

**Our Perceptions  
Strategic Plan Team  
Data Retreat: November 16, 2020**

<p style="text-align: center;"><b>Strengths: Points of Pride</b></p>	<p style="text-align: center;"><b>Opportunities: Areas Needing Attention</b></p>
<ul style="list-style-type: none"> <li>• Student focused</li> <li>• Students eager to learn</li> <li>• Forward thinking</li> <li>• Teamwork</li> <li>• Quality, caring certified and support staff</li> <li>• District leadership</li> <li>• Family partnerships</li> <li>• Encouragement and trust relationships to make learning experiences valuable and memorable for students</li> <li>• Support services for students at all levels</li> <li>• Staff-District office collaboration</li> <li>• Support and emotional support for students</li> <li>• Co-curricular activities for students</li> <li>• Resources for high quality education</li> <li>• Facilities updated</li> <li>• Supportive families and community</li> <li>• Family engagement</li> <li>• Student leadership opportunities</li> <li>• Commitment to public education</li> <li>• Planning and replacement of infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural diversity and awareness</li> <li>• Staff diversity</li> <li>• Building a deeper understanding in race, equity and diversity within our school community</li> <li>• <b>Students who don't fit with the normal demographic/economic majority</b></li> <li>• <b>Increase inclusivity</b></li> <li>• <b>Doing more for the students with less</b></li> <li>• <b>Learning gaps and strategies for addressing them</b></li> <li>• Increase out continuum of services for all students</li> <li>• More interventionists in reading and math</li> <li>• Special education</li> <li>• Elementary academic enrichment</li> <li>• Advance LA course for intermediate elementary students</li> <li>• STEM at the middle school</li> <li>• 6<sup>th</sup> grade Advanced Math</li> <li>• Family and consumer science</li> <li>• Common SEL language &amp; interventions</li> <li>• Mental heather issues at a younger age</li> <li>• <b>Innovative Practices (Career, problem-based learning, vocational ed)</b></li> <li>• <b>Develop and learn best instructional practices that apply to various learning environments</b></li> <li>• <b>Professional development</b></li> <li>• <b>Increase collaboration time for staff, especially with new initiatives</b></li> <li>• <b>Consistency in PLC practices</b></li> <li>• <b>Student engagement in more hands on, authentic, real life curricular opportunities</b></li> <li>• <b>Improve technology infrastructure</b></li> <li>• <b>Balance between tech and textbooks</b></li> <li>• Stronger more consistent communication leaders to staff and leaders to families and community</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Heal as a community/rebuild trust/restore support for public education</b></li> <li>• <b>Expand upon exiting community partnerships</b></li> <li>• <b>Challenging social media</b></li> <li>• <b>Finding a school model that fits the needs of all students</b></li> <li>• <b>Reporting and Celebrating Success</b></li> <li>• <b>Teacher support in challenging situations</b></li> <li>• <b>Increase staff pay, especially the base rate to attract new candidates</b></li> <li>• <b>Standardized testing requirements</b></li> </ul>
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**Others' Perceptions  
5Essentials State Survey  
Data Retreat: November 16, 2020**

**5 Essentials**

<b>Essential</b>	<b>Description</b>	<b>Survey Results</b>
<b>EFFECTIVE LEADERS</b>	Principals and teachers work together to implement a shared vision for sustained improvement. Leaders practice shared leadership, set ambitious goals for quality instruction, maintain trusting and respectful relationships, and support professional advancement for faculty and staff.	56 mean score State rank: average Note range of school scores 45-68
<b>AMBITIOUS INSTRUCTION</b>	Classes are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge. When combined with a Supportive Environment, Ambitious Instruction has the most direct effect on student learning.	57.3 mean score State rank: average Note range of school scores 47- 87
<b>COLLABORATIVE TEACHERS</b>	All teachers collaborate to promote professional growth; are active partners in school improvement. Teachers are committed to the school and focused on professional development.	58.7 mean score State rank: average Note range of school scores 50-67
<b>INVOLVED FAMILIES</b>	The entire school staff builds strong relationships with parents/guardians and are seen as partners in helping students learn. Parent/guardian input and participation is valued in advancing the school's mission.	75.9 mean score State rank: more Note range of school scores 65-84
<b>SUPPORTIVE ENVIRONMENT</b>	The school is safe, demanding, and supportive. Students feel safe in and around the school and they find teachers trust-worthy and responsive to their academic needs. Students value hard work and teachers push all students toward high academic performance.	78.1 mean score State rank: more Note range of school scores 72-91

**Score below 60 is rated AVERAGE**  
**Score of 60 plus is rated MORE**  
**Score of 80 plus is rated MOST**

## Aligned to the 5 Essentials Supports

Students High Performing	Students Low Performing
<p><b>Student-Teacher Trust</b> - - students and teachers share a high level of mutual trust and respect.</p> <p><b>Peer support for Academic Work</b> - - students' perceptions of their classmates as it relates to the importance/value of education</p> <p><b>English Instruction</b> - emphasizes concepts such as student debate and connections [of instructional content] to everyday life.</p> <p><b>Math Instruction</b> - based on the National Council of Teachers of Mathematics standards and principles; deals with concepts of problem solving explanation and applicability of math to everyday situations</p>	<p><b>Academic Press</b>- teacher's expectations for academic work and the degree to which teachers press students to use higher order thinking processes.</p> <p><b>English Instruction</b> - emphasizes concepts such as student debate and connections [of instructional content] to everyday life.</p> <p><b>Academic personalism</b> - - the degree to which teachers tailor instruction to meet students' individual needs.</p> <p><b>Math Instruction</b> - based on the National Council of Teachers of Mathematics standards and principles; deals with concepts of problem solving explanation and applicability of math to everyday situations</p>

## Supports Aligned to the 5 Essentials

Teachers High Performing	Teachers Low Performing
<p><b>Teacher-Parent Trust</b> - degree to which teachers perceive parents as partners in improving student learning.</p> <p><b>Quality of Student Discussion</b> - focuses on how students interact with instructional content.</p> <p><b>Parent Influence on Decision-making in schools</b>- the school has created opportunities for parents to participate in developing academic programs and influencing school curricula.</p>	<p><b>Teacher-Principal Trust</b> - relationship the principal has with school staff and the perceptions of the principal's effectiveness.</p> <p><b>Collaborative Practices</b> - teachers observe each others' practice and work together to review assessment data and develop instructional strategies.</p> <p><b>Teacher Influence</b> - degree to which teachers have decision making power regarding instructional content and other organizational needs.</p>

**Parent involvement in Schools** – degree to which parents involve themselves in their child’s schooling.

**Collective Responsibility** – degree to which staff takes responsibility for school improvement efforts.

**Quality Professional Development** – degree to which PD is continuous and opportunities for collaboration within the school/district/network.

The State provides a parent survey supplement that school districts can choose to use or not use. If implemented, results are only reported to the school districts and are not included on the State School Report Cards. In order for a report to be generated by the State, 30% or more of the parents within a school must complete the survey. This response rate is based on the total number of students in the school. Only one of the nine schools met this requirement so there is no parent satisfaction reported.