

*Strategic Planning Community Meeting Feedback*

CityYear Listening Session (March 31, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Early Childhood			<ul style="list-style-type: none"> <li>■ Is pre-k or pre-first an option?</li> <li>■ Are primer programs for all failing studnets through the summers an option?</li> <li>■ Will there be streamlined screening for all schools? Who will make the decisions about screening?</li> </ul>
		Elementary Schools	<ul style="list-style-type: none"> <li>■ Create something similar to Twilight for ES students</li> <li>■ There should be an IT plan to ensure that data collection is streamlined, accurate, and in real-time. Imperitive to update technology.</li> <li>■ Looping in ES</li> </ul>		<ul style="list-style-type: none"> <li>■ Home visits?</li> <li>■ If students aren't proficient by 3rd grade, will they be held back?</li> <li>■ Are there enough classrooms to reduce class size?</li> </ul>
		Middle Schools	<ul style="list-style-type: none"> <li>■ Giving every student a mentor will take a LOT of staff</li> <li>■ K-8 schools are not personalized learning environments; but usually have less students per grade, which is nice (i.e., only 2 6th grade classes)</li> </ul>		<ul style="list-style-type: none"> <li>■ Looping is a great idea</li> <li>■ Look at gender studies about 5-7th grade males dropping out</li> <li>■ If there are 8 periods per day, will there be a longer school day? Will 8th period be an elective?</li> </ul>
		High Schools	<ul style="list-style-type: none"> <li>■ 1:200 still too many students/counselor</li> <li>■ More IB programs</li> <li>■ JRTC works well for HS kids - smaller groupings, leadership training</li> <li>■ More mixed sized groups</li> <li>■ More activities (ie, intermural) to get kids to stay after school</li> <li>-give students more responsibilitiies and choices-allows them to own their education</li> </ul>		<ul style="list-style-type: none"> <li>■ Kenns Business has outside business people serve as mentors - works well</li> <li>■ Teachers' HS - great idea</li> <li>■ Can HS students mentor MS students?</li> </ul>
		Core Curriculum	<ul style="list-style-type: none"> <li>■ The schools that do not have arts and/or music - why is that? Funding?</li> <li>■ Integrated/interdisciplinary learnig opps work effectively</li> <li>■ Incorporate experiential learning and service learning projects into curriculum</li> <li>-start with foreign languages earlier</li> <li>-make curriculum more applicable to life</li> </ul>		

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<b>Student Success</b>	Specialized Services and Programs	English Language Learners	<ul style="list-style-type: none"> <li>■ ESOL classes - many students who attend are already fluent in English but lie about proficiency to be in an easier class</li> <li>■ ELL students in reg classes feel justified failing</li> <li>■ ESOL teachers need to speak one of the "minority" languages</li> <li>■ ESOL students often skip reg classes - feel justified</li> <li>■ ELLs learn best when thrown into English-only classes</li> <li>■ HS has only a two-year language requirement and Spanish is often the only language offered</li> </ul>		<ul style="list-style-type: none"> <li>■ Project Bridge great!</li> </ul>
		Special Education Learners	<ul style="list-style-type: none"> <li>■ Students with behavioral issues are often pegged sped (ADHD), but they really need more 1:1 time - the two groups of sped classified students should be separated out</li> <li>■ IEPs are great and should be used for all students</li> <li>-need more support staff</li> </ul>		<ul style="list-style-type: none"> <li>■ Many sped students hope to get out, but when they do it's difficult for them to fit in reg ed classes - need transitional help</li> <li>■ 1/4 of some HS are sped</li> <li>■ Sped students lose confidence in their abilities and lack opportunities</li> </ul>
		Gifted and Talented Learners	<ul style="list-style-type: none"> <li>■ This section needs more detail</li> <li>■ More AP classes offered (none at Olney)</li> </ul>		<ul style="list-style-type: none"> <li>■ How is access to the gifted program gained? How assessed/measured? Starting at what age? How will students in elementary schools be identified?</li> </ul>

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<b>Student Success</b>	Comprehensive Supports and Programs for All Students	Guidance and Counseling	<ul style="list-style-type: none"> <li>■ Academies don't have identity or students with that interest can't get into them</li> <li>■ CSAP takes a long time</li> <li>■ Need behavioral health assessments done on students</li> <li>■ Support services should be provided at all schools - figure out needed resources and include them everywhere</li> <li>-can also use advocates and mentors for this</li> </ul>		are ratios too high?
		Athletics	<ul style="list-style-type: none"> <li>■ More abstract sports like yoga (ie, not baseball, basketball traditional)</li> <li>■ those who stay after for sports usually do not have to take care of kids or sibs or have job - what can we do for those students</li> </ul>		■ sports seems to work for students
		Student Leadership	<ul style="list-style-type: none"> <li>■ JRTC is not citywide - it should be</li> </ul>		
		Remediation and Enrichment			
		Extra-Curricular and Co-Curricular Opportunities	<ul style="list-style-type: none"> <li>■ band, choir, orchestra do not exist at neighborhood HS - they should</li> <li>■ Students are often placed in elective classes, v. choosing them</li> <li>-too many restrictions on field trips right now</li> </ul>		

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Student Success	Comprehensive Supports and Programs for All Students	Work-Based Experiences	<ul style="list-style-type: none"> <li>■ Technology programs work when resourced</li> <li>■ Most academies do not have appropriate resources</li> <li>■ 1/2 HS students work after school; many others have childcare responsibilities - how bridge their reality with school reality</li> <li>■ The expansion and creation of new vocational schools aligned with industry organizations is an excellent idea especially if we want to jump start and improve our economy</li> <li>-make sure these experiences lead to future career success</li> </ul>		
		Re-Engagement Programs			
		Health Education	<ul style="list-style-type: none"> <li>■ Sex Ed</li> <li>■ Breakfast and lunches should be more nutritional</li> <li>■ Gym is often skipped - a joke</li> </ul>		
		Early Warning Indicator System	<ul style="list-style-type: none"> <li>■ Already a lot of testing at ES level (and all levels) - students get sick of it and do poorly because they know their not graded on it and don't care</li> <li>■ How quickly is data available on EWI for meetings in school - might need to look into that capacity - who will own that work?</li> <li>■ Need deans who know students' names and act responsibly (ie not buying pizza for kids they like)</li> </ul>		<ul style="list-style-type: none"> <li>■ suburban districts have an interactive sign-in page (parent portal) and it works</li> <li>■ Teen courts work for minor offenses</li> </ul>

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Student Success	Transition Services	Pre-K to K, Elementary to Middle School, Middle to High School	<ul style="list-style-type: none"> <li>■ make students feel included. Find out why they're not coming</li> <li>■ Don't underestimate school spirit</li> <li>■ Students need to be taught softer/interpersonal skills</li> </ul>		<ul style="list-style-type: none"> <li>■ KIPP transitional services great</li> <li>■ Is Summer Bridge mandatory?</li> </ul>
		Alternative Education			

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<b>Student Success</b>	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> <li>■ Metal detectors don't do anything - students can bring in weapons and cell phones through side doors or hiding them</li> <li>■ Buses mobbed in the am - seems unsafe and not a nice environment to get to school in</li> <li>■ Teachers are often afraid to stay late - students who are mad at them may hurt them; then other students don't get extra support they need</li> <li>-many schools look like prisons-does not help with climate</li> <li>-teachers can't teach because so focused on dealing with behavior</li> <li>-look into suspension numbers-principals are reluctant to suspend because it affects their numbers</li> </ul>		
		Clear Behavioral Expectations	<ul style="list-style-type: none"> <li>■ Students bring in cells - hide on body or but between textbooks and through x-ray machine- and scanners are good enough or guards don't care</li> <li>■ Need uniform policy that is stricter or don't have one at all</li> <li>■ Bring back in-house suspension for all gradesBring back in-house suspension for all grades</li> <li>■ The language students use on a daily basis (cursing, derogatory terms, etc) should be addressed starting in ES. Violence often starts because of name-calling.</li> <li>-need diversity workshops</li> </ul>		<ul style="list-style-type: none"> <li>■ Is it realistic to have all 5-day suspensions signed for by Regional?</li> </ul>
		Supports, Rewards, and Consequences	<p>use community service</p>		

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<b>Student Success</b>	Parent and Family Engagement	Clear, On-Going, Relevant Engagement	<ul style="list-style-type: none"> <li>■ Engage parents - the school as the learning center</li> <li>■ The ability for parents to monitor what their children are doing will definitely bring more family engagement and keep students on track</li> </ul>		
		Excellent Customer Service	<ul style="list-style-type: none"> <li>■ Have parent line and collect data on how quickly parents get answers to questions and how many people they have to talk to until they get answers</li> </ul>		
		Empowerment through Education	Parent University should help parents learn how to help students with homework (teach them school content)		
		Respectful of Culture and Language			

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<b>Student Success</b>	Strategic Partnerships	Philanthropic Institutions and Foundations			
		City, State, and Federal Agencies			
		Businesses	<ul style="list-style-type: none"> <li>■ Businesses shouldn't do business with students during school hours</li> </ul>		
		Colleges and Universities			
		Alumni and Community Coalitions	partnerships with organizations like CityYear can provide additional advocates/mentors		

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<b>Quality Choices</b>	A New Model of School Choice	Vanguard Schools			
		Empowerment Schools			
		Renaissance Schools	need change building and student expectations also if want change school		
	Uniform High Standards for All Schools				
	Schools of the Future				

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<b>Great Staff</b>	Recruiting the Best		<ul style="list-style-type: none"> <li>■ Help teachers with certif pay back loans</li> <li>■ Stop giving teachers subjects they know nothing about</li> </ul>		
	Retaining Highly Effective Staff		<ul style="list-style-type: none"> <li>■ Must reward teachers who stay past 2-3 years</li> <li>-need focus on PD</li> </ul>		
	Incentives for High Performance		<ul style="list-style-type: none"> <li>■ How ensure verteran teachers are on board for all of these changes?</li> <li>■ Give all teachers an opportunity to teach a higher level class - really excited some teachers (or club, ie., chess)</li> <li>■ Teachers should be paid more and allow their voices to be heard because they are directly involved with students</li> <li>■ How will teachers in different discipline/ with different populations be compared as to receiving incentives?</li> </ul>		<ul style="list-style-type: none"> <li>■ How do we know that students are actually performing well and teachers are not pushing the studnets along to reap the benefits?</li> <li>-what incentives can be put into place to entice TFA teachers to stay?</li> </ul>
	Extraordinary Customer Service				

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<b>Accountable Adults</b>	Performance Measurements for All Schools and Departments		<ul style="list-style-type: none"> <li>■ Everyone in school needs to take responsibility (lots of staff has no ownership)</li> <li>■ Might be good to have overlap in responsibility v. delineation so roles are covered</li> <li>-build in more opportunities and structures for student voice in making decisions</li> <li>-everything based on tests-students don't have buy in to do well on those tests because does not affect them personally</li> </ul>		
	System-Wide Evaluations Tied to Performance Goals		<ul style="list-style-type: none"> <li>■ It's very difficult to fire teachers. Too many teachers there for paycheck and don't care about the students.</li> </ul>		
	Annual Progress Reports				
	Common Standards of Professionalism		<ul style="list-style-type: none"> <li>■ Trust people on the ground to do great work</li> </ul>		

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<b>World-Class Operations</b>	Facilities Master Plan		<ul style="list-style-type: none"> <li>■ The district should remove grates on windows and metal detectors - research shows school climate plays a lot into achievement</li> </ul>		
	Streamlined and Effective Operations		<ul style="list-style-type: none"> <li>■ IT support for data and technology management</li> </ul>		
	Balanced Budgets Aligned with District Goals		<ul style="list-style-type: none"> <li>■ Where is all the money coming from?</li> </ul>		
	Weighted Student Funding Formula				