

District Strategic Planning Committee - Summary of Data Analysis 10-19-09 Data Retreat

Note- The following is a summation of strengths and opportunities for improvement within key focus areas as determined by the strategic planning committee. Items in red text were added upon review from the superintendent's cabinet.

Financial/ Facilities

STRENGTHS:

- + The district receives the highest rating from the state for fiscal health
- + The state views the district as fiscally responsible
- + No findings have been present in audits
- + There are currently healthy fund balances
- + Equalized Assessed Valuation continues to increase
- + The district has been able to address short term facility considerations without referendum as a result of increases in EAV
- + There has been a steady tax rate while building additions

OPPORTUNITIES FOR IMPROVEMENT:

- △ EAV is beginning to slow down, but enrollment continues to grow
- △ Does the budget allow for all the "tools" staff needs to address the needs of ALL students?
- △ There is an immediate need for space at the high school. A short term plan is necessary.
- △ There is a need for a long-range comprehensive facilities plan for all levels- elementary, middle, and high school
- △ There is a need to address maintenance of older facilities
- △ There is a need to study whether "redistricting" is a viable solution to space needs
- △ There is a need to consider updating athletic facilities

Student Engagement/ Human Resource/ Demographic

STRENGTHS

- + Attractive population growth
- + High graduation rate
- + Enrollment numbers in AP classes
- + Staff with master's degrees
- + Student attendance rate
- + Staff retention rate
- + Ability to accommodate growth
- + Diversity
- + Participation in extra-curricular activities
- + Parent Involvement
- + Culture/ Climate data is positive

OPPORTUNITIES FOR IMPROVEMENT

- △ Increased number of English Second Language students, **not enough support**
- △ School spirit
- △ District/village collaboration
- △ Gifted program
- △ Communication with parents
- △ Mobility (academic)
- △ Growth (accommodations, class sizes, discipline)
- △ Parent Engagement

Learning/ Student Achievement and Growth

STRENGTHS

- + High achieving for ALL students on state assessments
- + Maintained high performance despite large growth
- + AIMS Fluency- decreased percent scoring below the 50th percentile
- + Little or no Students in the Academic Warning status on state tests
- + Decreased performance gap for low social economic student population and African American student population on state tests (Grades 3-8)

OPPORTUNITIES

- △ Performance gap at middle school for IEP students
- △ 7th grade scores tend to decrease in reading and math
- △ Need to collect and report student cohort data
- △ Writing scores need our attention
- △ Lack of benchmark data comparing our district to similar and highest performing districts

In addition the following were identified as possible strategy consideration to improve student achievement results:

- √ How are we challenging our top students? What are the curricular offerings? What are our measures?
Are students involved in setting SMART goals? Can students track and show evidence of their learning?
- √ Do we have a longitudinal record for students , parents, and staff to track performance on all major assessments K-12?
- √ Do we have the appropriate interventions to meet student needs who are not as successful in their learning?
- √ Do we have math interventions?
- √ Can community and parents assist with interventions?
- √ Can we enhance our schedules to find more time to assist students with their learning?
- √ Can we find more time for staff to share/ collaborate around best instructional practices, assessments, curriculum, interventions, etc.?
- √ Should we not be collecting grades?
- √ Should we not be collecting student, parent, and staff satisfaction information?

Dunlap Strategic Planning- Teacher Assessment/Reflection

The data below represents "consensus" ratings from all 7 schools and is used when we examining strategies.

Highest Priority of "What we need to work on"

#2. Our school organizes teachers into teams, provides teams with time to collaborate, and ensures that each team addresses the three critical questions of learning: (1) What do we want each student to learn? (2) How will we know when each student has learned it? (3) How will we respond when a student experiences difficulty in learning?

#12. The school has a leadership team which meets regularly, reviews data, empowers teachers to contribute to decision-making and helps set direction for the school.

#6. Teacher teams identify and work together interdependently to achieve SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) goals that are aligned with school goals.

Next Priority of "What we need to work on"

#4. Teacher teams develop common formative assessments that they use multiple times throughout the year to monitor student learning.

#5. Teacher teams agree to specific protocols or norms to clarify expectations for all team members.

#6. Teacher teams identify and work together interdependently to achieve SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) goals that are aligned with school goals.

#7. Teacher teams are provided with timelines that guide their creation of specific products (list of interventions, assessment calendars, data review protocols, action plans, etc.) related to the work of their team.

#13. The school regularly seeks input from students, staff, and parents through surveys and/or evaluations of meetings or events and uses the feedback to make improvements.

Future Impacts

In looking to the future, what impacts to our school system should we consider?

Educational Impacts

- Response to Intervention
- Adequate Yearly Progress/ No Child Left Behind
- National Standards is a possibility
- Year Around Schools
- Extended Year, Extended Day
- Inclusion of IEP students in regular classes (IDEA)

Technological Impacts

- Websites- improved electronic communication, teacher web pages, career guidance
- Teacher laptops
- One to one computing/ student computing
- Internet access for ALL
- SMART boards/ SMART technologies
- Technology Plan
- Professional Development for Technology
- Student Proficiencies/ Staff Proficiencies
- Web casts—interactive instruction among students
- Web 2.0

Demographic Impacts

- Caterpillar
- District 150 Financial Issues
- Low income housing annexation
- Economy
- ESL students
- Low income students

Social Impacts

- Parental accountability - character development, working parents
- Communication changes- not face to ace
- Diversity- celebration of differences, loss of traditions

Economic Impacts

- Delayed payment from the state- cash flow- expenditures with matching timely revenues
- Unemployment
- CAT layoffs
- Assessed Valuations Challenged- holds up revenues in escrow until resolved
- High collection rate of property taxes

Political Impacts

- Increased taxes from other governmental bodies
- Unemployment
- No Child Left Behind