint specific strategies to remediate learning gaps which appear in a student's profile. In addition to helping us analyze, this software must integrate into other data to provide easy to use dashboards for teachers to use to assist students in achieving their goals.

<b>School Year 2012-13</b>			
<b>Assumptions:</b>			
	add 54 incremental students (increase from 646 to 700 student population)		
	\$85,000 cost for staff at Jackson Learning Lab		
	\$6,500 in per student state funding		
	consolidate technology with TCAPS (no savings or added costs)		
New revenue:			
	54	\$ 6,500	\$ 351,000
New costs			
			\$ 85,000
<b>added income</b>			<b>\$ 266,000</b>
<b>School Year 2013-14</b>			
<b>Assumptions:</b>			
	add 80 more students		
	consolidate pupil accounting with TCAPS (no savings or added costs)		
new revenue			
	80	\$ 6,500	\$ 520,000
new costs			
	ICAT training		\$ 150,000
	analytic software		Cost to be determined
<b>added income</b>			<b>\$ 220,000</b>
<b>School Year 2014-15</b>			
<b>Assumptions:</b>			
	add 100 more students		
new revenue			
	100	\$ 6,500	\$ 650,000
new costs			
	Staff		\$ 300,000
	Hardware		\$ 35,000
<b>added income</b>			<b>\$ 315,000</b>

## **Why We Are Uniquely Qualified to Succeed:**

Suttons Bay Public Schools has looked at the future and positioned itself to lead the state in making the changes necessary to survive the tumult of a major transformation of the way our state does business. Everything starts with a clear vision. First, we started with a philosophy that it is our job to fit the school to the child. Once we embarked upon this child centered approach, all of the other systemic components which had been a part of the old, adult-centered, industrial age approach to delivering an education changed. We have demonstrated this transformation with our actions, not just our talk.

We started with the addition of an early childhood wing, which starts with a program for infants, then moves into the toddler program, the preschool program, followed by a multi-age grouping of our elementary students. With ownership of student success by the staff, teachers began working with the Instructional Consultation and Assessment Team approach to modifying the school program to match the needs of the learner. No longer were students sent out to some “expert” to be remediated, but the proper match was found to unlock learning for the student.

For students who are gifted and talented, rather than fit them into a program, we individualized their experience to match their needs. This became the basis for our programming throughout their schooling. We soon added online classes, classes on campus from the local community college, and online college level classes. By setting up blended learning environments, teachers were able to effectively manage multiple levels of learning simultaneously. Students, who needed more time, rather than less, found the blended learning environment fit their needs. Soon we began to work on an Early College program to meet the needs of our accelerated learners.

The population of Suttons Bay Public Schools has a much higher concentration of minority representation than the county in general. This minority population continues to grow in proportion as all students who attend Suttons Bay Public Schools find an environment where each student is valued for who he/she is, and which fosters academic growth and progress toward personal goals. We feel students who understand and appreciate different cultures are best prepared to succeed in a global environment where such skills will be prized.

Through all of this, the staff has demonstrated that they are learners as well, as they changed attitudes and beliefs about learning and school. They moved into a new contract structure, with three tiers of teachers, Developing, Professional and Master teachers, rather than the traditional steps and lanes based upon longevity and college credits. The focus became achievement of goals, based upon demonstrated student growth. Online learning was embraced by the contract. The parents in the community saw opportunities grow for their children, so they supported a bond issue to support the technology support we needed to achieve our vision. This bond has a reserve held for the end of the three year limitation on spending the bond proceeds, so we can update our technology in three years. We also have a Board of Education and a community who are enthusiastic supporters of the direction we have taken.

Outside of the community, we have had enthusiastic support. In 2007, we had a citation for disproportionate representation of minorities in special education. After the audit was completed two years later, the auditors told our story to CEN, who did a front page article on the success of the district. We were also invited to be keynote presenters at the fall MAASE conference. Suttons Bay Public Schools was one of the first year cohort to receive seat time waivers. As part of TBAISD, we also have Project Reimagine status.

We have been a part of the Consensus for Change Think Tank since its inception. An outgrowth of the CCTT is the Michigan Co-Op, a consortium of five districts (Berrien Springs, Manistee, N.I.C.E., Oxford, and Suttons Bay) who decided to actually implement the ideas of the think tank. Suttons Bay is one of the authors of the Right to Innovate proposal for the Co-op. We are also one of the rollout districts involved in OBA, a global consortium for sharing resources and learning opportunities based out of the University of Oregon. We are in the process of talks to establish formal working relationships with Ferris State University, Northwestern Michigan College, Michigan State University, University of Michigan, Wayne State University, Western Michigan University and the University of Oregon.

With our heavy reliance the use of data, we are exploring working relationships with Blackboard, Level Data, and Red Cedar Solutions. We look forward to working as well with the Center for Innovation for Education.

One would be hard pressed to find a district more connected with universities, technology companies, the Michigan Department of Education, and other school districts.