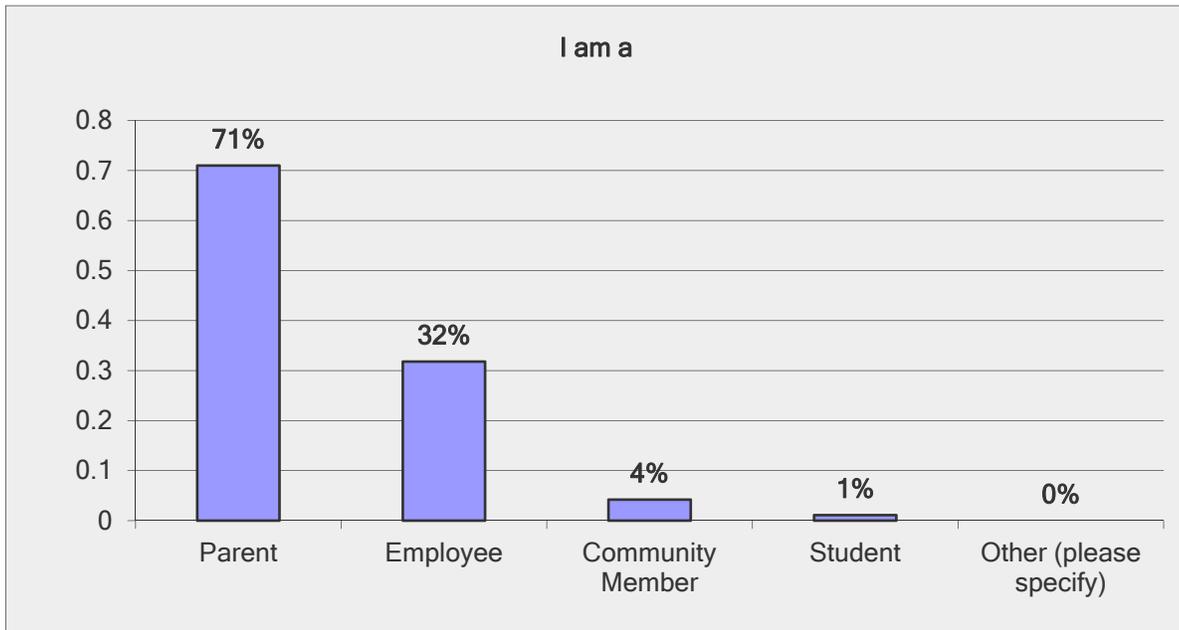
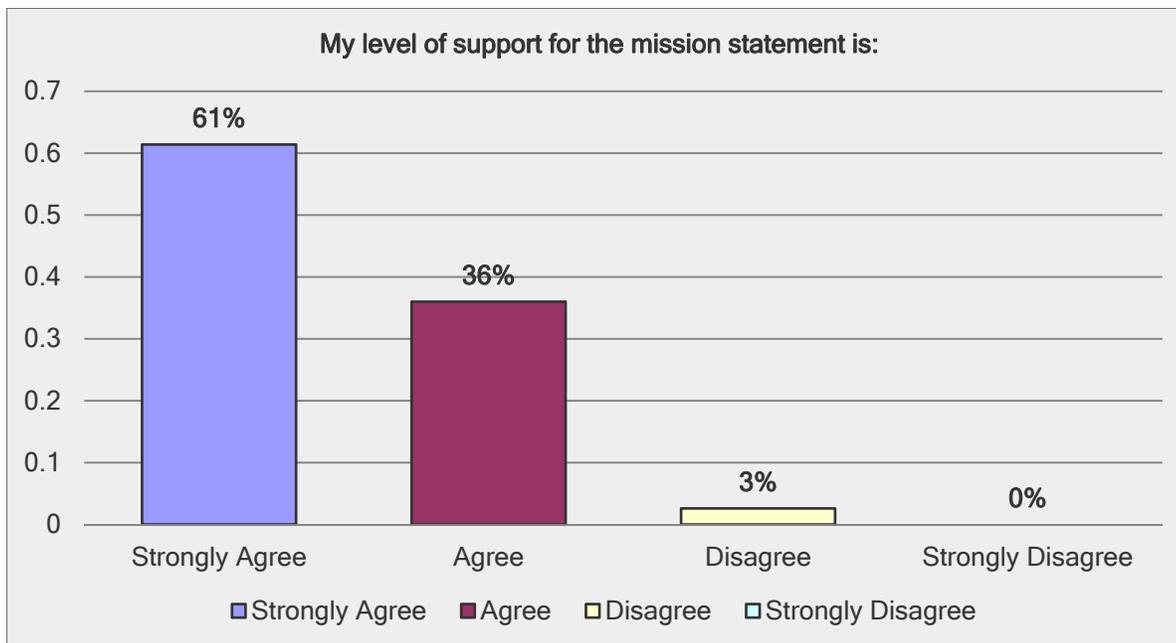


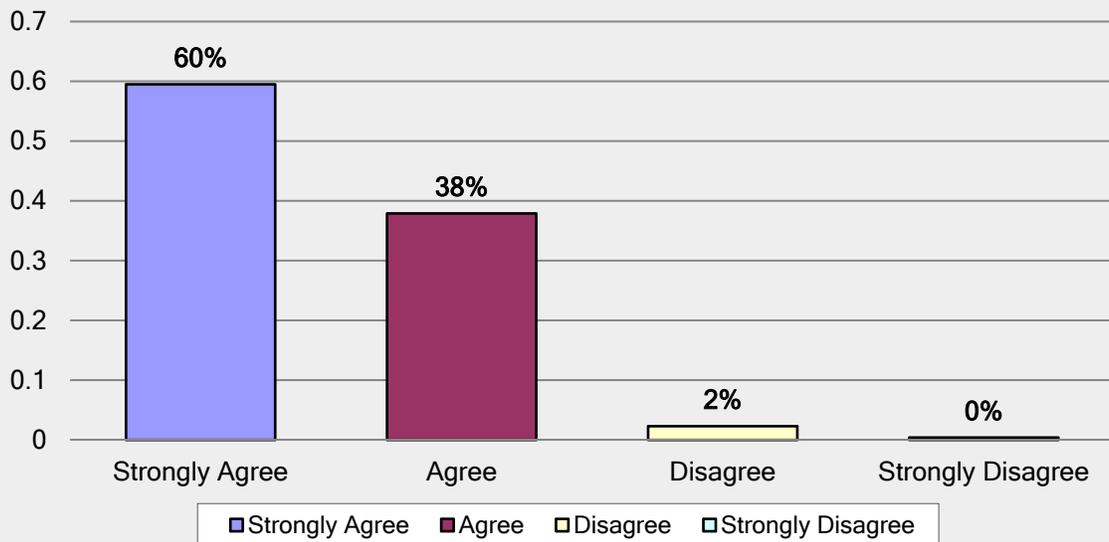
Strategic Plan Survey Results 5-10-15



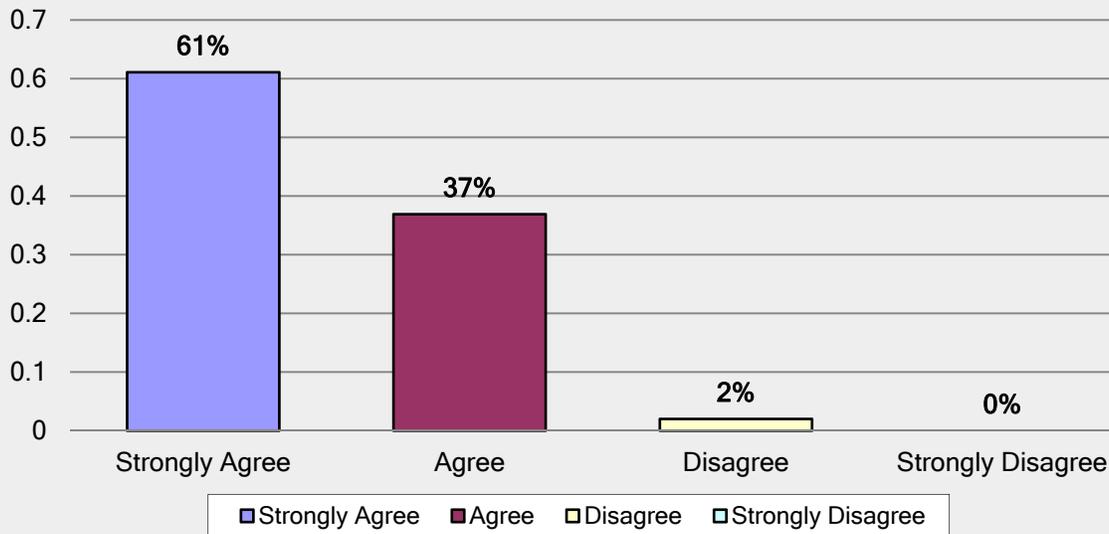
Answer Options	Response Percent	Response Count
Parent	71.0%	201
Employee	31.8%	90
Community Member	4.2%	12
Student	1.1%	3
Other (please specify)	0.0%	0
answered question		283



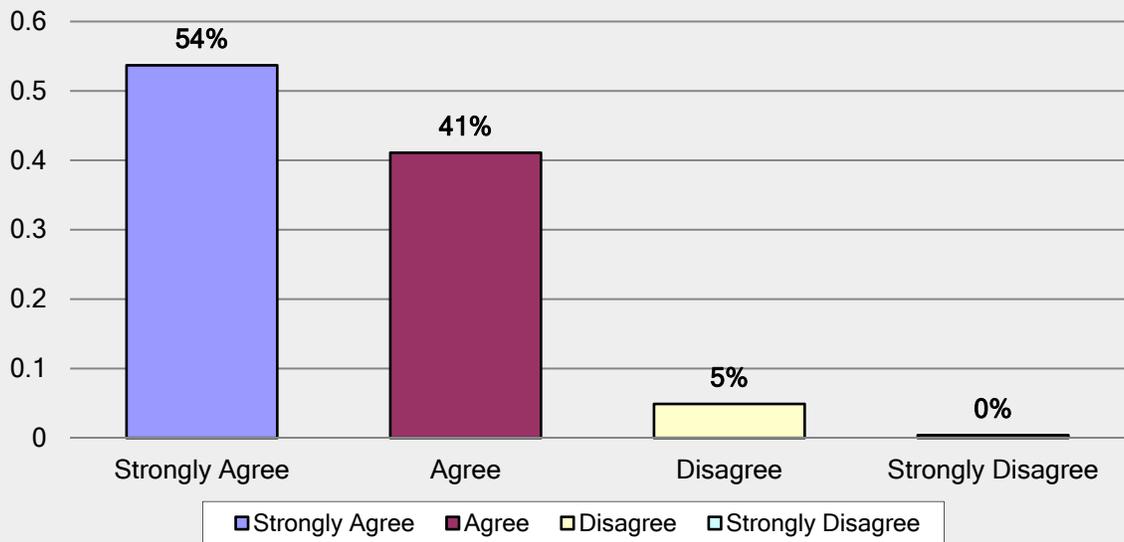
My level of support for the vision statement is:



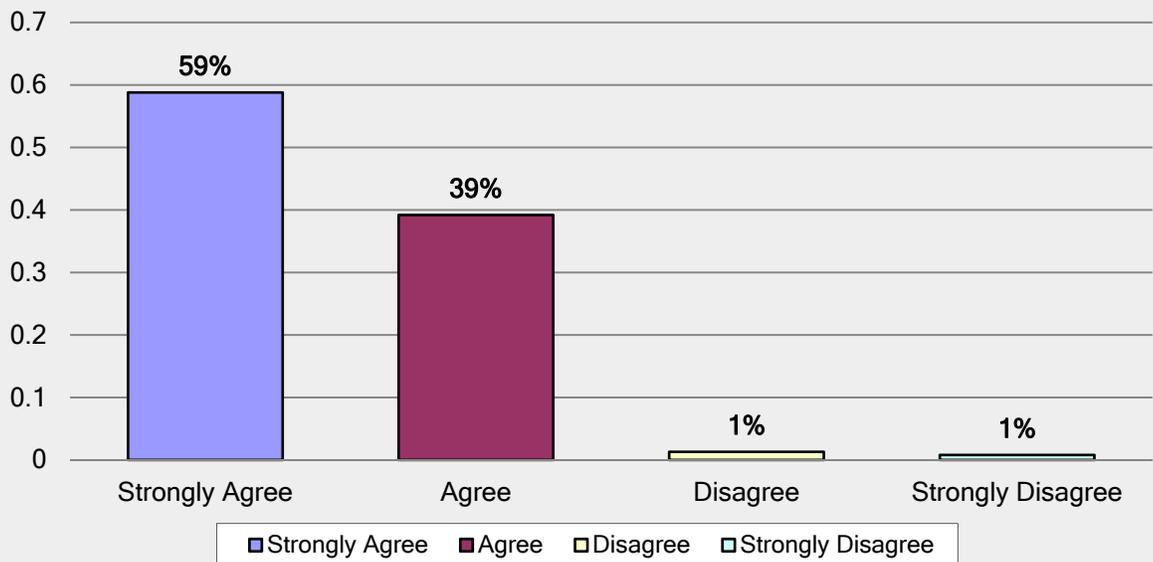
My level of support for the core values/commitments is:



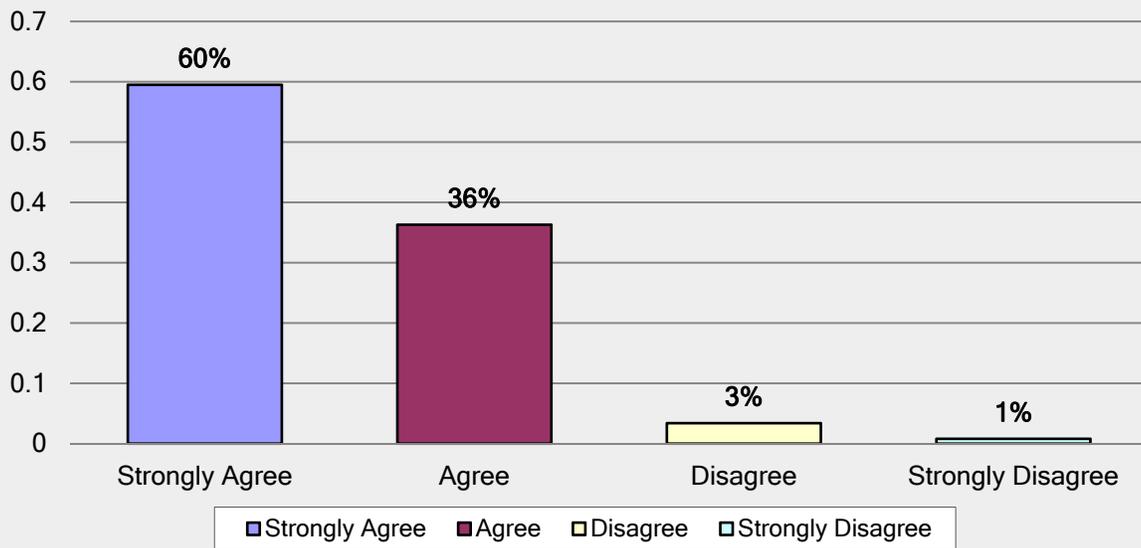
My level of support for goal 1 and the indicators is:



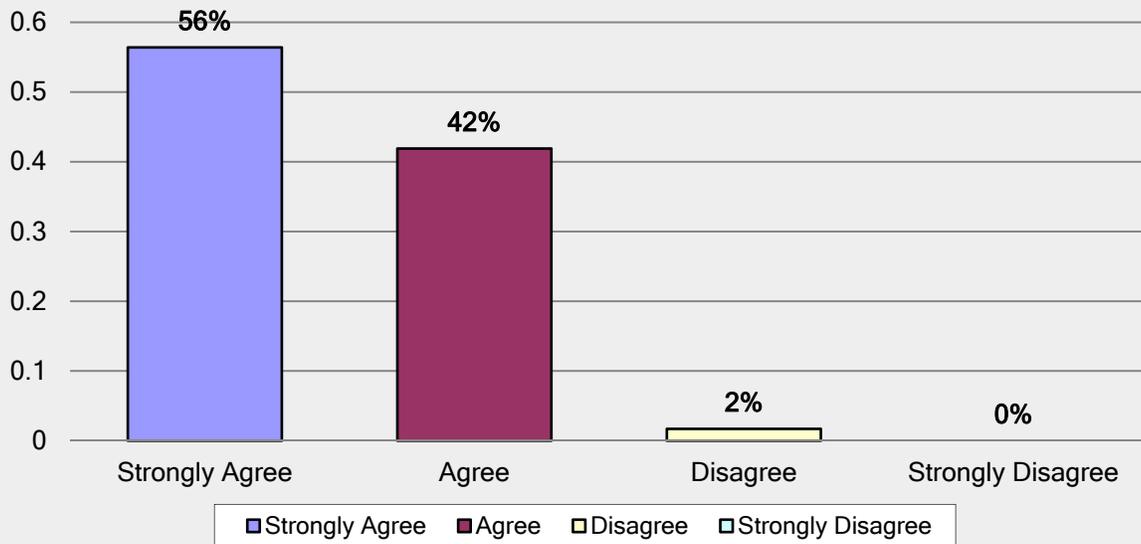
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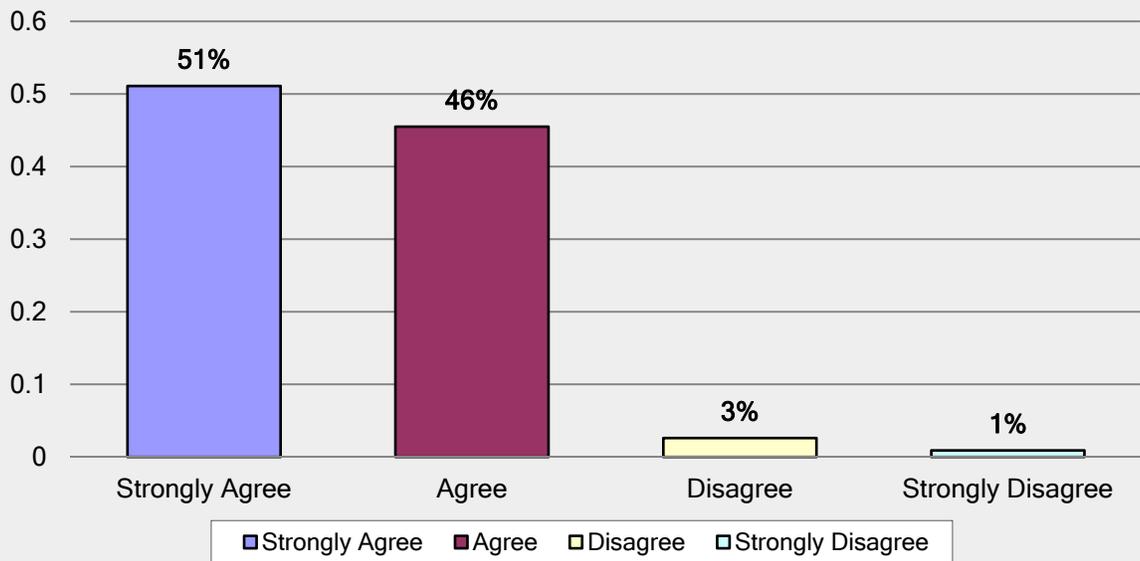
My level of support for goal 3 and the indicators is:



My level of support for goal 4 and the indicators is:



My level of support for goal 5 and the indicators is:



Mission Statement Comments

What is personal excellence? I don't want you to inspire my children I want you to instill a passion for learning.

For us the parents we see many gifted kids more in many area of study. Still did not see the mission to promote our gifted kids example summer school.

You need teachers who will actually do this and engage with student rather than play a video so they can sit and text or play video games. Yes I have seen this happen on special friend day. If students can use electronics then teachers need to set the good one

Your mission statement is generic and personal excellence doesn't necessarily measure up to be improvements over what is occurring today.

Endless standardized tests (and the ridiculous over-emphasis placed on them) do NOT "inspire a passion for learning". We need to spend far less time testing, and far more time allowing teachers to do what their training and education has prepared them to do: TEACH!

Not just to inspire learning, but to TEACH and inspire learning

The quality of the teachers varies dramatically. My second grader is learning far more than my fourth grader. Even among fourth grader teachers, the instruction varies greatly and my fourth grade son has not received any homework from his teacher. Students who are average can be left in the middle where the focus for advanced, gifted or special education is a priority. Make it interesting so the students are intrigued and focused in their subjects.

Passion for learning does not mean teaching to pass the test.

I appreciate the changes the district has made in recent years. By grouping kids into the appropriate ability levels, it has allowed the children to excel. I strongly believe this helps them maximize their potential versus grouping them together and teaching to the average level.

I think there should be more detailed and specific goals/ideals

Strong statement of accountability

Kids don't know their personal excellence. What about the dedication you will provide to make sure kids learn and succeed - to get college ready? Not all kids will be passionate.

Aim to achieve goals

Including "no matter what academic level they are on".

I think passion is too strong a word.

This statement is very solitary. It does not give a perception of the collaboration and cooperation needed in the 21st century workplace.

We should be supporting the 21st Century Education movement through curriculum changes that reflect our globalized world.

There should be language present that reflects 21st century learning.

How will you determine if this is successful?

I believe the mission statement should include the idea of providing an environment and tools to inspire a passion for learning...

Where's the money going to come from? Taxes are high as it is!!!!

It's great to have such a noble mission statement as long as the practices followed encourage that effort versus complying with standards and taking standardized tests. Passion for learning does not equate to test scores.

If this is what Antioch wants to do then the block scheduling must go. Having children take classes that are not graded is

Doing things to better education is the correct approach. We just can't lose sight of the day to day activities and communication to staff - whether it is passed on to staff via from the top or directly from the supervisor, we are not receiving communications before things change - only afterwards and changes do effect our day to day work environment.

Wonderful!

Straight to the point. Very nice.

The statement just says you are going to inspire my child. It doesn't say anything about providing skills or opportunities.

Making all students believe in themselves!

If our mission is strictly inspirational and not in the spirit of support and facilitation we are missing the boat big time. I want my children to be in a district committed to provided tools and the process for utilization of those tools to be successful. Inspiring passion is only one aspect and should not be the key mission. If we utilize that as our benchmark for success, how do you measure passion? How do we identify success?

Very pretty - how do we do it?

I believe the mission statement needs to be broadened. It's not only to inspire a passion for learning but it should also be the districts mission to provide the high quality resources (teachers, learning materials, technologies, curriculum, facilities) to promote that passion. Inspiring is not enough.

I don't like the word inspire~ I think most students already have a passion for learning when they are young and start school and unfortunately some lose it along the way, often due to things that happen at school or a lack of support at home. I think a word like "fuel" or "drive" would be better.

Very weak and 'generic'. I would hope for a greater value proposition than 'to inspire a passion'

Vision Statement Comments

This sounds like a definition of something (personal excellence) not a vision statement for a district. Who is the audience of It should state 'Students and Parents'

On the high expectations statement I would say instead each students individual high expectations because not every student (special needs or not) should be judged by another student.

Same as the mission.

How does a child demonstrate this? What about the children who are not creative? Or the student who struggles with working in groups, but excels academically. Have they not achieved their personal excellence?

I appreciate immensely - Ownership, responsibility and accountability for learning

Please see comment #3.

Often times students can not achieve their best in class because other students are disruptive on a daily basis without consequence.

Get rid of common core and the tests that go along with it, then I will have faith in this.

Nice ideals, however, a fairly lofty vision. Also very unlikely to be relatable to the average middle schooler.

Our students need a better understanding of what respect means on a daily basis.

Vision is what we want to become in the future. To me the statements do not make sense in that context.

Common Core has got to go. It is not helping, actually quite the opposite. Need to go back to the old method of learning, don't fix what's not broken. Common core is doing nothing but adding confusion and the parents can't even help their kids with homework because of how ridiculous it is. Common core will do nothing but set the kids back.

High expectations for THEIR OWN social, emotional, behavioral and academic growth.

Again, we need to include 21st Century Education

Again, this is too general, and a bit cheesy as opposed to practical.

There should be a vision statement for staff. There should NOT only be one for students n

I agree with the statement. However, I have a lack of confidence for the district to achieve the goal. The main reason being is the lack of professionalism and communication that goes on in each building. The lack of professionalism is alarming and the students do notice it. That affects part of their learning environment and disengages them as learners.

Agree with the over arching statement, again skeptical of the way it will be implemented. Creative problem solving skills are critical to long term success, however they are often at odds with the current institutional methods used to teach our children.

I think it is too wordy.

I am not sure how continuous improvement, academic growth, ownership for learning, responsibility for learning, and accountability for learning differ. I am sure my child will not understand how they differ either. I do like the alliteration of the 3 bullet point

Glad it includes the 4 C's!

How will this apply to students with special needs? On the Autism spectrum? With Learning Disabilities? It sounds great for Neuro Typical kids. This needs to have practical application for other students who struggle or their confidence will wane I understand that this is a vision statement, but I can't get past how you will measure any of those things. These are young children. How do you even define "high expectations" for growth~ that could be different for each individual.

I believe there should also be some form of accountability for teachers to help promote students personal excellence.

Not just the student but the teachers as well

very wordy

I do not think this statement reflects the wide range of learners. Not all students are effective in collaboration. Not all students are effective communicators. Not all students understand expectations for behavior. It is our job as parents and educators to teach these - that should be our vision for our students.

should technology be in there somewhere?

Rearrange bulleted statements as well as words within bullets in order of importance/priority. I would not say that social growth is more important than academic growth for example.

Values/Comittments Comments

Is there purposeful ordering of these values?

More focus needs to be placed on specific intervention on what the student is struggling with and not a generalized intervention. Staff also needs to make sure the students are getting the interventions and enrichments they need, this has been grossly lacking in the dist.

Same as the mission

Oakland is not supporting all of these core values and commitments. I am only one of many that feels this way. There are several issues regarding teamwork, collaboration, shared leadership, communication, and accountability within the school. Also,there are so many changes every year, some are good, but some are not, and we wonder how can higher administration make some of these changes without spending enough time in the classrooms to really know what changes need to happen. It would be awesome if higher administration could spend time in the classrooms and talk to our teachers and staff personally about making changes that affect our students. After all, your teachers and other staff members know your students the best! We are concerned that the staff at Oakland isn't being heard or respected. Of course high-quality staff is essential to a high-achieving school system, but so is the morale of your staff!

One more thing- It is not a safe environment in a school with no air-conditioning or good air flow when the temperature is above 80 degrees in the building! Students and staff with allergies are really at risk on high temperature days. The students are also really struggling to learn when it is that hot! Cooling stations are just not enough!

Need to get a better handle on bullying at AUGS.

High quality staff also includes teachers that may disagree with administration from time to time.... Teachers that are not afraid to stand up to parents and students if their complaints are unwarranted....

Based on the first core value, I am interested to learn what "thoughtful placement" means, and if that includes parental input. I had a request to avoid a specific teacher for one of my children and was told that the school does not honor such requests.In the end, she didn't end up getting that teacher, so I don't know if that was already going to be that way, or if the "party line" is that requests aren't honored, but they are "behind the scenes" in order to discourage an avalanche of parental requests.

The inordinate amount of time spent on standardized testing completely undermines several of these stated "core values".

There's a statement of accountability for the child, but I wish there were one for the district. There has to be accountability for the district meeting the individual needs of the child.

This statement was clearly put together by a committee. It is too long and difficult to follow. It seems too idealistic. I don't see how these objectives will be measured and achieved.

You have lost staff that was excellent, not willing to listen to their needs. Also again there is a need to focus on kids that are average to help them advance. Providing a study hall during school hours where students can utilize staff.

Your vision does not match your actions. Some highly qualified teachers were let go this year without good cause and the results are a mess. There also needs to be more follow through and consequences for bullying. Much of it goes on, but even when reported, the focus gets lost.

Self-sufficiency: I am concerned about how this will look. Monitoring and tracking growth might become competitive between children and change the focus of the original intention.

High-quality workforce: This has been difficult to maintain in our district due to the low wages the staff get compared to other districts.

We value continuous improvement through teamwork, collaboration and shared leadership at all levels. We will constantly reflect, evaluate and implement best practices in teaching and learning that brings together stakeholders as empowered, collaborative teams in support of common and shared improvement efforts: I don't believe this. I remember filling out a survey that asked for my input on program changes. All the team members were asked to fill out this survey. We did. The results were shared with us at a meeting. Individually, all team members were concerned about a specific change that would negatively affect the quality of the program. NO ONE on the team felt the change was best practice (maybe standard practice) but definitely NOT best practice. When the administrator was asked what they were going to do with the information (input) from the team, no answer was given. Ultimately, the change was made and it was not with the desire to do what is best for children. I think the administration knew what they were going to do and gave us a survey just to make us feel "empowered" Kids need to be ACT/SAT ready. Not having text books won't get them there. Allowing slow kids to ask the same questions over and over and holding others back, won't help my kid in that class excel at all. The School Board is hardly educated themselves, how can they work to get their students Yale ready?

Not sure about the second commitments. Not sure what active partnering with a parent and community means. School community?

Need proof that you can accomplish this in your 3 year tenure. Since you're already over year into it.

I wish the teachers would be a better job communicating now. I hope this is where we are headed.

As mentioned before, Common Core has got to go. You can have all the right ingredients to do things right and with the best intentions, but Common Core learning will undo anything that was already taught the old way. Kids that were learning the old way since kindergarten and you up and change it on them in the 3rd grade all prior learning is out the window. That's like pulling the rug up from underneath you expecting everything to turn out ok. It will not. There was nothing wrong with the old method and the parents can better support/help their kids because they were taught the old way too. Common core makes it so parents CAN NOT participate in their own kids education. Parents should not have to be re-taught in order to help their kids I especially like the collaborative partnerships with community, home and school.

I feel the district needs to improve its ability to meet the needs of children with special needs.

The team of teachers and staff should praise, highlight and copy the outstanding success practices that a few teachers exhibit to share and provide as an example to the other team members to grow.

Where is our statement that we are committed to 21st Century Education?

I love the acknowledgement that kids learn at different rates, (and different rates on different subjects!) I don't strongly agree with these statements because I feel that the time and amount of standardized tests are restricting your efforts.

I strongly agree, but do not see much difference in the way that students are taught based on their individual levels (1st Core Values statement listed here) Math needs to be taught at each student's individual level based on their test scores being high, high average, average or low. There isn't any reason this is not happening in our schools today. Neither of my kids is being challenged at their own, individual level.

Encourage more development for the high achievers versus spending all the attention on those with learning disorders/challenges. Definitely see the need to reach all the children, just don't leave those with high potential out.

I do but wasting children's times with classes where there are no grades needs to stop.

These beliefs need to be applied to all staff - not just the ESPs. Teachers are a large core in a school district - but the support staff bears large responsibilities and reducing and condensing to save should be also applied to the Certified staff. Each time we reduce staff and increase responsibilities to less and less people, something has to give. We need to look at the "processing" and not only at the head count reduction. If we streamline to reduce exceptional processing, we can work under better conditions and become better advocates for fiscal responsibilities. The Union is all about Union. We should all be "all about the good steward needs work...."

This sounds great if carried out. We need all teachers taught in Autism awareness as well as Special Ed programs for kids with learning disabilities. Somebody trained in Orton Gillingham or the Barton method of reading for Dyslexia.

I do not believe an AUGS administrator represents the core values and commitments of D34. I believe the actions this year are in direct opposition to some of the values identified by the District.

Everyone values continuous improvement, but don't change programs or gears based on what's trendy today without seeing if current programs could offer the same benefits or results.

How do you reconcile the first core value with standardized testing that expects everyone to achieve the same things by the same point in their education?

Let's do that

Could be more specific regarding parents level or expected commitment.

yes we have high-quality staff but also a lot of turn overs. Could that be because the pay especially for the support staff is to

Same comment as before, confirm that your first few bullets are the most important values you want to communicate.

Not sure how District 34 plans to 'recruit' staff. Job Boards? Posting on District Website? Recruiting firm?

Goal 1 Comments

What are the multiple growth measures?

What is sufficient growth, according to who district, state, national?

Many growth in many kid in our district when they went for compete with other school or to state. We should be try harder to continue the development of learning not only be ready for each step but to be in the same level in state too

How will these indicators be measured?

I would love to see a longer school day for the pre-k special needs students

Same as the mission

I support this goal, but must ask how will it be measured? More testing or more focus on teaching?

I'm a little confused about - Closing Achievement Gaps - however that might be because I am new to the community

What tools are used to measure growth? What are the yardsticks or benchmarks used for determining how much a student has grown?

Classroom grade and teachers observations

No way to really measure what 'K ready', Middle School Ready' etc is and looks like.

We need to implement far more effective means of achieving these goals than the blunt tools that are standardized tests.

Diverting valuable instructional time to administer multiple, redundant standardized tests will NEVER bring us closer to achieving these goals.

Where are these readiness standards? How can parents help? Will teachers be trained to judge these standards?

Many districts scores are higher and are preparing students for high school.

Continuous learning development: meaning, not testing during encore causing them to lose instruction time. Math should be tested during math period and LA testing during LA time only. Encore should not have to suffer for core testing.

I disagree only because it sounds like a lot of test scores without looking at the whole child. Somethings look good on paper but are not as impressive in practice.

Please do not over-test our kids. Instruction, not assessment will help them grow!

Nothing in here specifically about social/emotional -- how is individual student growth measured in this area. We do not have baseline measures for this for our students.

Define ready and these measures. Common core is the new measure that has given our family nothing but pain and headaches. My kids are smart. $1 + 1 = 2$. Real life does not have a short cut and if you take the common core long method, you'll get fired or treated like a third class citizen.

These statements are all situational. Middle/High school ready as determined by...? Standardized tests?

Focus efforts at the K-1 building with low class sizes and intensive reading. You have some amazing teachers at that level and some duds. Great beginnings mean the best energetic staff at low levels. If you take care of the start and the rest will run in place. Get rid of pseudo admin and teacher trainers to lower everyone's class size and USE BASAL reading approach so that curriculum is congruent. What is the current curriculum cycle? Be transparent.

By testing them more to gather more data?

My son is a third grader in the district and has had no significant growth in his MAP score during his time in the district. I would like to see how the district will challenge the students that are exceeding the standards at the early grade levels.

Achievement benchmarks for continued growth for kids who are above average.

Suggests that your only concerned with students that might be behind and not that the advanced students are being fostered for optimal growth.

Spend more time teaching and less time testing and kids might actually learn something.

Students have firm phonics knowledge prior to 2nd grade

There should be more specific indicators than just "ready"

My fear is that my son that is going into 6th grade will not be ready for what is coming. I would like to think that AUGS will be preparing the kids for high school. I am hoping there are big changes coming for that to happen.

In order to make sure students are Kindergarten ready we need to provide full day pre-school.

The appears to be no system in place to help students get ready for the next level of education.

My support depends on what methods are used to achieve the goals.

How can you ensure kindergarten readiness when where they come from is out of your control?

What does sufficient growth mean?

What is used to measure sufficient growth? Does one test tell us all we need to know? Imagine if we're having a bad day, would that one test judge us?

Will the schools be held accountable for students with IEP's not meeting their goals?

I support the goal but I don't believe this goal is adequate. Goals should be measurable and time bound. How can we measure success or failure against this goal?

I hope that by "multiple growth measures" you mean something other than multiple test scores

Students college ready

Too vague... what is the expected or "normal" gap (within a year- two years etc). What is "ready"

I agree with all except for "Multiple Growth Measures". We spend too much time testing and measuring.

I've seen where my older child was not prepared for ACHS through curriculum at AUGS and was not prepared for AUGS through curriculum at WC Petty. I've not seen consistent preparation from grade level to grade level within District 34

Goal 2 Comments

What happened to PBIS?

Will the technology opportunities within our district eventually be on a more even playing field?

I feel like we have many weakness in this area at this time. Space, technology

Same

I agree with the goal but some of your "possible indicators" are outside of the districts control. For example - extracurricular participation can be dependent on parent resources - can they afford the extra cost, do they have the ability to transport their child? I think the indicators should be limited to what the district can control.

no way to measure

The use of the phrase "student mobility" is not clear. Do you mean that student mobility will be low because families will want to stay in our district? Do you mean we'll provide a supportive environment for students who move into the district?

Not sure what 'possible' indicators means. Is it or isn't it?

I don't feel all teachers fully engage students.

Class size is a major concern, student to teacher ratio is difficult for even average learners. Technology seems to be an area where growth is needed for staff, students and available income to purchase updated technology.

While these are all honorable goals, they are secondary to primary goal of education. I'm not sure if the question assumes a ranking of importance or not with subsequent goals.

Grades. Performance. Where is this? A's should be commended - not ignored.

These statements are not hard to get people to agree too. Making them a reality is the hard part. This is all talk up until you can accomplish this with your remaining 2 years into this five year plan. Otherwise this is just your way of saying you want your contract extended for the remainder of the 5 year plan.

PE everyday! I heard an Illinois rep wanted this to be optional. My child needs to move everyday.

When and how soon? There is more bullying going on now in this district than ever before.

If this is the plan, then the buildings of the district are outdated. The use of trailers at Oakland needs to change and AES is significantly too old to meet the needs of the district.

Positivity and Enthusiasm motivates! Encourage and Reward being a good citizen.

How does student mobility fit in? Should we have some sort of new parent class?

Children need a well rounded world and unfortunately it takes a village to raise children. Some children are sent to school to be raised. We have to be companionate and all must be included in the support system.

major problems with space and class size

I feel the outside space for AUGS students is poor. They are hanging out in a parking lot! Can they go in the grass, could there be picnic tables or equipment they can use in the field?

The is a vision rather than a goal. The goal should specifically indicate how the district is going to achieve this vision.

Pretty general

Student Mobility is out of our control. Our facility cleanliness is horrible.

How can you ensure compliance?

I agree, but the schools are treated differently and that needs to change. For years, Petty has had after school sports promoting the "physical and social" while Oakland has had NONE! This sets many Oakland kids behind physically at AUGS, which translates to emotional when they cannot keep up the first week with their peers from Petty. So many social events have been yanked by Booster issues from AUGS this year. That has taken the social level down some.

Goal 3 Comments

What will be put in place to retain staff? How will yearly progress goals be measured?

Holding administrators accountable to actually being the teacher leaders in the building, able to have intelligent conversations about curriculum and being able to truly know the strengths and weaknesses of their staff members and how to help set them up for success and to improve their craft.

Let's hope you can achieve this. It is not happening right now

I agree with the goal but disagree with many of your indicators. I understand that some of these are mandated but we need to push back on the reliance of test score to evaluate our teachers. Additional, I feel we need to educate the community about salary and benefits. I think many feel teachers get a free ride.

I think this district has a difficult time retaining staff. Pay, morale, and turnover seem to cause difficulties for teachers and support staff. It also creates a constant change in vision. Each time a new administrator starts a new vision is introduced. The vision of the district should not change based on who is running the district. The vision should run the district. Pay people well and honestly treat them with respect, they will stay!

I believe it is very important to keep - Staff Satisfaction - as a high priority as well as yearly evaluations. All jobs have yearly evaluations only these represent a very important position.

Allow teachers to be imaginative and creative and run their classrooms in a way that just doesn't teach tests... Our children take so many tests throughout the school year and are judged by graphs and pie charts, they are losing valuable teaching time.

Have never discussed student growth goals. Again, how to measure?

We need to be EXTREMELY cautious about our criteria for "measuring" the first three items on this list. When we rely on test scores to measure "growth", we do both our students and teachers a great disservice.

My only concern is how student growth is going to be measured . I have 22 years experience in elementary education and am very familiar with the MAP test from a teacher and coach perspective. It is a poor measure of student in that it only measures a basic level of understanding of a student. The NWEA MAP test offers no critical thinking or problem solving measures. Teachers can easily encourage growth in students by looking at the next grade level standards, especially in math, an. Briefly teach to those standards at a basic level for students to achieve inflated RIT scores. A district written student growth assessment aligned to the CCSS would be a much better indicator of student growth.

The lack of financial support for the district is going to make attraction and retention of top talent no less than difficult.

Many teachers at AUGS do not work to their potential.

Staff salary is a concern when wanting to maintain teachers that are highly qualified. Most of these teachers and administrators view this district as a stepping stone.

RIFFing and firing of staff is not a good way to build retention. It also causes a great deal of loss of morale with the staff when you let great teachers go.

Be careful with all the meetings. Teachers are missing valuable classroom time while at some of these meetings (if they are being held too often and during class time). When the meetings are on Wednesday's, many staff members are absent for half of the meeting because they are on more than one team and have to divide their time. Meeting are great. Time needs to be given to have them in a productive manner.

When you say "Leaders Meeting / Exceeding Student Growth Goals", I would hope that this means administration at all levels. Principals and Superintendents lead our teachers and support their growth and motivation which in turn shape our kids.

This should apply to ALL employees including support staff, transportation, building maintenance, mechanics, cooks etc... It takes everyone to make a school district function like a well oiled machine.

Great, get some smart leaders. Good teachers and make sure you test them so they know what they are doing. I've seen overloaded classes and non effective working environment with the only emphasis on common core testing.

Truly believe Antioch Upper Grade will need to get rid of the current (who is also new) Principal. He has caused nothing but controversy and the "feeling" or "environment" at the school and with my student is changing.

This is a forgone conclusion or you need the best trainer aka knowledge transfer staff on the planet. To keep filling the gaps. No teamwork equals complete failure. If done wrong this will cause more damage as you tried to make a culture shift and instead cause a general mistrust with management. Which will be a teamwork exercise against management.

All staff should complete a survey about their coworkers. There are a lot of issues that administration doesn't even know about. Some people just continue to bring the district down every time they open their mouths. If you are constantly complaining and bashing administration, then you should be let go.

Exceptional communication is Key! Clear instruction and direction takes away the mystery of how to succeed!

What do you mean by salary and benefits comparison?

New teacher mentor program

Teachers need to have support...and training to meet new standards and new expectations. Replacing teachers who have not been given opportunity to learn new practices or new technology is unacceptable. New does not equal better.

I think that this is so important. Your students can only be as good as those that teach them. If staff isn't high quality then students will not be able to be high achievers!!!

"Growth goals" seem to imply official testing scores and results and I'm not sure a test can automatically measure growth/achieved goals..

Leadership should not be omitted from goal items that 'staff' are accountable for. e.g. Staff (& Leadership) Performance Evaluations....

You may already have this in place, but I just wanted to add it for consideration: Professional Learning Communities and Professional Development funds for staff to attend local, regional, and state workshops.

Please avoid use of the term "greener/grayer" to describe staff. Stereotypes people and sounds judgmental.

It costs a lot to provide support staff. As a society, the USA is wasteful. But we need to make sure when we are reducing staff, so we don't over extend the workers that are currently on staff. Concessions need to be across the district. Without the support staff, the certified staff would have to do all the work. In my opinion, the Union certified members project authority and an overwhelming viewpoint of their superiority. We bend to their interpretation of the employee benefits in most situations. Sometimes, we need to look at what the "real world" work force lives by and not to just "give in" because they are "union members". I don't feel unionizing ESPs is the answer for our District but if we all put an effort into controlling expenses, we can grow to be an awesome district for all staff.

In order to retain high quality staff you must provide a salary schedule and benefits package that prevents teachers from looking elsewhere for economic relief.

Will the meetings be held during the school day-causing more substitutes teaching the classes

Provide a sense of security to the staff so that they in turn can focus on the kids.

How is growth measured? MAP is not the answer.

How much importance is placed on student growth goals when you only control their environment for eight hours a day?

Please don't place too many requirements on the leaders and teachers - let them do their jobs without all of the extra work.

I think the buzz phrase of "continuous improvement thorough...." is being overused. I do not see shared leadership happening in the district.

problem with staff satisfaction

Every year at Petty for the past 4 years you have a new principal - none I was impressed with - will you do something about

In my opinion this is a very important vision/goal. Again the goal needs to be measureable and time bound.

My support for goal 3 is high, but the dismissal of Mrs. Huber by Mike Zarco (and his subsequent handling of the situation) shows that he has clearly failed our District with regards to goal 3.

too many teacher moving around during the year. switching three teachers in one year is too much.

There may be so reordering to the bullets for emphasis. I believe staff collaboration needs to be high on the list and should precede all other bullets except the first. To creat a committed staff, collaboration should be key to getting buy-in from the Are these growth goals published anywhere?

This is hard to achieve with a constant rotating administration that is revamping this to meet each of their needs. D34 needs to stop being a stepping stone for administrators looking to just add to their resume. Without consistency at the top this will never happen. To many complacent administrators have tenured teachers that shouldn't have been, just because it was easier and knowing they wouldn't be around for the consequences. Unfortunately, future students have to pay for them taking the easy road. This is 2015, teacher evaluations are still done in 1960 time frames. Evaluations and modifications need to be done in modern time standards like other professions.

Keeping on eye on the student growth goals is important but that should not be based on one test but on the whole child through out the year.

See earlier comments. How do you intent to 'recruit'. Simply via job boards and district website?

Goal 4 Comments

More parent university opportunities. BETTER COMMUNICATION!!

I agree with the goal but I believe you will always have limited parent and community participation.

We've had a difficult time engaging parents in this community. It's the same parents at all the functions.

Parents rely on the Scholls far to much to raise children. With this goal I believe a strong partnership with the teachers and school could assist with that and allow teachers to focus on teaching.

What are child's essential learning benchmarks?

Oakland and AES facilities are embarrassing for the community. The community needs to understand how this reflects on the future of the community.

Because of the lack of major corporations in this town, it is difficult to form lasting and large monetary donations from businesses. However, with this being said many small private businesses are willing to donate to the district. I have found personal success in this area.

Community should be involved within limits. Having parents that are not certified in a subject that tend to run the curriculum is beyond what they should be doing. It should be left to the teaching teams.

From a parent perspective, university attendance or parent volunteers should be included in the indicators. Regarding university attendance, there are many successful and fulfilling careers that do not require university attendance, and I don't believe that what the parents have or have not done is an accurate indicator of how the school is performing. A similar concern with parent volunteers. Many households have two working parents, which severely limits opportunities for volunteerism as compared to one-worker households.

Again, these are secondary to the primary purpose.

Great

Yes we all want an engaged community. It provides everyone with benefits.

Community Pride comes from success traditions and successful leadership, like we are seeing for the first time at AUGS in years!

Parents are not very much involved with the schools

Community satisfaction is tough when the community doesn't take the time to understand what you do.

I feel you would get more volunteers from more parents if you made them feel more welcome than not.

Parent and community satisfaction should be changed to Collaboration or partnerships... Satisfaction is an outcome and not a path to success. The parents and communities need to be better engaged with the policies and procedures of the schools to help model and support the structured methodology of the schools (i.e. PBIS, curriculum, etc.). By having more places that students can use their learned models of behavior/etc. it will become second nature and help them stay on course, even after breaks. It's a win-win for all involved.

Goal 5 Comments

Communicate these business operations.

What does stewardship mean?

How much thought will go into purchasing new materials for the district? We have so many materials that are no longer being used since they were purchased without much forethought and planning.

Many people feel that the district spends money on books that are never used. We should not say that we are piloting a program and then spend thousands of dollars buying books, materials, and spending PD time if it is really a pilot program. Stop wasting money!

I agree with this, but there are parts that concern me. Many of these items the community will not understand and unless you have already created a trust, could cause issues if not properly presented, could create more mistrust than necessary.

I'm assuming these are measurable...

We must be careful not to be "penny-wise and pound-foolish". The lure of (relatively) inexpensive prepackaged curricula and inexperienced novice teachers is understandable from a fiscal perspective. We need to keep in mind that there is no substitute for qualified (which often means "experienced") instructors.

This is an ongoing issue where the community seems unwilling to pass a referendum. A major reason that is tied to the high school district that impacts our district. Community awareness and getting the word out in many ways. Reaching out to people that are not technically savvy. This may be one way to help financially help these areas of concern.

I don't understand all the finances but it appears a lot of money is going toward technology and I can only hope that is being balanced with all the needs of the district.

Outstanding debts should also be included in the indicators.

More understanding of how the tax \$ are spent.

Transparence starts with where and how the money is being spent. Although most people will not spend the time to look at this. Because they don't understand it or it is boring. But to the people who want to know this will be very welcomed. I want to know where and how my tax dollars are being spent. It will also help other districts if it is being done well to follow suit. \$ problems? Check the admin office employees. 10 years ago with the same # of students compared to now. Don't be top Try to make sure what you are spending is relevant to the district and meets the needs of the students and staff. making this information easy for people to access.

The infrastructure of the district is outdated. How will the district raise the money needed to accomplish the goal of updating the infrastructure of the district?

I believe we need to take a look at administrative salaries vs. teacher salaries - why is there such a discrepancy and why are there so many more administrative positions?

....and communicate, be transparent to the community about these operations and their state of being.

I have submitted several suggestions on cost reduction. I believe we should all be responsible for implementing change and participating in reduction so the funds are spent on learning for students. This is and should be our main goal - but don't forget we can't expect to add more restrictions and less time to actually process and enforce. Auditing takes time and support.

Working on streamlining takes time. Sometimes we have so much to do on a daily basis, we don't have the time to redo or too top heavy

I think the district does a pretty good job of this already.

I don't have information on how audits will be conducted

Other Comments

I would like my children to be high school ready, not only building ready. It seems that every elementary school is doing different things, so that 6th grade is wasted getting everyone on the same page. How are you measuring growth for these students, according to who? I want progress and growth beyond the 25%. We need higher academic standards and I do not believe that the current block system at AUGS is working. Classes are 90 minutes long. The school district knows that after 30 minutes attention drops according to their own surveys. Some students because of their schedule have to wait 5 hrs. before getting a chance eat that is too long.....

When considering cuts in the budget, or where money needs to be trimmed, I would hope we look at areas where it does not impact student services. Cutting \$800,000 students service dollars and \$30,000 Administrative Services Center does not seem like it's in the best interest of the students.

These sound good, but it will take a lot of time to make these things work. I have heard it all before and I have my doubts that these things will happen or "this too shall pass" as has happened year after year with each new administration. The entire administration should be in the schools, the school board should also visit the schools, we should focus on one thing at a time so that we can be successful. A new math program, EL program, new report cards, new look for library and computer lab next year, new building leadership teams (the five pages look like a job description for a full time job and how will 60-90 minutes a week look. Are you paying people after school?). Slow down and make changes that really count. Everything looks good on paper, but it needs to be effective or throw it out! All stakeholders need a voice. Only time will tell if this plan is too aggressive or even attainable. Once again, I ask that you slow down and don't push this all in all at one time.

Please remember to continue to offer music and drama. The arts are important.

The plan is only valuable if it is committed to and lived.

Consistency in curriculum programs from kindergarten to 8th grade. Too many changes in curriculum in the last five years. District needs to provide curriculum materials to teachers not expect teachers to research curriculum for themselves and provide materials. Workbooks, etc need to be supplied by district. If you want highly qualified staff- job descriptions for paraprofessionals need to be provided and evaluations should be geared to those jobs. There is no professional development provided for paraprofessionals so how are they expected to grow?

These goals seem to be a lot of fluff.

the CDC's survey that is taken every two years, and survey the students about their needs and view of any issues.

be the needs of students. As parents and taxpayers, we need to know that our resources are being used as directly as possible to further education. We realize that a great deal of funding is dependent on improving test scores, but we cannot allow the mania for testing to overshadow the needs of our children. Please find a way to SPEND MORE TIME TEACHING, AND LESS TIME (and money) TESTING!

A comparison to other nearby districts that failed to invest in their schools should be done to help show people why public schools matter even if they don't have a child attending.

I would just like to restate the need to prepare students for a technology driven future as well as offer study hall opportunities for children that want the help and use this opportunity wisely.

Principals should not try to buddy up with the students to a point that it is more important for them to be cool than be a good leader. The strategic plan looks good on paper, however, it needs to start with the administration being honest and having any sense of integrity. Looking good will only last a little while, but it doesn't take long to see what a person's character really is. Strong leaders make decisions using their best judgement, making sure they truly believe in the cause then stand by their decision while supporting the effort to get to that decision. You will never make everyone happy, so understand that when you move forward with district changing activities that you really believe what is best and not sway toward who makes the most noise, how your reputation will be perceived or just being afraid to make the wrong decision. People that are afraid to make decision always fail. May not be immediately, but you will fail eventually and any respect you thought you earned by being politically neutral in your decision will be lost.

Quality teachers and curriculum

Safe/clean environment

Teacher/child ratio's as low as possible

Adequate supplies and materials

I'm pleased with the educational structure of District 34. Coworkers of mine in different school districts are frustrated with the 'teach to the middle' and 'everyone receives a medal' mentality. Combining the ability levels best serves the average child. The struggling ones continue to struggle and the advanced children are bored.

I hope the district has an expansion plan so we can get rid of the portables. I know it's a tall order to pass a referendum but the portables are an embarrassment. When you present a plan to the community, I hope you're able to open the portable to the community so they can see firsthand the subpar facilities our children have.

Continue develop teachers across the board and make all teachers aware of the students are the future of the nation and people who lead the nation to the right directions, if and only if we (teach and parents) work together hand-in-hand. Please convey this to each teacher of the important roles not treat their roles just a job. Thanks.

Please make sure that you also consider support staff with those students who may need extra help in their lives. Not all student progress is made in an academic way and there are so many kids that have so many things going on outside of school that I can't help but wonder if that needs to be addressed somewhere in this strategic plan. Are there support groups?

Individual sessions? Just a thought.

I am in Transportation and thus my input will reflect that. In order to reduce some cost perhaps some bus routes could be combined. Not a pleasant thought but in tough economic times when funding for transportation is tight(namely the state portion) then sacrifices should be made. Some bus routes pull into AUGS with only 15 students onboard and others pull up nearly full. The routes might be somewhat longer but again sacrifices have to be made. District run transportation departments are still a hundred time better than any outsourced bus company, but there is always room for improvement.

Put grades to classes. The system in AUGS now is pathetic. Whoever thought of that should go back to school. Why work hard if you don't get a grade or rewarded? Only German and Spanish is sad. Shame on you for taking away Chinese. The most spoken language in the world you, the school board, decided not to give our students the continued advantage to learn it. Instead, you settled for poorly skilled teachers in other languages. Please remove Warrior Boost - no value.

Could be more robust

I think having a plan is important. However, it is not getting to the core of some of the problems that our district is facing. Such as having to comply with State and Federal mandates due to funding that go beyond our control, how is that factored into our These statement are all well and fine on paper. I want to know more details on the how this is going to get accomplish. I am personally sick and tired of all the promises of government run institutions. At least with a private company I can stop getting there product or service. With that I can stop paying for it. There by putting them out of business. In this situation, I can stop using this system but that doesn't stop me from paying for it. I really hope you're going to accomplish all this and not just giving us lip service. To get your contract extended aka looking out for your own personal best interest. I know your children are in this system as well. So as a fellow father you know the important of getting this right. But if you're not here after your 3 year contract ends why would you care? I will make a point to go to 5-12 meeting.

Winning attitudes are contagious.

The district spent millions of dollars on the planning of updating the infrastructure of the district. What is being done to use the plans from that investment or did the district just waste millions of dollars of taxpayer money and the time of the parents that attended the meetings?

Please see my other comments regarding Common Core. I realize it's nationwide, but as a nation it's got to go because it will do nothing but make the kids move backwards instead of forward. It's a waste of time.

There needs to be more on going face to face, township style forums for community members to be able to provide input.

What happens to ensure that educators can accomplish all that is stated in district mission/goals? A team is a fine way to makes a goal/mission, but how does it filter to the rest of the district to be applied?

Emphasis on articulation/collaboration between the elementary/middle/high school levels.

Sound good great. What are the taxes going to be etc. school taxes are extremely high what are your thoughts

I do not understand how Common Core learning will prepare kids for post high school education. My understanding is the in college, nothing is based on Common Core, but yet my kids are "learning" this way.

Please see previous responses. I am here to support this District! I take my responsibilities very seriously. It is important to follow the guidelines and do a "great job". We can make this the best district - but we have to work as a Team - we have to share the work load. We have to be "we" and not "I" - we need to work together.

In order to facilitate a passion for learning, create opportunities to learn creative problem solving skills from kindergarten through high school. Those skills, while challenging to the traditional educational institution, will lead to independent, creative individuals that are able to solve life challenges. Ensure that physical education and life sciences are taught & encouraged at all A good goal needs to be fair, measurable and attainable otherwise it is not useful. The tools created to measure the goals and the success of the plan will be critical in transforming the District. I like that the elements of the strategic plan are making all shareholders (Students, Teachers, District Administration and Parents) accountable. Not only are accountability and responsibility of the shareholders critical to the success of the plan but also a well-documented plan of consequences if the shareholders are NOT held to the standards.

Too many goals will lead to meaningless work. Have one or two goals and strive to achieve them.

Who is going to be held accountable to ensure that these things happen? We have made strategic plans many times and they all just fade away.

I believe that to achieve the desired results, the students and staff need a conducive learning environment. It is not conducive to not have air conditioning in a few of the buildings. What about the students and staff that have allergies? Windows open blowing hot air and pollen all around, not being able to cool down after playing outside at recess and entering a building that sometimes reaches 100 degrees is not healthy or conducive to a positive learning environment.

I do like many of the ideas in this strategic plan. However, what the plan is calling goals I see as the long term strategic vision. I would like to see the district develop goals which are more specific and actionable to drive towards these visions.

work on special ed program so students are not so excluded from the rest of the students

In almost all matters, D34 is right on track. I cannot overemphasize, however, my level of dissatisfaction with Mike Zarco as a "leader." The circumstances surrounding the dismissal of several of his staff members and his behavior afterwards is shameful and casts a shadow over the entire District. It is my sincere hope that he will be replaced by a quality leader as soon as possible.

You are bringing business tools to the school district and this can only help. However, the plan is good, follow through will be crucial. I appreciate the path you are taking and hope to see great results from the effort.

Collaborative and shared ownership of student achievement.

Goal and mission statements are wonderful and I agree with what is said. What I would like to see is not only putting it on paper but putting it into action. Anyone can write things down but it takes action to make it happen. :)

It would be nice to have a balanced approach, with input from teachers as well as admin, parents, and other community