

Strategic Planning  
November 12, 2018

**Welcome**

**Introductions**

Ron Harnish, Scott Elzey, Michaela Troyer , Traci Werling, David Parker, Angie Topp, Cory Krugg, Tim Wilson, Erin Newcomb, Kathy Thompson, Cathy Dunwiddie, Kristen Wall, Cami Shelton, Gene Donaghy, Ginger Butcher

**NWCS Strategic Planning Committee Overview**

**Current target or goals-** *Scott reviewed our current goals. These goals were created in the strategic planning process.*

- A Positive & welcoming environment**
- B Marketing our schools for the great things we do**
- C Increase the awareness of the Graduate Profile**
- D Create a careers awareness and preparation model**

**Each school shared an update for activities that occurred since the last SPC in September.**

**LES-** *Preschool had a dress up as career, K had a fire department visit, dairy farm visit, and a career day. 2<sup>nd</sup> grade – conducted a mock city council, mock business, loan from bank amass productions, all 4 grades are in process of JA, 5<sup>th</sup> grade is focused on careers in genius hour, College Go Week activities were conducted for all students to expose them to the potential choice of college after high school, Kathy and Cami have been researching with demo accounts for software programs focused on careers, the school counselor conference is this week and they plan on getting new ideas there, Cory asked if young students really grasp and understand, Angie shared the outline of the Junior Achievement curriculum: 1<sup>st</sup> Grade – Our Family; 2<sup>nd</sup> Grade – Our Community; 3<sup>rd</sup> Grade – Our City; 4<sup>th</sup> Grade – Our Region. Gene also discussed the positive aspects of JA.*

**OES-** *Conducted school-wide College Go week with dress ups activities each day, JA has started, K had a trip to fire station, 1<sup>st</sup> grade does a picture When I grow up..., 2<sup>nd</sup> grade use classroom jobs and interviews, 3<sup>rd</sup> grade does a lot of research on careers, 4<sup>th</sup> grade make college pennants, students were interviewing people in the career field they are interested, they are also doing “Math in the Real World” where people share how they use math in their jobs.*

**NMS-** *staff has all been trained in Naviance including teaching assistants, guidance has created a curriculum map of what training will look like for the entire year, Tim also shared an instructional video for staff; Explorers Club has just started and is open to anyone and is co-sponsored by the Boy Scouts, currently they have 9 students signed up*

*for Explorers Club, they will do off-site visits and let them hear from people working in the desired field;*

**NHS-** *getting ready to jump into Naviance, guest speakers from the outside world to speak with the students, military, job shadow experiences, guidance is working with freshman on their 6 year plan which includes 2 years beyond high school, working on Graduate Profile attributes, post observation conferences with teachers are a great spring board for David to talk with them about connecting instruction to the real world, group of freshman, sophomore and juniors travelled to area businesses during manufacturing week.*

#### **E Implement student-led conferences to provide a format**

**LES-** *94% of parents attended, students demonstrated ownership in their learning, the student and teacher working together to create the presentation, students practice during the day so they are prepared for the conference, having staff available for students to present to if parents do not attend, teachers shared resources What we would like to do going forward; time allotment (15-20 minutes typical), rotate time with parents without students there, collection of feedback from parents*

**OES-** *97% attendance, few parents asked to speak to the teacher alone, student led conferences when it began at OES it was more like a show and tell and now it is more about the learning, parents were amazed at how the student could articulate their learning, parents wanted students to stay in for the discussion of behavior, one teacher had parents do a reflection for their child, teachers are brainstorming ways to look at the timing for families*

**NMS-** *Teams chose the nights they do their conferences, staff will be doing a survey later this week because they have just finished up this week, students prepared during homeroom, all presentations were done on the Ipad, Tim went through the student check list they used to create portfolio in Keynote, students had a self-evaluation, Tim also shared a student's presentation, Tim shared that staff stressed that students were able to articulate what they knew. Brainstorming; the parents of advanced students asked why they had to come in; students came into their homeroom plus one related arts teacher, attendance 6<sup>th</sup>- 85%, 7<sup>th</sup>-78%, 8<sup>th</sup>-68% Total school 83%, middle school made it clear they would be presenting to someone; teacher feedback- took a lot of time to prepare but the student excitement was worth it, student led conference is important for student to share but limits the number of teachers parents see; Angie asked why were there several kids presenting in one room; Tim shared it one avenue they were trying*

**NHS-** *1<sup>st</sup> attempt to do at high school, attendance 17%, wanted to make sure all teachers were available, very rarely had more than 2 students in room, David would like to tweak the format, the student led conference team committee is going to meet this week, the kids said they talk with their parents all the time, next time David would like to see the*

students be the , Michaela shared they got a template during round table, once in a specific class they talked more in depth with student actual learning, Angie liked the cafeteria and gym, something to keep in mind that not all students are there for round table to template, Cory asked Michaela what affect her student led conference had on her parents, Cory's feedback asked that students share more than just scores and making connections with careers, Cory heard overwhelming positive feedback from the student led conferences, Cami shared that as a parent she really wanted to see a couple of staff members but they weren't all there. Teachers sometimes have athletic commitments and can't make conference night.

**Review Next Step Strategic Planning Priorities feedback**-Scott shared the feedback collected from 25 people

**The feedback showed;** Scott explained the process

- \*Vocational Opportunities
- \*More Dual Credit
- \*OES roof
- \*Empowering Student to create a better NWCS
- \*Small student counselor ratio at all levels
- \*Continued Career Awareness
- \*Social Emotional Development
- \*Continued Focus on effective building leadership

Scott asked what our strategic planning should focus on based on the data collected and have the most impact for stakeholders. By what method do we narrow down the field?

- \*Tim shared he thinks we need more data
- \*Cory asked about the vocational opportunities. Ron asked if we should conduct a survey
- \*Angie shared that is interesting that vocational and dual credit came out on top since the committee tends to be heavier in elementary and middle school stakeholders
- \*David shared that 40% of NHS Seniors are not on track to graduate, 65% Junior are not on track to graduate,
- \*Traci shared we have a lot of vocational activities, did this come up because it is opportunities or is it how we help them seize the opportunities
- \*Kathy shared that the social/emotional and lower counselor numbers are related and these in turn lead into vocational. Elementary tends to see the trends first. The social/emotional is the base for this.
- \*Traci shared the majority of her time in the last week was focused on mental health
- \*Cory asked what steps do we take now if this is the direction we want to go?
- \*Cathy asked to look at our present situation.
- \*David shared he has parents who have brought up mental health and they don't care about academics they just want their children safe.
- \*Traci shared we collected data through the Lilly Grant.
- \*David discussed that social/emotional is not just a counselor problem it should be embedded in all areas of a student's day (teachers, cafeteria workers, bus drivers, etc...)

*Scott shared that he conducted a root cause analysis. He fully agrees that social emotional development would probably have the greatest impact as indicated in his root cause analysis. It would appear reasonable that NWCS has enough in the way of current initiatives and that studying the need for social/emotional support would be appropriate.*

*Adding S/E support would have a financial impact. Scott would like for SPC to look at current school data. **Each school will bring data back to the next meeting on Feb 11.***

*Individual schools have been asked to Data Dive*

**Next Meeting:** February 11, 2019

Here are LES's notes for the meeting.

## Most Recent LES Careers Awareness Activities

- **Preschool:**
  - Dress up, visit from Fire Department
- **First Grade:**
  - **Community Helper Unit:**
    - Research different types of jobs
    - Field Trip: Visit our local fire, police, library, & dairy farm.
    - Pick a career to research in depth and present to the class.
    - Invite members of the community to teach us about their jobs.
- **Second Grade**
  - **Business Project:**
    - Students set up mock business, and get it approved by a mock city council.
    - Next, take out a loan from the bank, act as consumers to buy and pay for good/services to produce their products, then act as producers to sell.
    - Finally, they pay off their loan, collect their profit, and use it to make repairs on items used to continue making their product.
- **JA (Grades 1-4)**

- First grade: Focuses on community
- Second grade: Focuses on how businesses run in a community, how taxes are paid, various jobs/careers that people have in communities.
- Third grade: Communities, Zoning
- Fourth grade: Careers that have community involvement, capital resources, renewable/nonrenewable resources, and the processes involved in running a business.
- Fifth Grade
  - Genius Hour: Projects are tied to careers/jobs – all presentations link to what types of jobs it would be connected to.
- Counselor
  - College Go Week
  - Elementary counselors previewed Kudor Galaxy on Sept. 19, 2018
    - I tried the 3<sup>rd</sup> and 4<sup>th</sup> grade accounts. I tried to think of it through a student and teacher perspective including level of engagement, student interest, when the teacher would/could use within the classroom, etc.
    - There was a lot of text and reading with both programs.
    - The game provided, for the ones I tried, was pretty simplistic and low level thinking not requiring the students to think about what they were doing.
    - The short video clips they included were good (clips from real work places, etc.), however, they were quick and I feel teachers could find more engaging and specific videos to meet their needs by browsing youtube.
    - I think getting teacher perspective could be helpful as well. Thinking like a teacher, I am not sure I would be able to justify the level of impact replacing some classroom instruction. It would definitely be supplemental to the instruction and learning activities provided by the teacher, however, I am not sure teachers would find it beneficial enough to take class time.
    - At this time, I would propose holding off on purchasing Kudor Galaxy while we explore other options and get more feedback from teachers. I appreciate you ladies looking into this and

getting the trial! It is a huge help to experience the trial accounts firsthand!

## 2018 November LES SPC Update

Recent Careers Awareness Events @ LES (Share attachment)

### Student Led Conferences

- **Successes**

- 94% attendance of student led conferences (521/552)
- Student Ownership
  - Student & teacher collaboration to analyze and review data
  - Student ownership and excitement of creating presentations, planning/tapping places to share, etc.
- Proactive Thinking
  - A teacher sent a survey home prior to conferences asking parent for the expectations and for any specific questions mom/dad would like to discuss at conferences.
  - Willingness of staff to be a surrogate parent to those students who parents may not attend conferences.
- Sharing of Resources
  - Parent commented how much she loved how second grade set out (in the hallway) resources for parents to browse and take.

- **Future Areas of Growth and Improvement (Scheduled for Vertical Collaboration)**

- Time Allotment
  - Most teachers allot 15-20 minutes per conference.
  - Some teachers shared wanting more time to allow student to share and then answer any questions, but were unable to allow more than 20 minutes due to having 10-12 conferences per night (4 hours).
  - Moving Forward:
    - Brainstorm with teachers how we could tweak our system allowing students to independently share their learning and then rotate to the “with the teacher” time to answer questions, etc.
- Collection of Feedback

- Teachers share ways they collected feedback from parents before and after student led conference.
  - Discuss how the feedback collected prior to conferences was beneficial.
  - Discuss post-conference feedback and how we can use it to improve the efficiency and effectiveness of conferences.
  - If feedback wasn't collected, discuss feedback collection for spring conferences.