

Appendices

Appendix 1:

| | |
|--|----|
| Yellow Springs Social and Economic Data..... | 50 |
| Yellow Springs School District Data..... | 55 |
| Yellow Springs Local Revenues Data..... | 61 |
| Population, District, Revenues and Expenditures Tables.... | 66 |

Appendix 2:

| | |
|---------------------------------|----|
| Strategic Planning Process..... | 75 |
| KnowledgeWorks Report..... | 76 |
| Guest Speakers Series | 79 |
| Small Group Discussions..... | 82 |
| Survey of the District..... | 87 |
| Public Forum..... | 94 |

Appendix 2

Strategic Planning Process

Looking ahead ten years is not only forward thinking but also challenging. The process for developing the Class of 2020 Initiative Strategic Plan comprised seven phases. A graphic of the seven phases is provided below. The first phase focused on thinking about education in new ways and accounting for the technological, economic, and social trends. Phase 1 of the strategic planning process began in December 2010 by inviting KnowledgeWorks to meet with school personnel and community to share their ideas and research on the educational needs of future generations and to listen to views of school personnel and the community regarding the future of education in Yellow Springs. KnowledgeWorks presented their findings to the community in January through a report titled: "2020 Forecast: Creating the Future of Learning." A summary of the report is provided below.

In another strategy to engage the community in expansive thinking about the future, Yellow Springs Exempted School District (YSS) involved three films titled: *No Textbook Answer: Communities Confront the Achievement Gap* (February 26th); *Where Do I Stand?* (March 19th); and *Two Million Minutes* (March 26th). The film series was sponsored by the Morgan Fellows at Antioch College. The films were preceded by the video titled, *Changing Education Paradigms*. The films were then followed by youth facilitators who had been trained to engage their community in a conversation about the future of Yellow Springs' schools.

The District also hosted a Guest Lecture Series beginning February 12th. Five guest speakers stimulated discussion around issues central to the Yellow Springs' schools, such as testing, gaps in student achievement, and public versus private schooling. A brief synopsis is provided below after the summary of the KnowledgeWorks report.

Phases 2 through 5 were led by a Steering Committee composed of five constituencies. Wright State University's Center for Urban and Public Affairs (CUPA) was selected to conduct small group discussions with teachers, parents, school administrators and staff, and students; survey the community; organize and facilitate a public forum; and assist the Steering Committee with the development of a draft strategic plan. The Class of 2020 Steering Committee and their constituency included:

Representing the Board of Education:

Benji Maruyama and Sean Creighton

Representing the Administration:

Dawn Weller and Mario Basora

Representing the Community:

Mark Meister and Wally Sikes

Representing the Teachers:

Aurelia Blake, Elizabeth Lutz and Sarah Amin

Representing the Parents:

Lori Kuhn, Sterling Wiggins, and Steve Conn

Phases 6 and 7 develop the Class of 2020 Strategic Plan further for the School Board. The school administration, teachers, and other stakeholders will refine strategies, identify what initiatives must be taken to carry out the strategies, and develop an evaluation plan for measuring progress.

KnowledgeWorks

Yellow Springs School District leaders and members of the community met in open sessions in December and January with KnowledgeWorks to discuss trends that will reshape education in the future and *Models for the Future of Learning*. The KnowledgeWorks report titled, “2020 Forecast: Creating the Future of Learning,” identified six major drivers of change known as *A World of Learning* that will create a much different look from today’s system of schooling. The six drivers are:

A World of Learning

- Customized – Learners will choose among many different learning experiences to meet their needs and interests.
- Resilient – Educators will need to respond with flexible, adaptive learning options.
- Relevant – Learners will need and want learning experiences that are relevant to the world around them.
- Connected – The future will require that we work together and augment learning through social networks.
- Amplified – Advanced mobile technologies will allow for any time, any place learning.
- Authentic – Local learning experiences will emerge and allow learners to contribute to their communities as “makers, producers, and innovators.”

The KnowledgeWorks report was organized into three parts: Models of Learning; Human Capacity Management; and Radical Financial Models. The report provided examples from across the United States and around the world to support the ideas.

I. Models of Learning – Models of learning shift to meet the evolving needs of students and to take advantage of new technologies, cultural diversity, and research. KnowledgeWorks identified five areas of change.

1) Designing Customized, Real and Practical Learning Experiences

- Science education that links middle school students to scientists
- Online options to self-pace academic progress.
- Inverted learning allows a student to “listen to teachers’ lectures outside the classroom, use classroom time to practice skills according to preferred learning styles, and decide when they are ready for additional podcasts.”
- Flexible credit “provides opportunities for learners to engage in real-world experiences that relate to their interests and career aspirations.”

2) Increased Learning Options

- *Distance-learning and on-line* – courses that can supplement traditional schools and let students progress at their own pace.
- *Mobile learning* – technologies increase capacity to meet special student needs and learn on the move...ceiling-mounted computer screens on school buses stream math and science content during long trips to school.
- *Redesigned spaces* – digitized books open opportunities to create new spaces for learning and connecting with the public.
- *Games, simulations, virtual worlds* and other emerging technologies will offer new learning options.

3) Increased Learning Resources

- Electronic devices may replace traditional text books.
- Open-source information can expand resources available to students.
- Social network technologies can contribute to the creation of new learning resources.

4) Anytime, Anywhere Learning

- Partnerships combine the resources of parents, the community, and businesses to provide standards-based educational experiences at work, in the community, at home, and in school.
- Online communities seek to connect learners and teachers through live, online classes that take place in a virtual classroom.

5) Deepening Connections with Community

- Community-wide engagement involves the entire neighborhood in identifying and meeting children's needs.
- Public school can provide children with special needs tutoring and mentoring.
- Students shape their communities as well as their learning experiences through hands-on projects that benefit the community.

II. Human Capacity Management – As the system of learning evolves, practices for recruiting, retaining, compensating, and evaluating those responsible for delivering that learning need to change as well.

1) Teacher Recruitment, Development, and Retention

- Recruit talented people to the profession by making it attractive and rewarding to be a teacher by providing, for example, opportunities for professional growth, peer collaboration, and career advancement.
- Integrate mentoring programs into school systems as a way to build community collaboration and increase teacher retention.
- Encourages teachers to pursue a variety of positions throughout their careers.
- Remove organizational impediments that limit the success of good teachers.

2) Teacher Evaluation

- Options include training evaluators, assembling district evaluation teams, outsourcing evaluations, establishing a system of performance-based rewards, and tying professional development opportunities directly to areas of need.
- “Consulting teachers” take leave from their classrooms to mentor and evaluate the district’s first-year teachers.
- Districts should seek ways of using evaluation data to support professional development rather than simply to measure accountability.

3) Teacher Compensation and Pensions

- Evaluate and set pay for teachers according to “measures of content knowledge, instructional skill, classroom management, student academic achievement, and leadership effectiveness.”
- Bonuses paid for student test-score gains do not alone improve student outcomes.
- Any changes to teacher compensation and pension should support the entire design of the district’s learning system.

4) New Learning Roles

- Teachers need to become “teacherpreneurs” who take risks and identify innovative practices while remaining firmly grounded in the classroom.
- *Learning Teams* bring together new and veteran teachers, along with retired Baby Boomers from other fields to share knowledge and expertise across generations, which may be utilized to address any teacher shortages in the future.
- *Learning Studios* engage veteran teachers and improve the effectiveness of new teachers by teaming them with industry and government professionals.

III. Financial Models – With budget uncertainties, rising costs, and fluctuating enrollment, education leaders need to figure out how to leverage scarce resources while moving toward their vision for the future of learning.

1) Providing for Learning

- Replace textbooks with digital reading devices.
- Online courses can reduce costs by reducing the need for specialist instruction.
- Increase district revenues by, for example, offering education services to learners beyond their boundaries.

2) Managing Operations

- Create a four-day school week.

- Share services with other districts; for example, transportation, special education, business services and human resources, and early childhood education.
- Become financially “transparent” to interested citizens.

Guest Speaker Series

Yellow Springs hosted a Guest Lecture Series to stimulate new and expansive thinking about the future of education. Each lecture was followed by a question and answer session with audience members. The following provides descriptions of the speakers and several expansive ideas.

Deborah Meier and **Shadia Alvarez** (February 12th): Antioch College alumna Deborah Meier ('52) is the author of six influential books on progressive education and is a 40-year veteran teacher, while having earned the MacArthur Genius Award in 1987. Fellow alumna Shadia Alvarez is the Assistant Principal at the Collegiate Institute for Math and Science in the Bronx, N.Y.

- Education is not simply keeping kids in the classroom or achieving higher test scores.
- The well-being of the child is more important than school progress reports.
- Democracy in the classroom fosters critical thinking and learning. Democracy is a voice that needs to be learned and practiced in school.

Michael E. Dantley (February 22nd): Michael Dantley is the associate provost, associate vice president for academic affairs, and professor of educational leadership at Miami University. He is currently exploring new ways to conduct qualitative research on spirituality and leadership and the link between principals' moral development, as well as the ways principals define and demonstrate their commitment to social justice and instructional leadership.

- A primary responsibility of American education is to create a society where a more genuine demonstration of democracy, equity, and justice occurs.
- Historically, school agendas have served to disenfranchise those at the bottom of the social/cultural food chain.
- Education should serve as an instrument to bring about radical social change.

Mark Roosevelt (March 5th): Antioch College President, Mark Roosevelt, has focused on politics, public policy, and education for decades. As a Massachusetts state representative, he guided passage of the 1993 Education Reform Act. He directed the Gordon Public Policy Center at Brandeis University and taught courses on U.S. History and public policy at Brandeis and Carnegie-Mellon Universities. Roosevelt explored the topics of rote learning, No Child Left Behind, memorization, and testing.

- Two distinct gaps in achievement exist: the U.S. vs. the world, and students of color vs. white students.
- Most gains made by African-American students in the classroom have been lost in the last 15 years.

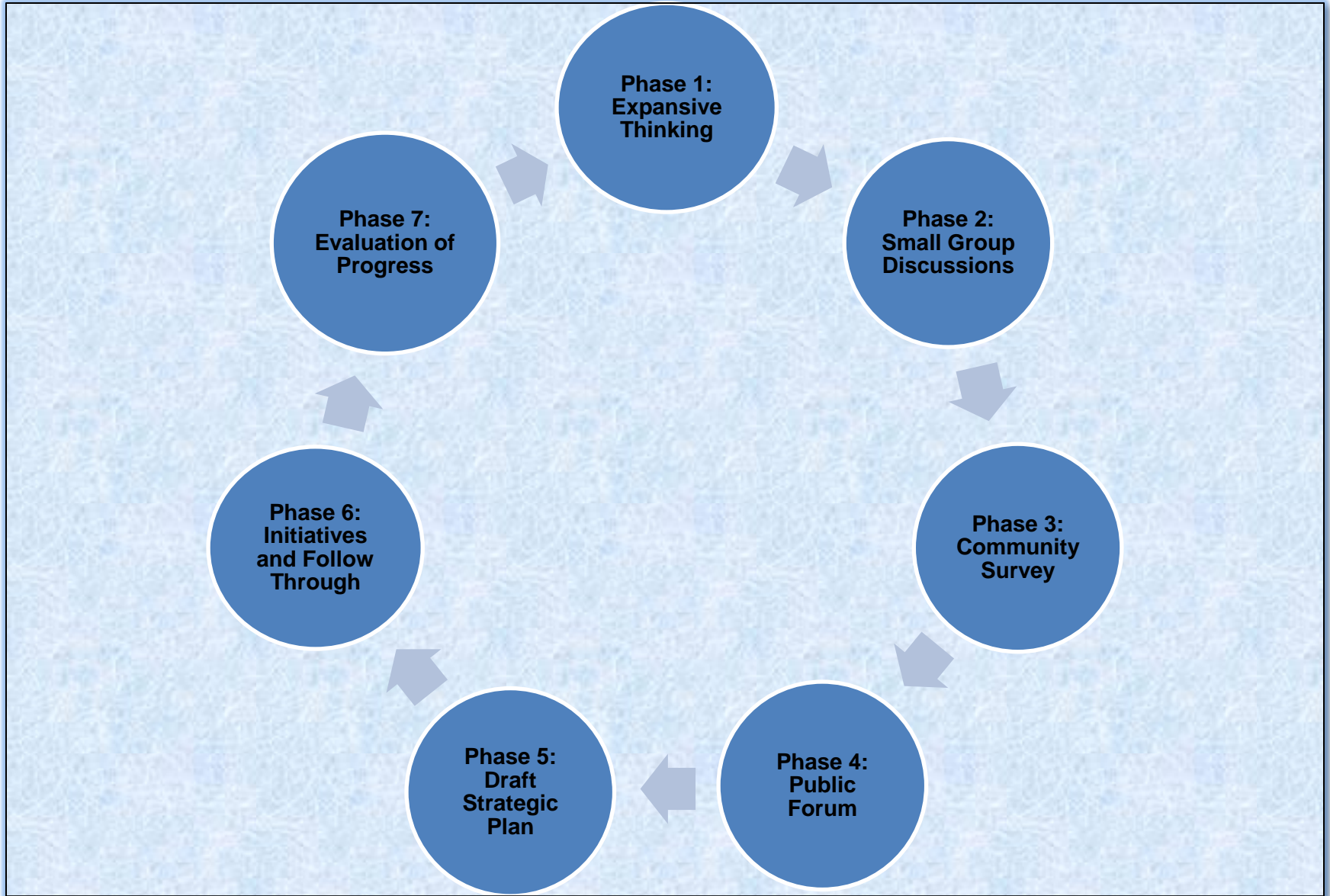
- Civil rights issues pale in comparison to educational inequities.

Adam Howard (March 12th): An associate professor of education at Colby College, Howard's research focuses on the educational impact of class and privilege, and the concerns of gay and lesbian youth. His books include *Educating Elites; Class Privilege and Educational Advantage*, and *Learning Privilege: Lessons of Power and Identity in Affluent Schooling*. In his lecture, "Focusing on What is Ignored: Offering Alternative Narratives for Educational Reform," Howard indicated he has concentrated his studies not on poor students, but instead, a population that has been largely ignored – affluent youth.

- Private school education is no better than public school education.
- We need coalitions of people committed to bettering the education process.

Matt Fischer (March 22nd): Matt Fischer spent the first 21 years of his career creating award-winning campaigns for blue chip brands like AT&T and Starbucks. Six years ago he joined WonderGroup in Cincinnati where he has grown a substantial client base including Kellogg's and Walt Disney Resorts. In a technology-driven presentation, Fischer contended that the invasiveness of technology fuels students' need to develop the ability to filter out what they see and hear with everything occurring in real time.

- Technology shapes and forms the student's view of the world and how the world views them.
- Some of the things educators need to do to motivate today's students are to involve them collaboratively, instill in them integrity, and to excite them.



Small Group Discussions

CUPA facilitated discussions with 19 parents (three separate meetings); 16 teachers (two meetings); 35 students (four meetings); 5 administration staff (one meeting); and three face-to-face interviews with Board of Education members. The discussions varied somewhat for students. More attention was given to the ideal classroom for learning. Facilitators asked the participants:

*What is your vision of the ideal school? (For students it was Ideal classroom)
e.g. classroom, learning materials, curriculum etc.*

What capacities should every student have when they leave YSS?

What support do you need as a Parent, or Teacher, or Administrator, or Board Member?

As YSS moves towards 2020, what values or commitments are most important?

Discussion Group Data Yellow Springs Schools Class of 2020 Initiative

OVERALL

What would an ideal, best ever, classroom look like?

- More hands-on activities.
- More technology that students can use, i.e. smart boards.
- A special space in the classroom where students can go if they need to get away.
- Teachers who are aware of bullying and will do something about it.
- Better classrooms.
- Less structured classroom setting.

How do you like to learn?

- Telling stories.
- Using tricks to remember certain facts.
- Study guides.
- Learning games.

Thinking about what you do at school, what do you want to increase?

- More books.
- Teachers who are willing to answer questions.

What Is The Perfect School?

- A place where people are respectful.
- Teachers lead the classroom and teach to a variety of learners.
- A stricter environment so kids are not out of control.
- More open spaces.

- Less bullying.
- Fewer students per classroom (15 students for every teacher).

What tools would help you learn?

- Basic tools like computers and calculators that work.
- More elective options.
- More technology in classrooms that need it, i.e. Math and Science classes.
- More personalized learning experience where teachers and students interact continuously.

When you are in school...what do you want?

- Healthier lunch options.
- More field trips and after-school activities throughout the year.

TEACHERS

An ideal learning environment should...

- Be emotionally and physically safe so students are able to take risks.
- Have flexible spaces that allow students to work both independently and collaboratively.
- Use station learning to accommodate the needs and abilities of different types of learners.
- Contain easily accessible and updated technology that both students and teachers can use to enhance learning.
- Allow teachers to be facilitators of learning in order to generate student curiosity.
- Be supportive of students' life goals and help students reach their full intellectual potential.

Every student who completes their education with Yellow Springs' schools should be prepared to...

- Make independent decisions through critical thinking and problem solving.
- Be self-directed and motivated individuals.
- Confidently pursue their life goals.
- Utilize the skills and knowledge gathered in the classroom in a real-world setting.

In order to get this job done, teachers need...

- More opportunities for continuing education, training, and development.
- More time for teachers to plan.
- Longer class periods because students and teachers feel overwhelmed with the amount of work that must be done in a limited amount of time.
- Strong leadership that has a vision for the future and executes this vision in conjunction with teachers.

- Encouragement, respect, and support from administration, parents, students, and the community.

Describe the values of Yellow Springs?

- Diversity.
- Creativity.
- Respect.

PARENTS

An ideal learning environment should...

- Be designed to enhance learning for every child by incorporating thematic learning into the classroom.
- Be contained in a small classroom setting.
- Encourage curiosity through strong teacher-student relationships.
- Be focused on applied learning, allowing students hands-on experience in every subject.
- Provide a variety of up-to-date educational tools i.e. books, computers, smart boards.
- Not rely on technology, but should use it to enhance learning.

Every student who completes their education with Yellow Springs' schools should be prepared to...

- Be life-long learners.
- Utilize a skill set that allows them to work towards their future goals.
- Successfully graduate from college.
- Understand the world around them and be willing to accept diversity or the lack thereof.
- Be resilient.
- Persevere through major life struggles.

In order to get this job done, parents need...

- To be responsible and accountable for instituting these qualities in their child outside of the classroom.
- To be partners with the community in promoting civic involvement.
- Communicate openly with teachers and school administrators about their child's progress.

The vision of Yellow Springs should be...

- Progressive.
- Flexible.
- Focused on students' interests and abilities.

Describe the values of Yellow Springs?

- Diversity.
- Flexibility.
- Self-directed and independent learners.
- Respect.
- Inspired creativity.

ADMINISTRATORS

An ideal learning environment should...

- Utilize group learning.
- Contain up-to-date technology that can be used by teachers and students to aid in-classroom activities.
- Provide teachers with resources and educational development opportunities to enhance the level of learning for every child.
- Be supported through parental involvement and communication with teachers concerning students' academic progress.
- Be led and facilitated by an administration that clearly communicates with members of the school and community.

Every child who completes their education with Yellow Springs' schools should...

- Feel empowered and confident in using their skills to make the world a better place.
- Be proud to say they attended Yellow Springs Schools.
- Have strong social skills.
- Develop their own personal character and know their strengths.
- Respect authority and act responsible.

In order to get this job done, Administrators need...

- Internal and external community support.
- A long-term plan that seeks continuous improvement.
- Trust.

The vision of Yellow Springs should be...

- Global change. One Student at a time.
- A community of individuals working in a collaborative and creative culture.
- A school empowering students to learn.
- Learning through real-world problem solving.

What are the values that should guide Yellow Springs Schools?

- Respect towards education.
- Transparency.
- Tenacity.
- Individualism.
- Flexibility.

BOARD MEMBERS

An ideal learning environment should...

- Utilize technology resources over traditional textbooks.
- Develop educational programs continuously that
 - ...personalize education for each student;
 - ...integrate learning;
 - ...focus on real-life situations to use as learning tools;
 - ...emphasize inquiry and curiosity.
- Sustain and develop teachers who love their subject and can convey why the subject matter is relevant to the student and the world of work.
- Maintain and improve facilities to ensure accessibility, safety, and facilitate learning and mobility.
- Form partnerships with parents, the community, and neighboring school districts.
- Ensure financial capacity through solid fiscal practices and innovative development programs.
- Assess progress and vigilantly look to the future.
- Communicate internally and externally that learning and a successful school district requires a shared responsibility amongst students, teachers, parents, administrators, and the community.

Every child who completes their education with Yellow Springs' schools should...

- Be prepared for a career or for success in college.
- Have high self-esteem.
- Be well-rounded.
- Be Self-directed and know how to learn.
- Be civically responsible.
- Be capable of making ethical and moral choices.

In order to get this job done, Board Members need...

- Parental engagement and input.
- Community support and understanding of the purpose and value of testing.
- Communication between parents, teachers, administration, and the community.
- Financial sustainability based on labor and technology savings, solid financial analytics, shared services, and creative funding sources.
- Effective administration that hires the best teachers, fairly and consistently assesses performance, and focuses on achieving the vision and mission of YSS.

The vision of Yellow Springs should be...

- A district that allows exploration.
- A district that provides safety.
- A district that promotes learning for life.

Describe the values of Yellow Springs?

- Civic responsibility.
- Societal accountability.
- Life-long inquisitiveness.
- Individualism.
- Exploration.
- Accept and value diversity.

Survey of YS School District

The second stage of the designed engagement process surveyed students, parents, school personnel, and community members. The questionnaire asked individuals to respond to questions about what standards the schools should uphold, the most important actions Yellow Springs' schools should be focused on in the future, and what outcomes that change should produce. The method for surveying the population and a summary of results follows below.

Methodology

Four different databases were initially received from the Yellow Springs School District. Each separate database contained names and addresses of parents of children who attended Mills Lawn Elementary School, Yellow Springs Middle School, Yellow Springs High School, as well as a database of district teachers and administration personnel.

The Village of Yellow Springs' Utility Department provided CUPA with a database for customers. CUPA defined customers as community members. The database was cleaned to delete duplicated teachers and parents living within the utility district. The community database not only contained homeowners of Yellow Springs, but also renters, businesses, and landlords. Because landlords often have the utility bills in their name and not the tenants, some surveys were mailed to the "Resident" instead of the actual landlord. Researchers determined if these addresses were in fact rental properties by manually eliminating any addresses that did not have an apartment number or letter with the same name repeated more than once in the community database. Business duplicates were also deleted.

Students were surveyed through Principal Tim Krier. Mr. Krier distributed questionnaires to certain teachers during the last week of school. Graduating seniors did not complete the survey. CUPA does not know how many questionnaires were distributed to students.

Teachers and school personnel other than teachers were sent questionnaires through email. Parents and community members were sent a letter with a code that would allow

them to complete the survey through a web site or to call and request a paper survey. Only one survey was counted per household.

Results

The data below focuses on three questions that provided information most important to developing the strategic plan. The categories for each question came from information we gathered in discussion groups. The questions asked about what "Yellow Springs Schools need to be more committed to..." This question provided insight into what standards, beliefs, or values should guide future initiatives in the district. The second question asked what changes the schools should pursue in the future. The last question inquired about essential outcomes that should guide the development of the strategic plan.

CUPA surveyed five populations: community, parents, teachers, staff, and students. The term "population" means we did not sample the group; instead, we attempted to contact all individuals within each group. The table below provides how many from each group were surveyed and how many returned questionnaires.

| Surveys | Community | Parents | Teachers | Staff/Admin | Students | Total |
|-------------------------------|-------------------|----------------|-----------------|--------------------|-----------------|------------------|
| Population¹ | 1573 ² | 503 | 49 | 40 | UNK | |
| Returned | 144 | 74 | 22 | 8 | 218 | 446 ³ |

¹ Population is defined as all members of the group that could be identified using available databases. Surveying the population maximized the opportunity for individuals to participate in at least one part of the YSS strategic planning process.

² This number represents community addresses contacted excluding 77 businesses that were also sent surveys. We did not include business data in the results below.

³ Returned questionnaires totaled 446. Twenty individuals checked more than one category; for example, a respondent might have checked parent and community member. Therefore, the sum the returns in row equal 466 rather than 446.

The next set of data combined the responses of all the groups. Because students comprised the largest group, the first set of data reflects their responses. The following sets of data provided responses for each group.

All Respondents

In the future, Yellow Springs Schools need to be more committed to...(Top Five Commitments)

| | <i>Frequency</i> | <i>Percent</i> |
|--|------------------|----------------|
| Hiring and retaining the best teachers | 251 | 63.4% |
| Preparing students for future challenges that require critical and creative thinking | 198 | 50.0% |
| Meeting the new needs of every type of learner | 177 | 44.7% |
| Treating all people with dignity and respect | 151 | 38.1% |
| Being flexible and open to change | 150 | 37.9% |
| Developing new sources of funding for the schools | 139 | 35.1% |
| Putting students first | 122 | 30.8% |
| Setting high standards for all students | 108 | 27.3% |
| Requiring students to solve real-life complex problems | 101 | 25.5% |
| Exposing students to global issues | 100 | 25.3% |
| Learning as a life-long goal | 89 | 22.5% |
| Adopting technology that will reduce education and administration costs | 84 | 21.2% |
| Other | 80 | 20.2% |
| Strengthening and developing leadership at all levels | 73 | 18.4% |
| Introducing technology to facilitate and improve learning | 69 | 17.4% |
| Linking parents and teachers to better support student learning | 63 | 15.9% |
| Total | 396 | |

In the future, Yellow Springs Schools needs to...(Top Three Planned Changes)

| | | |
|---|-----|-------|
| Focus on quality teachers to enhance learning | 199 | 52.1% |
| Integrate arts and other subjects, like science and math | 116 | 30.4% |
| Achieve financial security by developing new sources of revenue | 104 | 27.2% |
| Develop a new school culture based on performance, flexibility, and accountability | 97 | 25.4% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 96 | 25.1% |
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 83 | 21.7% |
| Begin with the best learning system, then develop financial resources | 82 | 21.5% |

| | | |
|--|-----|-------|
| needed to achieve this priority | | |
| Support parents in accepting responsibility for their student's success | 61 | 16.0% |
| Improve Yellow Springs School District communications with parents and community | 60 | 15.7% |
| Let new technologies provide a path for changing instructional methods | 55 | 14.4% |
| Develop assessment tools to measure student success holistically | 52 | 13.6% |
| Utilize technologies carefully to achieve education and operational priorities | 46 | 12.0% |
| Emphasize science and mathematics over other subjects | 45 | 11.8% |
| Focus on redesigning classrooms to improve learning | 43 | 11.3% |
| Total | 382 | |

Please select the three essential outcomes that you believe should guide the development of the Yellow Springs School District Strategic Plan.

| | | |
|--|-----|-------|
| Prepare students to be self-directed learners | 210 | 55.1% |
| Prepare students for college | 169 | 44.4% |
| Prepare students for whatever life may bring by developing skills such as problem solving and financial management | 167 | 43.8% |
| Prepare students to be contributors to their community and the larger society | 146 | 38.3% |
| Prepare students to apply different fields of knowledge, such as science and art, to explore issues | 117 | 30.7% |
| Prepare students to be accepting and understanding of other cultures | 110 | 28.9% |
| Prepare students to work in teams with skills such as how to lead and follow | 87 | 22.8% |
| Prepare students to be independent with entrepreneurial skills such as taking risks and resilience to failures | 85 | 22.3% |
| Support parents in accepting responsibility for their student's success | 49 | 12.9% |
| Total | 381 | |

In the future, Yellow Springs Schools needs to...(Top Three Planned Changes)

Admin and Staff

| | | |
|---|---|-------|
| Focus on quality teachers to enhance learning | 4 | 57.1% |
| Begin with the best learning system, then develop financial resources needed to achieve this priority | 3 | 42.9% |
| Support parents in accepting responsibility for their student's success | 2 | 28.6% |
| Utilize technologies carefully to achieve education and operational priorities | 2 | 28.6% |
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 2 | 28.6% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 1 | 14.3% |
| Emphasize science and mathematics over other subjects | 1 | 14.3% |
| Focus on redesigning classrooms to improve learning | 1 | 14.3% |
| Improve Yellow Springs School District communications with parents and community | 1 | 14.3% |
| Achieve financial security by developing new sources of revenue | 1 | 14.3% |
| Develop a new school culture based on performance, flexibility, and accountability | 1 | 14.3% |
| Let new technologies provide a path for changing instructional methods | 1 | 14.3% |
| Develop assessment tools to measure student success holistically | 1 | 14.3% |
| Integrate arts and other subjects, like science and math | 0 | 0.0% |
| Total | 7 | |

Community

| | | |
|---|----|-------|
| Focus on quality teachers to enhance learning | 81 | 61.4% |
| Achieve financial security by developing new sources of revenue | 41 | 31.1% |
| Integrate arts and other subjects, like science and math | 37 | 28.0% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 35 | 26.5% |
| Develop a new school culture based on performance, flexibility, and accountability | 35 | 26.5% |
| Support parents in accepting responsibility for their student's success | 30 | 22.7% |
| Begin with the best learning system, then develop financial resources needed to achieve this priority | 25 | 18.9% |
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 25 | 18.9% |
| Improve Yellow Springs School District communications with parents and community | 21 | 15.9% |

| | | |
|--|-----|-------|
| Develop assessment tools to measure student success holistically | 18 | 13.6% |
| Utilize technologies carefully to achieve education and operational priorities | 15 | 11.4% |
| Emphasize science and mathematics over other subjects | 14 | 10.6% |
| Let new technologies provide a path for changing instructional methods | 10 | 7.6% |
| Focus on redesigning classrooms to improve learning | 6 | 4.5% |
| Total | 132 | |

Parents

| | | |
|---|----|-------|
| Focus on quality teachers to enhance learning | 43 | 64.2% |
| Integrate arts and other subjects, like science and math | 26 | 38.8% |
| Begin with the best learning system, then develop financial resources needed to achieve this priority | 24 | 35.8% |
| Achieve financial security by developing new sources of revenue | 20 | 29.9% |
| Improve Yellow Springs School District communications with parents and community | 15 | 22.4% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 14 | 20.9% |
| Develop a new school culture based on performance, flexibility, and accountability | 12 | 17.9% |
| Emphasize science and mathematics over other subjects | 11 | 16.4% |
| Develop assessment tools to measure student success holistically | 9 | 13.4% |
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 7 | 10.4% |
| Support parents in accepting responsibility for their student's success | 6 | 9.0% |
| Utilize technologies carefully to achieve education and operational priorities | 6 | 9.0% |
| Let new technologies provide a path for changing instructional methods | 3 | 4.5% |
| Focus on redesigning classrooms to improve learning | 2 | 3.0% |
| Total | 67 | |

Students

| | | |
|---|----|-------|
| Focus on quality teachers to enhance learning | 78 | 44.1% |
| Integrate arts and other subjects, like science and math | 51 | 28.8% |
| Develop a new school culture based on performance, flexibility, and accountability | 49 | 27.7% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 48 | 27.1% |
| Achieve financial security by developing new sources of revenue | 48 | 27.1% |

| | | |
|---|-----|-------|
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 44 | 24.9% |
| Let new technologies provide a path for changing instructional methods | 40 | 22.6% |
| Focus on redesigning classrooms to improve learning | 33 | 18.6% |
| Begin with the best learning system, then develop financial resources needed to achieve this priority | 31 | 17.5% |
| Improve Yellow Springs School District communications with parents and community | 26 | 14.7% |
| Develop assessment tools to measure student success holistically | 25 | 14.1% |
| Utilize technologies carefully to achieve education and operational priorities | 20 | 11.3% |
| Emphasize science and mathematics over other subjects | 19 | 10.7% |
| Support parents in accepting responsibility for their student's success | 17 | 9.6% |
| Total | 177 | |

Teachers

| | | |
|---|----|-------|
| Support parents in accepting responsibility for their student's success | 10 | 52.6% |
| Focus on quality teachers to enhance learning | 7 | 36.8% |
| Develop honest and fair evaluation tools to assure learning goals have been achieved | 7 | 36.8% |
| Achieve financial security by developing new sources of revenue | 6 | 31.6% |
| Develop a new school culture based on performance, flexibility, and accountability | 5 | 26.3% |
| Integrate arts and other subjects, like science and math | 5 | 26.3% |
| Begin with the best learning system, then develop financial resources needed to achieve this priority | 4 | 21.1% |
| Redesign the curriculum based on the application of knowledge students gain from different subjects | 3 | 15.8% |
| Improve Yellow Springs School District communications with parents and community | 3 | 15.8% |
| Focus on redesigning classrooms to improve learning | 2 | 10.5% |
| Utilize technologies carefully to achieve education and operational priorities | 2 | 10.5% |
| Develop assessment tools to measure student success holistically | 2 | 10.5% |
| Emphasize science and mathematics over other subjects | 1 | 5.3% |
| Let new technologies provide a path for changing instructional methods | 0 | 0.0% |
| Total | 19 | |

Public Forum

On June 8th, community members were invited to a public forum at the Yellow Springs High School. Sean Creighton and Benji Maruyama welcomed the public and explained the importance of planning to guide the District and changing the ways in which the District meets the educational needs of the community.

The forum was designed to engage participants in identifying initiatives that would advance strategic plan priorities. The priorities came from small group discussions and the community survey. The priorities included:

- Support Quality Teachers to Enhance Learning
- Integrate of Arts with Other Subjects such as Math and Science
- Achieve Financial Security by Developing New Sources of Revenue
- Develop a New School Culture Based on Performance, Flexibility, and Accountability
- Redesign the Curriculum to Foster the Application of Knowledge

Thirty-one individuals participated, including twelve Steering committee members. The discussion took place in café style, meaning participants moved from priority to priority. Tables were organized by priority, facilitated, and identified initiatives were recorded on flip charts. The discussions were timed, and participants were given cards telling them the sequence of their table/priorities. The design limited the chance of discussing priorities with the same people. Each person discussed all five priorities. At the end of discussions, each table summarized and reported out common initiatives.

The following data was collected for each priority.

1). Focus on Quality Teachers to Enhance Learning

- Encourage professional development, create academic culture and intellectual camaraderie among teachers – a support system.
- Give latitude to do their work; academic/pedagogical freedom.
- Strong support, genuine relationships between teachers/administration; collaboration.
- Create a more fluid teaching environment, e.g., blur the lines between disciplines.
- Focus on: teaching as an art. Always changing, needs to be nurtured, organic.
- Hire “Team Players” – teachers who are knowledgeable in their field, know how to work with kids, have spirit, skills, and can relate to and value all kids.
- Reward system: Recognize individuals for a job well done.
- “We” – Administration, teachers, parents, and students should all be on the same team.
- Communication – parents need to have access.
- Robust evaluation system that encourages improvement and explains what “quality” means. Should include feedback.
- Recruitment – “speed dating model” – hiring match.

- Clear set of expectations for in/out of classroom.
- Ability to present material in many different ways.
- Rapport with students.
- Balance of input (continuous teacher learning), through put (length of school year) and output (student testing) measures. Base measures on approaches that have been proven to work, e.g., student/teacher ratios.
- Issue to deal with: resource constraints.
- Leadership structure imperative for success of self-directed education.
- Design a teaching plan that is flexible, fluid, and open.
- Need solution for ending the culture of disrespect for teachers.
- Stop micro-managing teachers.
- Do not tie student test scores to teacher evaluations or accountability.
- Find other ways for evaluating teachers (student effort more than grades).
- Global perspective, open to cultures, ideas, experiences, understanding differences, and incorporating into curriculum.
- Mentoring.
- Communicate objectives clearly.
- Believe they are the difference makers.
- Creative and innovative.
- Qualities: believing every student can learn; concept of co-learning; respect for all children; creating efficacy in teachers; being part of the solution.
- Enhance learning by: 360-degree feedback, giving and receiving; sit in on one another's classrooms.
- Retention: Internet forum/discussion groups community-wide; paying higher salaries; creating positive school culture; supportive work environment.
- Encourage ongoing professional development.
- Performance evaluations.
- Direct mentorship in first year of teaching.
- Well trained board of directors for recruiting.
- Eliminate tenure.

Overview

- Recurring themes – Recruitment and Retention.
- Board and teachers – Professional development, teacher support system or culture.
- Performance evaluations.
- Setting standards/expectations.
- Merit pay.
- Work on environment, culture, respect, continuous improvement.
- Shared responsibility – “We” (teachers, administration, parents, students).
- Flexibility, fluidity, passion, trust.

2). **Integrate Arts and Other Subjects, like Math and Science**

- Barrier is tradition instead of teaching to each student's needs.
- Participation in local, state, and national programs, e.g., Muse Machine, Dayton Art Institute.
- Interdisciplinary – teach all subjects.
- Professional development – across multiple disciplines.
- Do we use a model for teacher training or should we develop an organic model?
- Overcoming barriers in teacher training.
- STEM – separate schools. Experimental learning. Best practices from model.
- Team teaching.
- More time spent on subjects.
- Thematic/global learning.
- Student specific projects/independent learning.
- Engage students' interests/talents/thinking.
- Break down stereotypes about learners.
- Student problem-solvers/leadership.
- Inquiry-based learning.
- More time spent on subjects. Get deeper into subjects, more intensive.
- Balance time so that it's not so boring for students.
- Teachers use diverse materials/tactics.
- Teaching flexibility.
- Scientific method as model of inquiry for all subjects.
- Integrating subjects with student life/interests – curiosity.
- Create a local resource list (industries/organizations) as well as state and national level.
- Liaison needed to sustain and develop relationships.
- Student apprenticeships.
- Resources such as offsite labs, science land library, web conferencing.
- Teacher collaboration.
- Resource sharing.
- Project-based learning.
- Team building, leadership.
- School spirit as integral part of work and school culture.
- “Quantum Lyrics” – science and art being taught/learned together.
- Using arts to teach all subjects; art is a vehicle for teaching/learning.
- Need to emphasize science and math.
- Music and math taught together.
- Hiring “outside” teacher training styles.
- Encourage collaboration between teachers/community/students.
- Different use of classroom time.
- Interdisciplinary projects means letting go of outcome-based education.
- School wide curriculum – all subjects naturally connect.
- Bring community and resources into the schools.
- Take kids out to the community.

- Collaborate with local/state/national organizations/universities/programs.
- Address mismanagement of resources.
- Main coursework needs to include extracurriculars.
- Purchase curriculum from a company/model.
- Interconnection between teachers/subjects – no subject in isolation.
- Liberal arts education is core.
- Grants and professional development.
- Co-teaching; multiple perspectives to approach subjects.
- Don't assume everyone has the same values.
- Collect data – outcomes.
- Avoid micro-managing; let the teachers guide and get there.
- Evaluation system for teachers is crucial.

Overview

- Projects – collaborate and interdisciplinary.
- Teach teaching.
- Flexibility.
- Follow model or develop district model.
- Teach all subjects.
- Art as a vehicle to teaching.
- Use community resources.
- Students go out into the community.
- Supports: planning time, professional development, resource sharing.
- Quantum Lyrics – Zen and the Art of Motorcycle Maintenance.
- Measurement and show effectiveness.

3). Achieve Financial Security by Developing New Sources of Revenue

- Identify who stands to receive the benefit and then approach those individuals/groups. Who has a vested interest?
- Market and sell services unique to the school district to outside interests.
- Develop and market new curriculum to fit future national model. Sell in units.
- Establish a development office replete with development officer(s) to seek grants, major gifts, endowments, etc.
- Sharing of services with other districts.
- Sell distance learning to students who are homeschooled.
- Tuition paid by foreign students – market school district to these individuals.
- Open enrollment tuition – students attending from other school districts.
- Survey of district assets – are there any underperforming assets?
- Develop a revenue model plan.
- Model school district as a way to attract new families/open enrollment opportunities.
- Develop new ideas for savings within the school district such as alternative energy sources, biofuels, expansion of bandwidth capabilities, etc., and then market products to the community.
- Seek corporate sponsorships.

- Charge fees for professional consulting work.
- More vending machines, including those featuring healthy food/drink options.
- Develop an interest for the school district within the community.
- Assess the potential for alumni giving/connect with alumni.
- Use funding systems already established.
- Assess return on investment.
- Raise money for specific activities.
- Boarding school/residential component.
- Explore possibility of becoming a charter school district independent from the state to allow for greater flexibility.
- Seek outside grant funds.
- Building care/maintenance handled by students as a form of community service.
- Establish a business incubator for the school district.
- Establish a user tax where parents pay for supplies, athletics, technology, etc.
- Fee assessments for activities.
- Form strategic partnerships with nonprofits, governments, etc.
- Shared service delivery utilizing teacher services.
- Certified teachers/distance learning.
- Establish programs and projects that have earning potential, but also contribute to learning as well.
- Raise taxes.
- Entrepreneurship – e.g., use land to develop greenhouses to produce food for the district while adding a commerce component, such as the marketing and sale of flowers; advertise at farmers' markets.
- Expand school district boundaries.
- Life insurance policies with the school district as the beneficiary.
- Teachers write grants to solicit funds from the local, state, and federal levels.
- Approach corporations to be more involved with the school district.
- Ecology – wind mills, solar panels, etc.
- Seek grants for energy conservation.
- Cut down on waste.
- Spend money more wisely.
- Administratively top-heavy – reduce positions.
- Work collaboratively with the Chamber of Commerce to expand revenue-based development.
- Build a conference center to be used jointly by the school district and community.
- Joint business partnerships.
- Use current facilities to generate revenues; market for rental use.
- Expand summer school program and market to students outside the district interested in quality enrichment programs; charge tuition.
- Partner with a university for curriculum/programming.
- Install parking meters.

Overview

- Establish a development office.

- Market/sell services and curriculum.
- Catalog potential assets.
- Seek additional grants, endowments, private foundations, and alumni giving opportunities.
- Use available land for revenue/conservation/educational purposes, e.g., building greenhouses or green energy sources.
- Augment summer school program and market to students outside the district.
- Open enrollment/distance learning.
- Use what district currently has more wisely and more efficiently.
- Establish exactly who stands to benefit? Proceed from that point forward.

4). Develop a New School Culture Based on Performance, Flexibility, and Accountability

- Investigate the possibility of a flex credit.
- Talk about performance.
- Define expectations for students, parents, school board, volunteers, staff, teachers, and administration – provide training in constructive confrontation.
- Sense of consequences.
- Measure performance based on expectations and enforce consequences both positive and negative.
- Celebrate success.
- School assemblies.
- Management of school decisions from all people: include input from everyone; not a top-down decision-making model; open discussions; within each building.
- Encourage student governance.
- Investigate ways to grant credit on demonstrated competence instead of “seat” time.
- Positive work environment/limit hostility. Harvests creativity.
- Monthly/weekly classroom objectives that students and faculty work toward and identify together.
- Students evaluating one another.
- Consistently revisit what success looks like.
- Encourage mobility outside of school campus.
- Design class/project rubric.
- Guide the big picture objective for students so they know where they are headed.
- Communication and transparency.
- Communicating success to parents and the community at-large.
- Not a new school culture, we have some of that already.
- Evolve a school culture.
- New methods to measure achievement.
- More culture based on trust and compassion.
- A system of student rotation.
- Culture is more than accountability.
- Values within the culture are accountability, flexibility, and performance.

- Board must be well-trained and cohesive to lead the group.
- Must be consistency in board policies – policies must be consistently carried out by teachers.
- Every current and future board member must work towards carrying out Strategic Plan – not implement a change of plan – and provide consistency for everyone in school, community.
- Develop a panel of teachers, students, and parents to create a rubric for flex credits.
- Responsibility for learning through a plan.
- Work towards “exceptional” status.
- Utilize data.
- Come up with behaviors, ideas, or attitudes that students must embody: expectations vs. rules, core values for entire community in school and outside.
- Be flexible in manifesting values.
- Link curriculum with values, performance.
- Walk the talk.
- Recognize when something is important.
- Creating students who feel accountable for their future learning.
- Holding parents accountable.
- Create consistency in classrooms K-12; consistency in holding students accountable.
- Bringing it back to the mission statement.
- Encourage the social behaviors learned in school; feel empowered.
- Social and emotional learning must become more apparent in order to create cohesiveness and consistency.
- Teachers must model behavior they seek from students.
- Parents should never be dismissed – constantly try to include.
- Village statement: educate community about school vision.
- Needs to be a culture based on “We.”
- Define what performance is.
- Broad goals.
- Creating a new model for evaluation of students at the beginning of their school careers and at the end.
- Not evaluating students by grades, but by performance.
- Students come up with performance goals: held self-accountable; coupled with parents’ evaluation.
- Tenure should go away.
- Demonstrate how methods work through case studies.
- Identify best practices.
- Learning organization – flexible in what accountability entails.
- Renegotiate with state policies.
- Do not punish earnest failures.
- Laboratory and demonstration schools.
- Charter elementary schools – fewer restrictions?

- Redefine culture as a culture of learning.
- Should not assume that accountability and flexibility are not employed currently.
- Data driven – look at what Yellow Springs’ students achieve in and after college.
- Capture graduation rates of former Yellow Springs’ students – accountable for outcomes.
- Encourage students to learn to earn – not just go to college but be successful in whatever they want to do.
- What is our school culture based on now?
- Setting clear expectations for entire school community.
- Virtues and values that are inter-faith, multi-denominational.
- Ethics discussions/classes.
- Loose/tight leadership – tight on big picture ideas and outcomes; loose on how we get there based on class, students.
- Create a system that defines Yellow Springs.
- Develop own Yellow Springs performance measures – balance of input, output and thru-put measures for all (students, teachers, administration).
- Transparency with data to hold people accountable.
- School spirit is heart of culture.
- Celebrate successes.
- Motivation should stem from curiosity to learn.
- Focus on community service.

Overview

- Student agency.
- Explore more flex credits.
- Celebrate successes.
- Relevance of education.
- Transparent/trusting environment.
- Social/emotional learning.
- Expand/define expectations together.

5). Redesign the Curriculum Based on the Application of Knowledge Students Gain from Different Subjects

- Inter-curricular units, holistic approach.
- Group collaboration to solve real-world problems (skate park/physics).
- Responsibility of the faculty to create opportunities for priorities to be measured.
- Inter-disciplinary curriculum.
- Thematic curriculum (virtues and values) – based on individual strengths and interests.
- Utilize community resources to tap into strengths.
- Partial or whole school model?
- What is the structure/design?
- What are the desired outcomes? Define the desired outcomes.
- Create curriculum around real-world problem-solving projects.
- Develop community relationships.

- Restructuring overall design – delivery, tasks, supervision, evaluation, assessment.
- Communication and community buy-in.
- Curriculum integration.
- Study schools using different models.
- Carry out pilot case studies in our schools.
- Motivate students and obtain input.
- We don't like/understand the “experiential learning” priority.
- Baseline current practice.
- Design a way to measure how we are doing now: planning time, materials, student competency and best practices. Who is doing this (survey teachers doing this)?
- One day per week in field/community.
- Multiple intelligences.
- Life skills.
- Civil society.
- Manners/basic human dignity.
- Diversity/inclusion.
- More challenging curriculum. Reality-based.
- Team teaching (combination of subjects).
- Utilize community resources.
- Use the community service program currently in place.
- Mentoring – community members.
- Inclusion – faculty, students.
- Faculty need to use real-world and technology to break down classroom walls.
- Liberal arts.
- Curriculum needs to provide basic skill set. K-12 vision of knowledge and skills each student requires.
- Curriculum should be increasingly place-based.
- Problem-based.
- Choice of subject.
- Group discussion/Socratic Method.

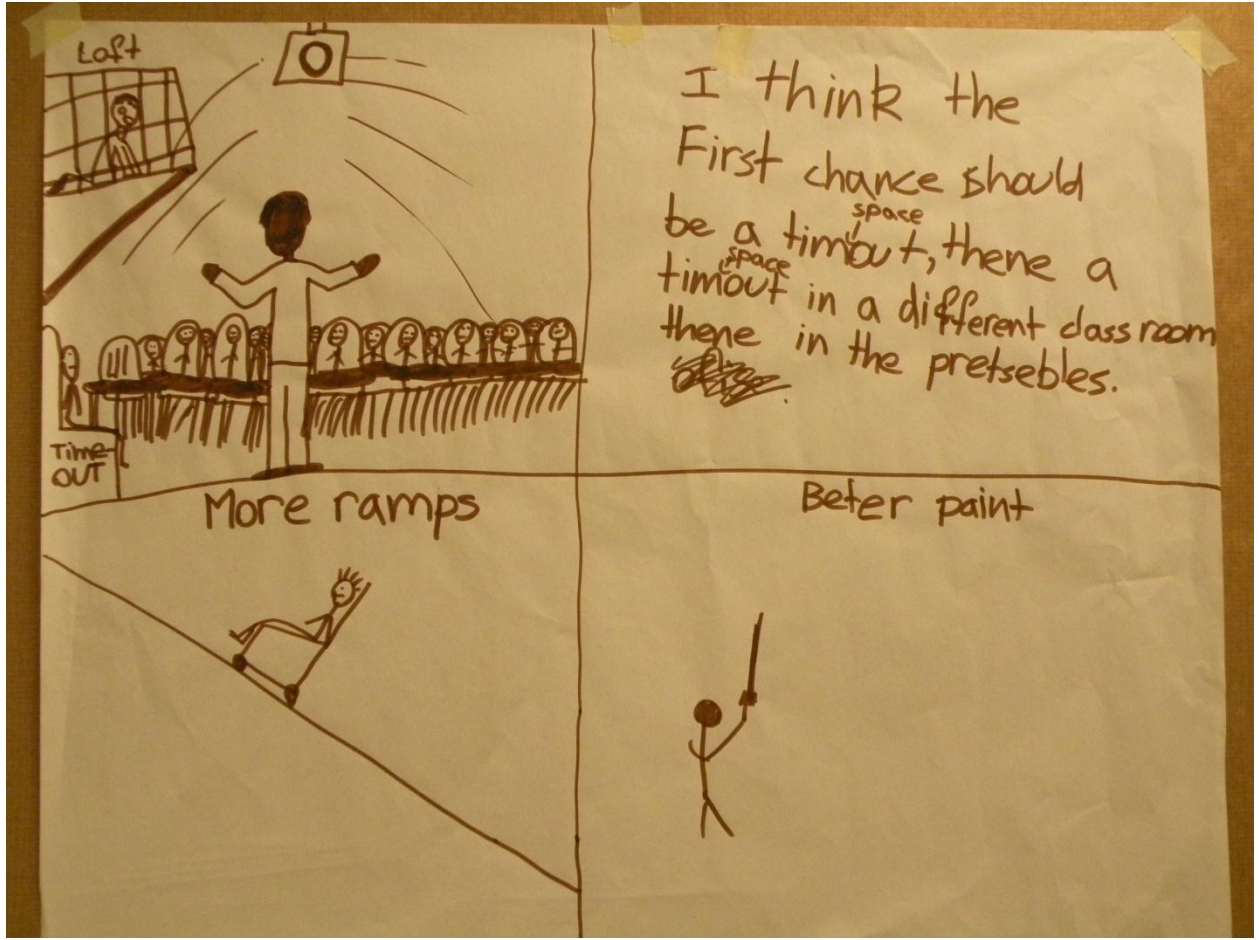
Overview

- Inter-disciplinary.
- Utilize community resources.
- Life skills (including values).
- Problem solving (group).
- Define desired student outcomes; design curriculum to achieve this.

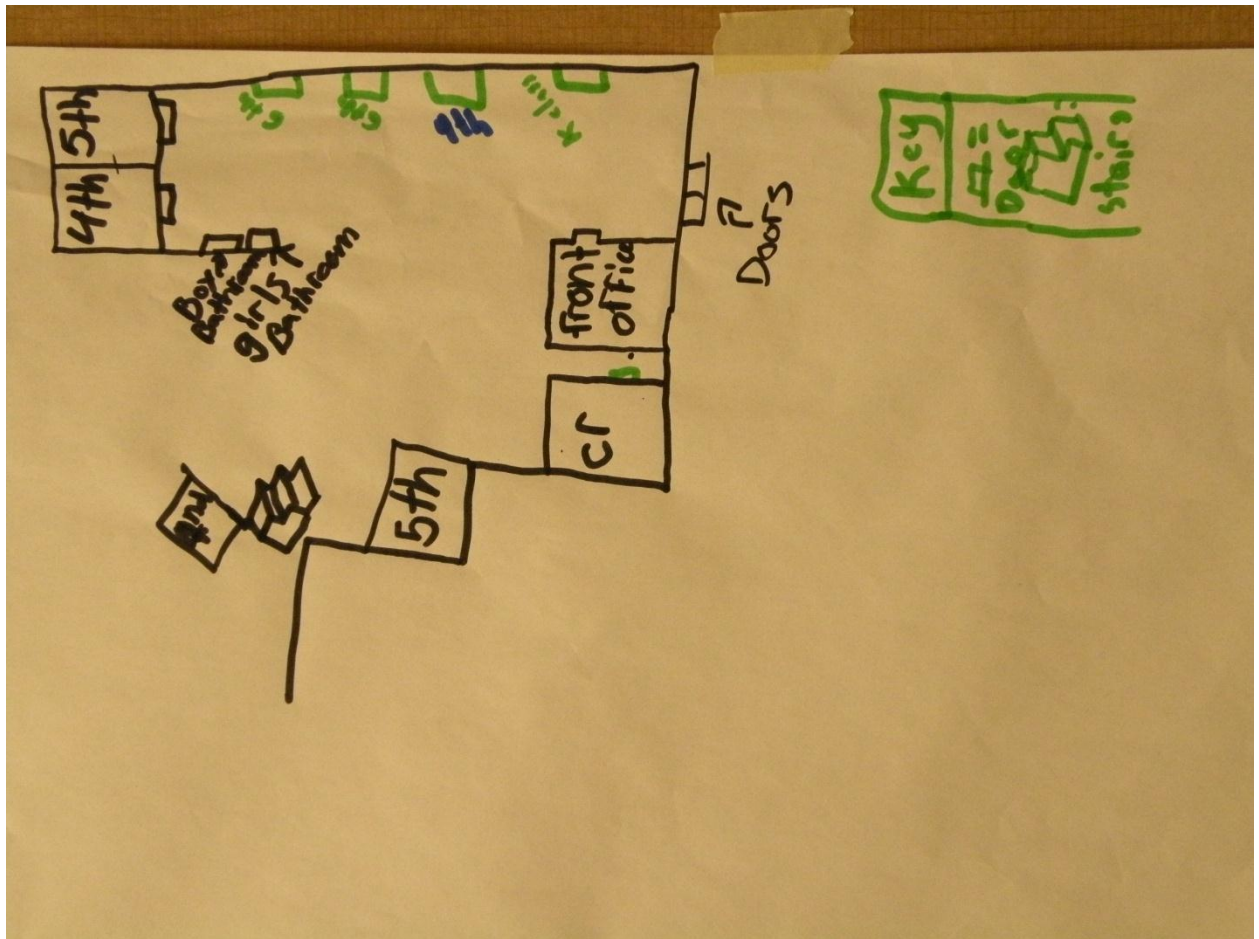
Ideal Classroom Visualizations

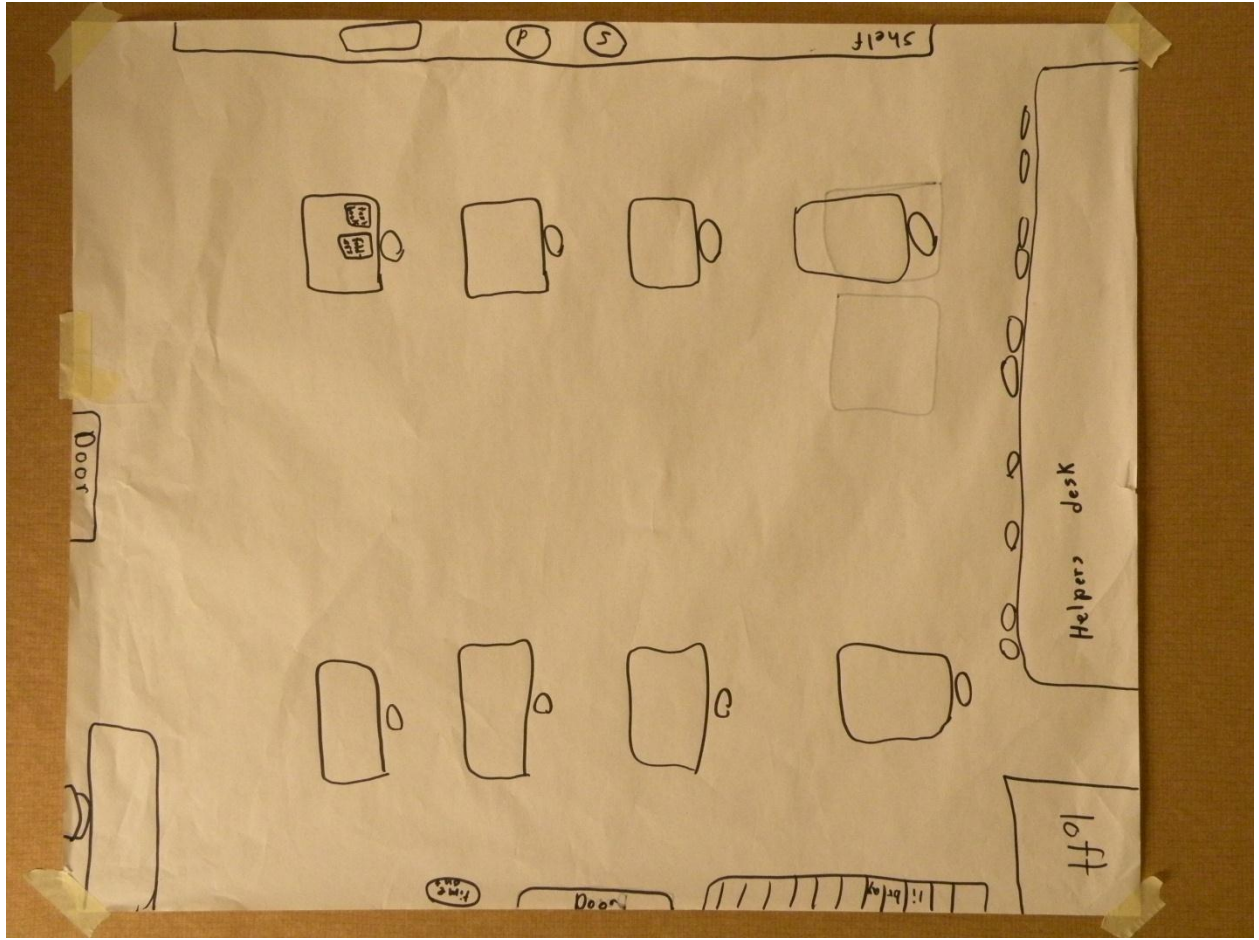
Mills Lawn:

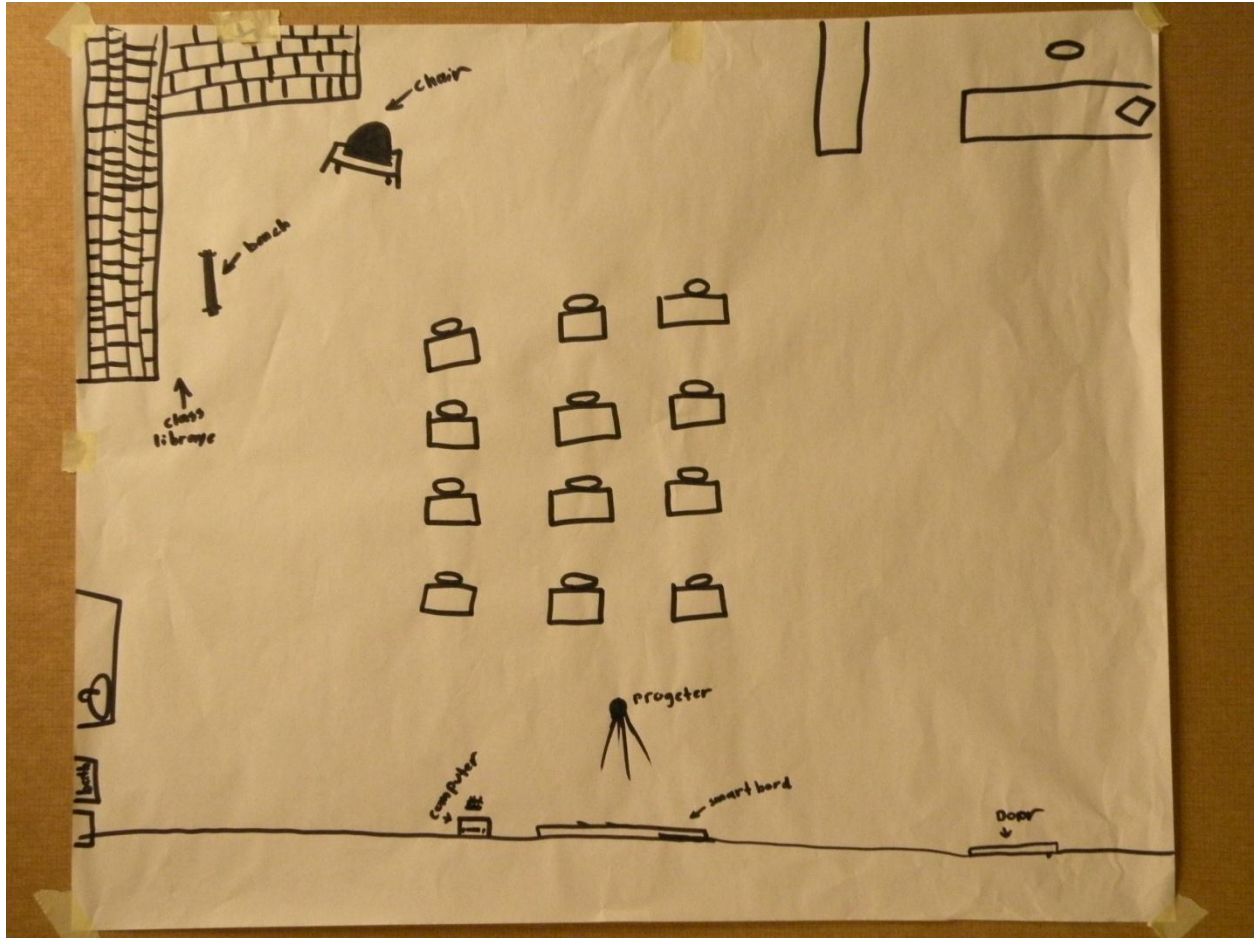


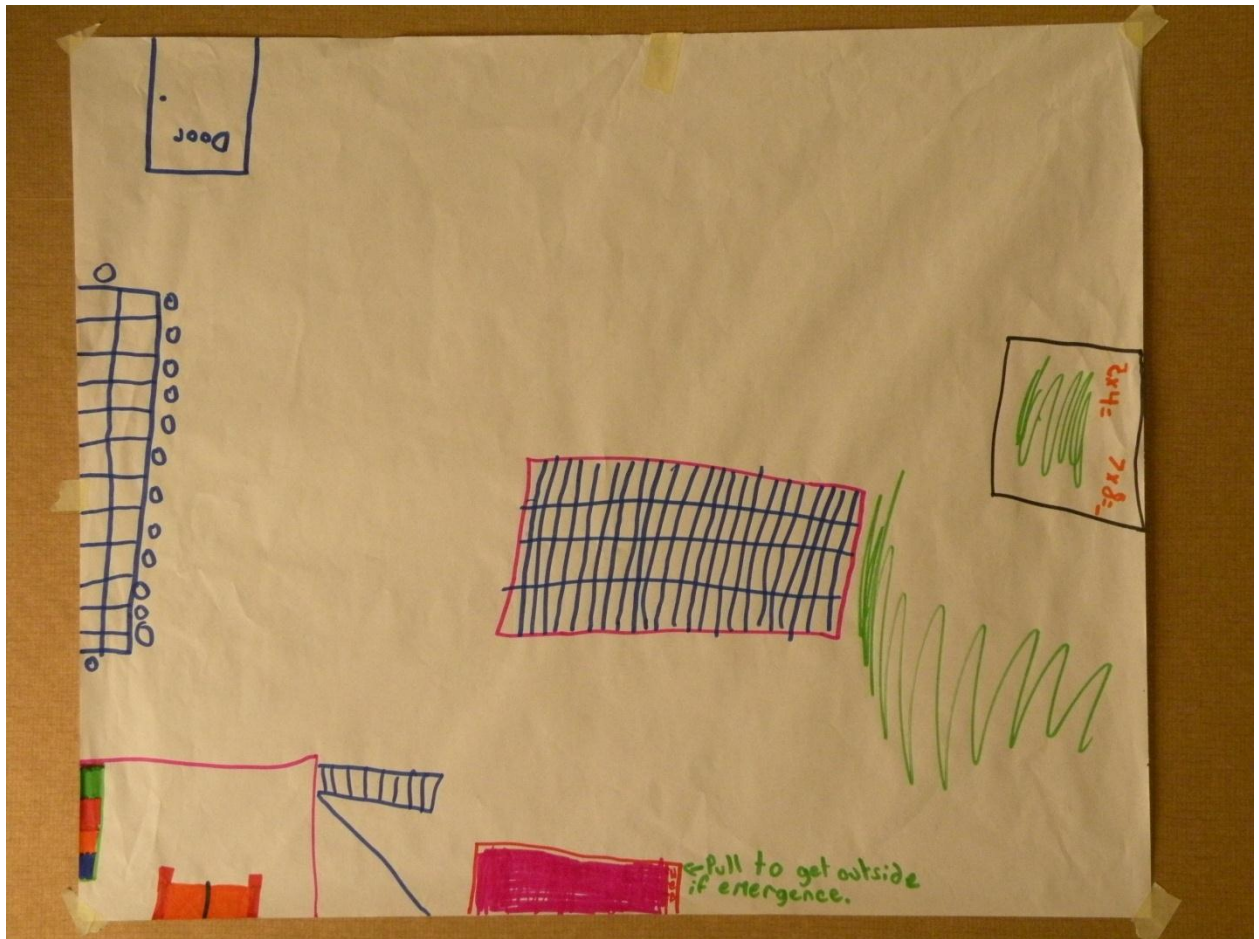


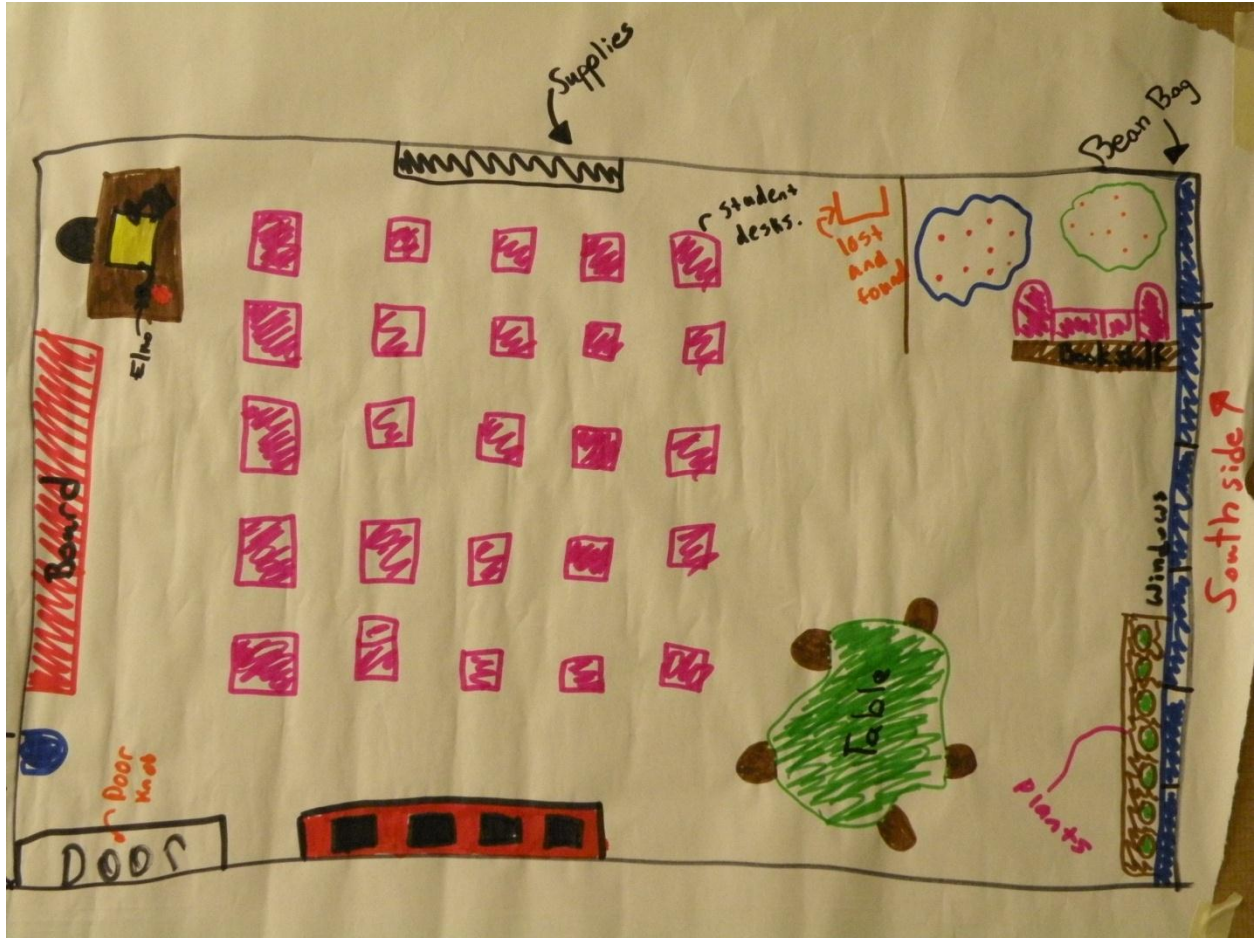


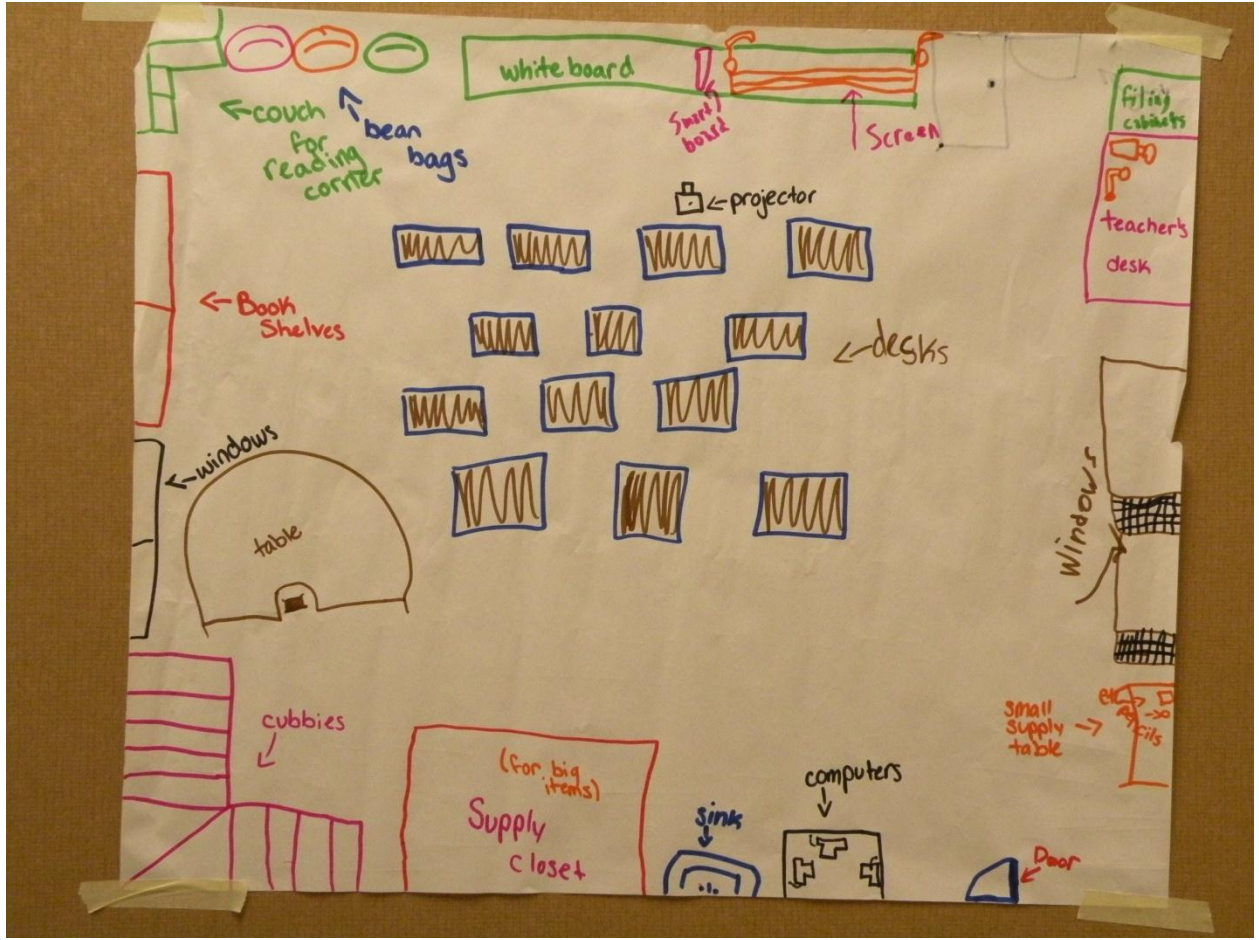




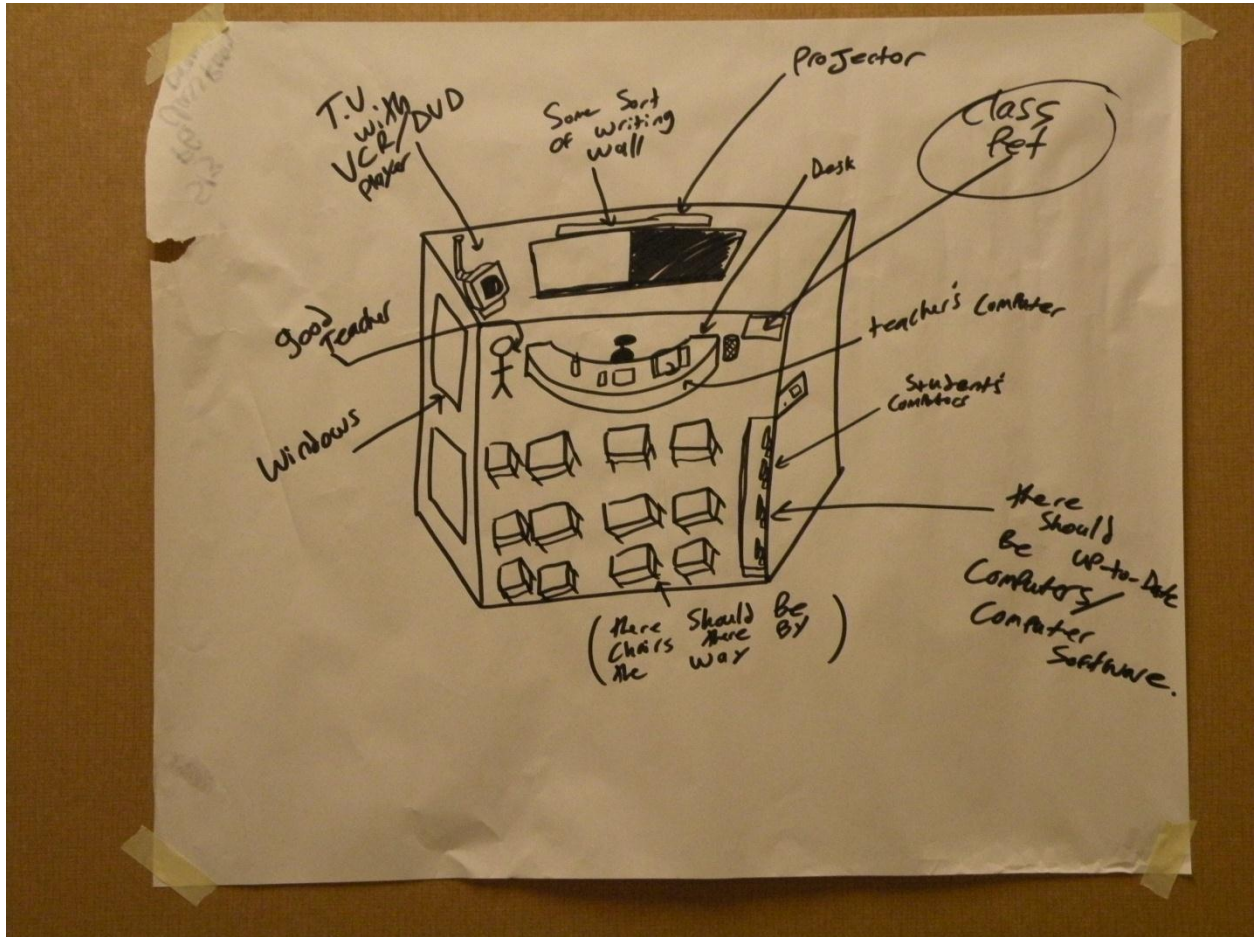


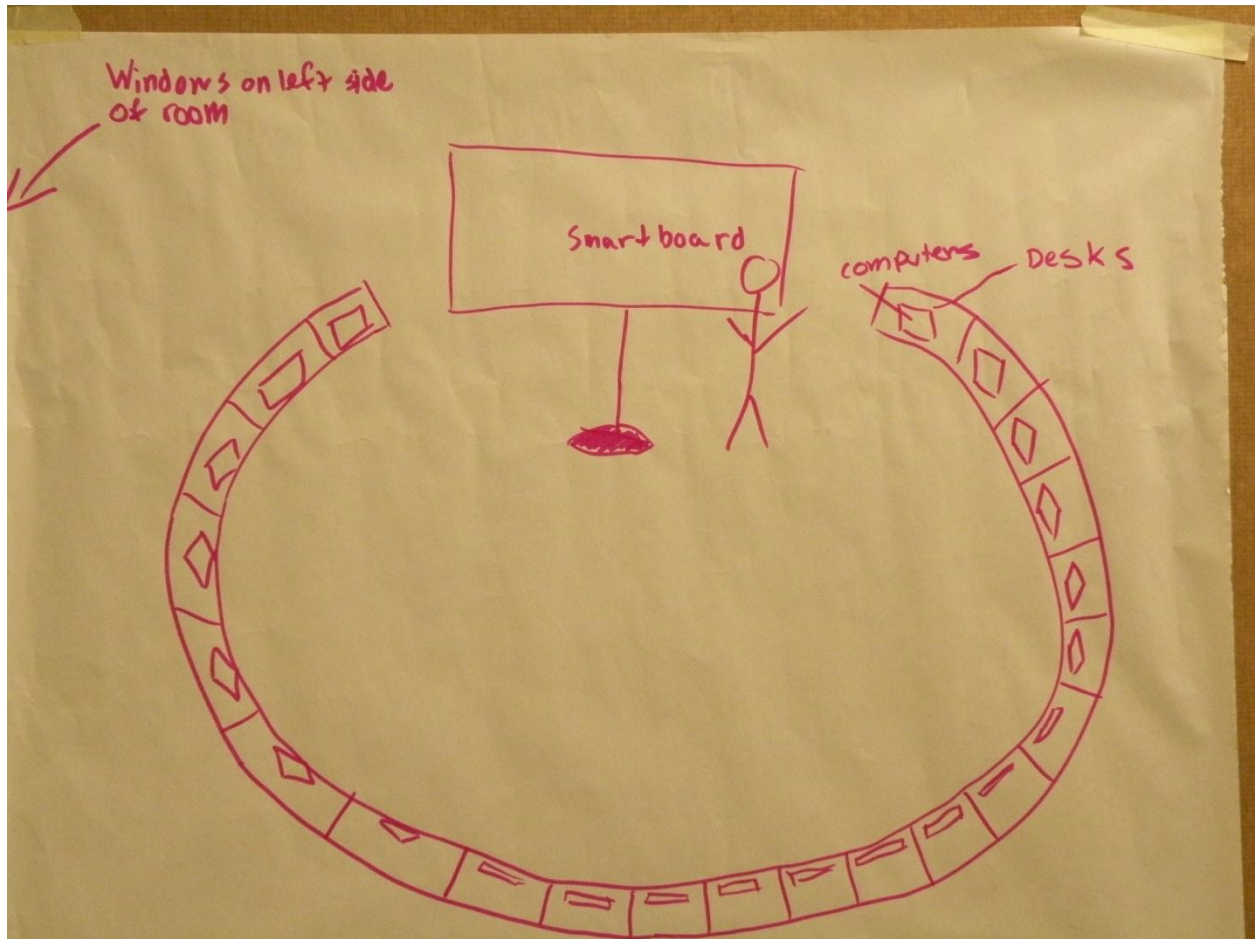


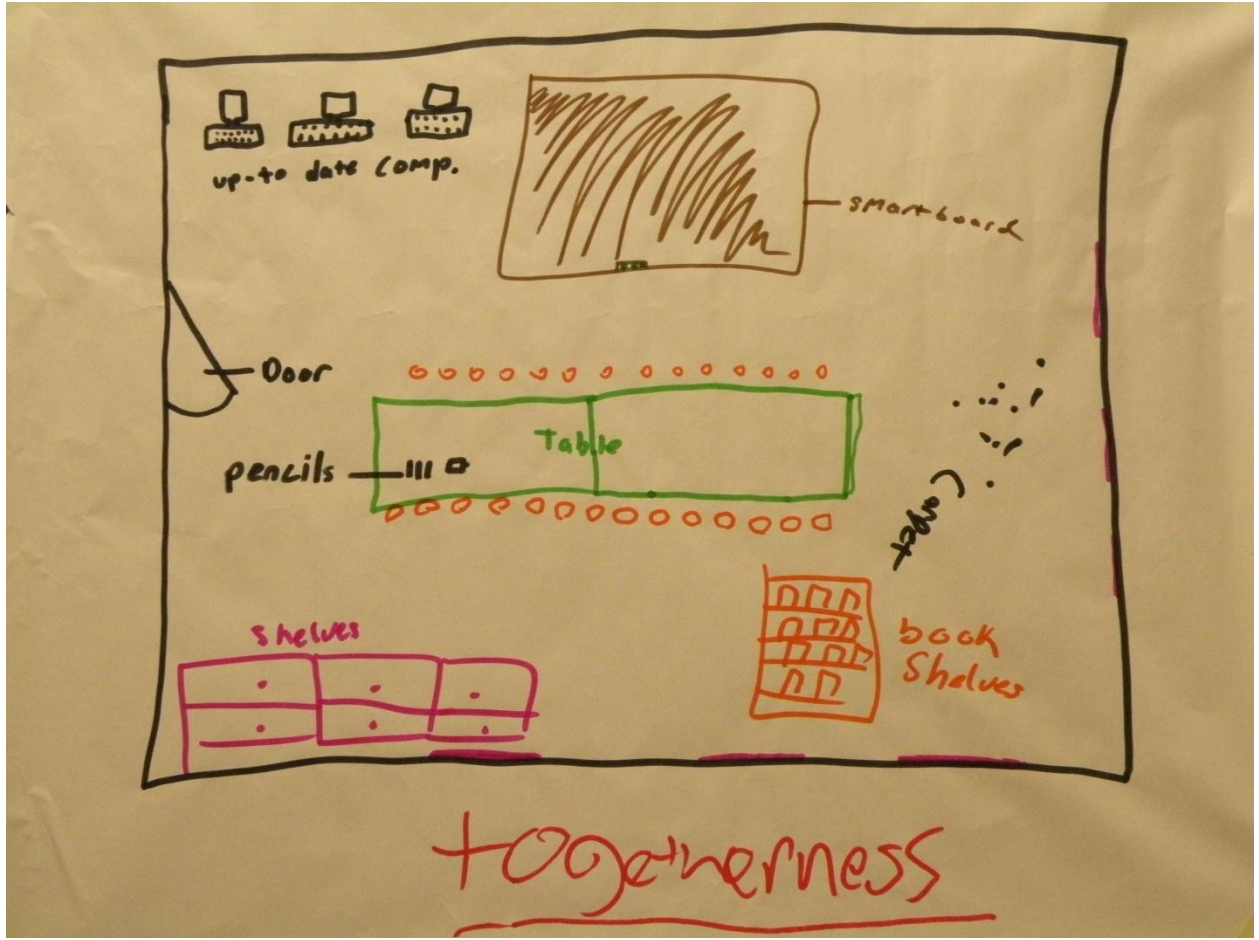




Middle High School:

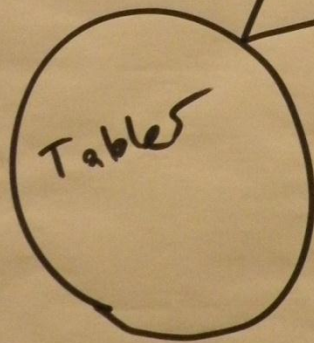






Board only to show your needs

No Smart Boards they
Make learning impersonal,
cold, harsh, & almost
medical! education
is Better when
Hands on & Personal.

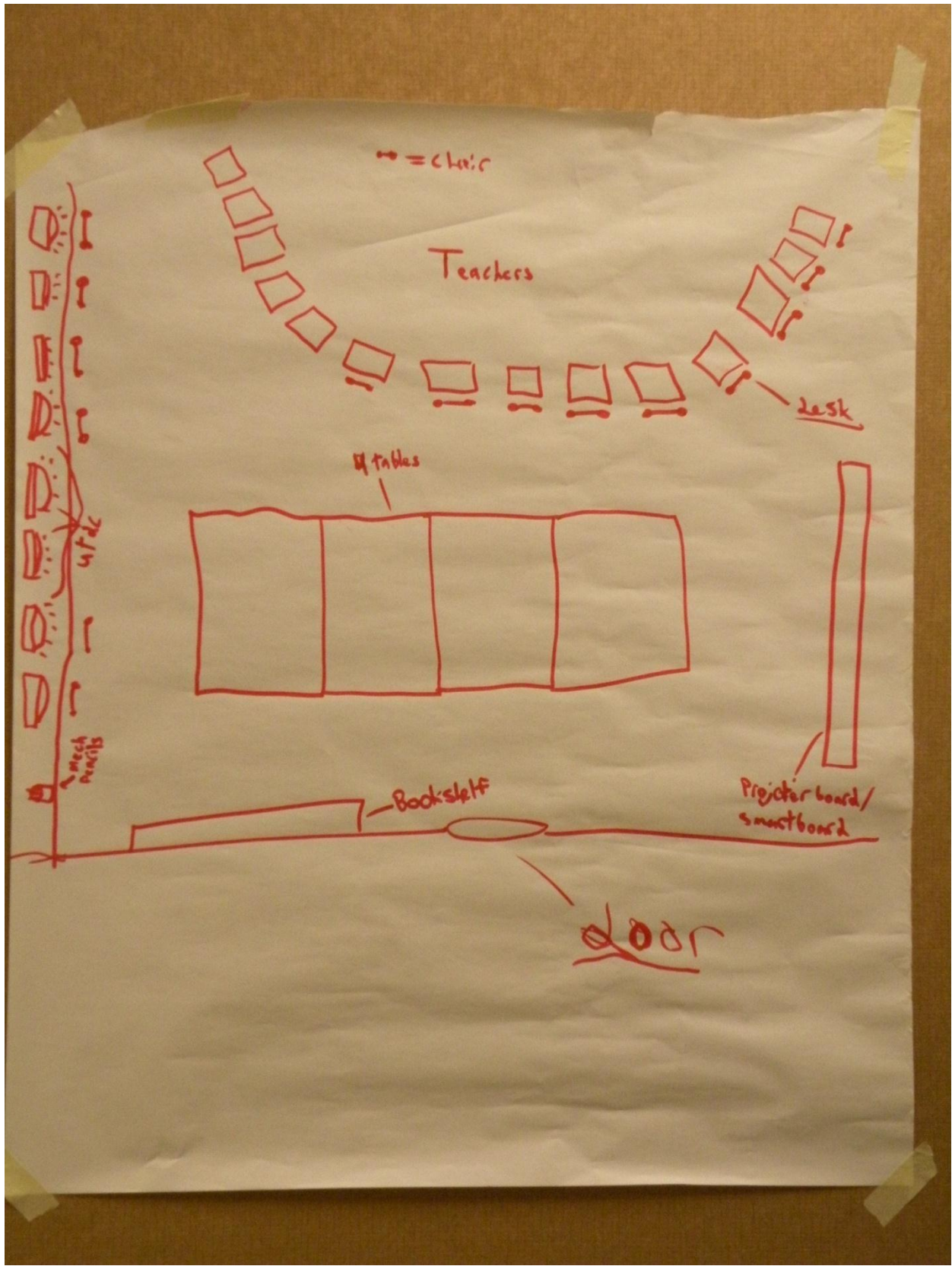


Learning
is best through

Easy, Simple, Cheap.

C O O R S E S D O N T M A T T E R ! !

Warm Temp! Desk



Junior and Senior High School:

