

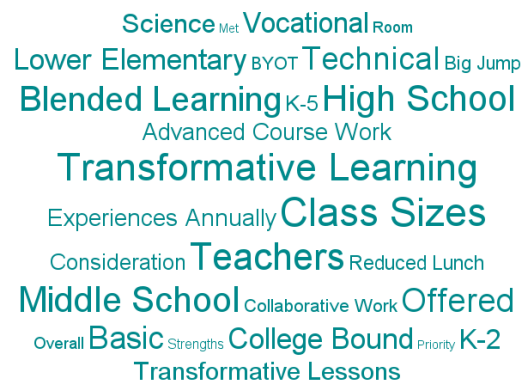


The York County School Division’s current long-term Strategic Plan was developed during the 2012-13 school year. After receiving community feedback, the School Board adopted the mission, goals and beliefs that are used to guide the priorities and work of the school division.

Division staff then developed objectives, action steps and benchmarks that would be used to measure progress towards meeting the long-term goals. Throughout December and January, parent focus group participants and staff were asked to take part in a survey to provide feedback on those objectives.

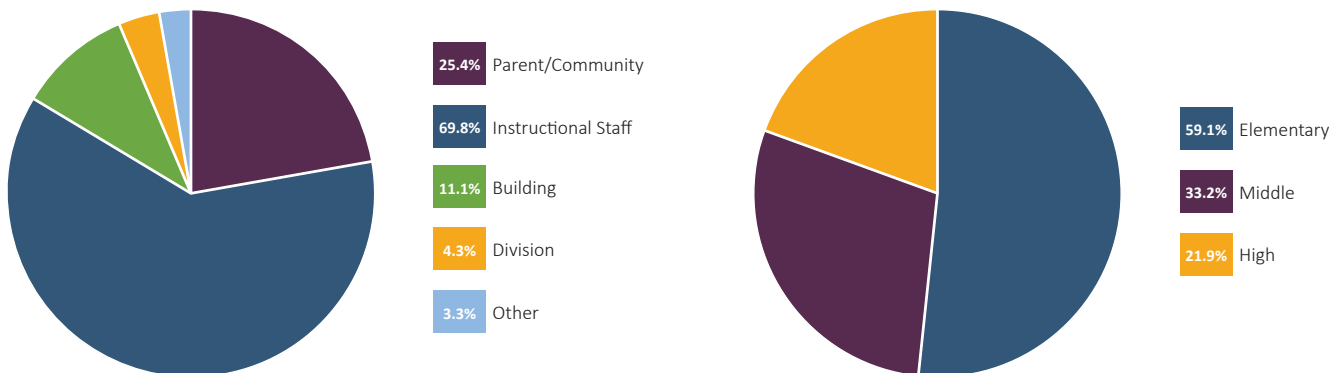
The survey sought to identify opinions on the importance of existing objectives that may be incorporated into the new Strategic Plan and whether the objectives should be kept, discarded or revised. Objectives that have been achieved and would not be re-evaluated for incorporation in the new plan were not included in the survey. Respondents were also given the opportunity to share open-ended responses within each goal area.

Division staff will analyze the survey responses to identify trends, gaps, as well as questions and concerns raised. This feedback will help facilitate the development of objectives for the new Strategic Plan. Below is a sample of a “word cloud” that represent important words and phrases participants used in their open-ended responses. Trends can be identified by the size of the font in the word cloud as the more frequent the use is indicated by the size of the font size.



Survey Participation Demographics:

The division received a total of 408 responses, with instructional staff members completing the majority of the surveys.





GOAL 1—STUDENT GROWTH & EXCELLENCE

1A The division and each school will meet or exceed state and federal target for all students and subgroups including Math, English, and the Federal Graduation Index.

Is this objective important to the division’s future success?	
Yes	No
98.6%	3.2%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
80.1%	1.3%	18.6%

1B By FY17, 90 percent of all third grade students will be reading at or above grade level as measured by the Standards of Learning Grade Three Reading Research and Literature Assessment.

Is this objective important to the division’s future success?	
Yes	No
93.0%	7.0%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
59.3%	4.1%	36.6%

1D By FY17, the percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded will increase 4 percentage points above the number awarded in 2012.

Is this objective important to the division’s future success?	
Yes	No
71.6%	28.4%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
53.4%	20.3%	26.4%

1E By FY17, the number of advanced studies diploma graduates achieving the “College and Career Ready” standard on the SAT will increase 4 percentage points above the percentage earned in 2012.

Is this objective important to the division’s future success?	
Yes	No
81.7%	18.3%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
61.8%	14.0%	24.2%

1F Using FY13 as the benchmark, the number of scores of 3 or higher on Advanced Placement Exams will increase by 5 percent annually.

Is this objective important to the division’s future success?	
Yes	No
69.4%	30.6%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
50.2%	21.4%	28.5%

1G By FY17, the percentage of underrepresented student groups taking advanced courses in grade 6, 7 and 8 will increase by 40 percent over the number enrolled in 2013.

Is this objective important to the division’s future success?	
Yes	No
78.2%	21.8%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
41.9%	15.8%	42.3%

GOAL 1– STUDENT GROWTH & EXCELLENCE

My concern is that the students spend a lot of time preparing for these exams and the expense of them and then in many cases the universities they are interested in do not accept them for credit. It is quite frustrating.

Too many variables involved to measure.

I do believe that objects should be reviewed to help teachers/parents be aware of the objects and standards required.

Scores on a standardized test aren't always accurate measures of a student's ability.

I personally think there is too much pressure on children today. The constant testing has created so much anxiety. Everyone learns differently and we are so focused on all this advanced stuff that our kids are not learning the basics.

In each case that I suggested "Revise," I believe that it is difficult, if not impossible, to quantify the increases in success. Although it is important to show growth in the areas of advanced diplomas and advanced placement exams, we all too often find that the students are pressured into taking advanced and AP classes who have little or no interest in those classes. In addition, the pressure to increase scores on AP tests is not in keeping with national performance gains. For these reasons I believe these goals should be reexamined and revised.

Advanced Studies Diplomas are not appropriate for all students. Technical studies should have just as much importance as academic studies. In regard to "Closing the Gap", academic success should be measured individually and by growth. It is not necessary to have a certain number of students in advanced classes. This will just look good on paper, but won't be beneficial to individual students.

Each year groups of student are different. The data is a valid test because the students are different each year. Yes it is good to set goals, but every student is different and groups of students each year are different.

1A some subgroups should not be required to pass same EOC testing at the same rates- we should be looking at student growth to determine their measure of success each year

1D- In order for students to be prepared to take higher level courses they need to be exposed to higher level thinking, questioning and products at the elementary and middle school levels- there needs to be more to show that we are working to build up advanced students, not just expect them to push through the advanced route in HS

1F- we need to look at the survey indicating why some of our more advanced students are not taking the AP exams so that we are not pushing to increase while losing a chunk of our most productive students

1G-Again we need to be offering more at the elementary level to prepare students for the rigorous coursework of advanced classes in middle school.

1B, 1E, 1F: rationale - I don't believe scores on a standardized tests should be the only measure of growth and achievement. We over-test students as it is and the "real" world does not consist of taking standardized multiple choice tests.

1D, 1G: rationale - the number of students receiving advanced studies diplomas and taking advanced courses is not valid reasoning to determine if a student is prepared or will be successful in life.

The current reading and writing literacy model on the elementary level does not integrate well together. The Writer's Workshop takes a huge chunk out of the day because of the way it must be implemented, taking away time from other subjects, including reading.

Some colleges do not even accept the AP exam after all that hard work has been put in and the test has been purchased by the parent.

The performance percentages and percentage points are difficult to assess in regard to accuracy since I do not know what the starting point was. I suggest a statistical progressive scale to avoid progression towards the mean syndrome. Additionally, FGI forces us to graduate students who are not prepared in academics and work place skills. Last minute efforts for students who have not been interested the entire year/school career produce the graduates for which the business community judges teachers and schools.

1G. I agree that the underrepresented groups taking advanced courses in Middle School should increase but a 40% increase is a little unrealistic.

1B. Although I would love to see all children reading on grade level at 4th grade you must remember that not all students learn at the same pace--I don't this is a viable goal--If we have to put a percentage point on this lets look at the research and come up with a realistic goal.

I do not think that students who are college bound represent the whole of successful graduates, and that taking more difficult classes in high school will prepare students with real life skills required for the workforce or for college.

1A) All students should be the wording. Eliminate "subgroups"

The other items that I feel should be discarded are purely because we have lost focus on giving students real skills that will assist them in life and gone entirely on "college bound" teaching. This is not what today's students need.

I have reservations about constantly trying to increase the number of Advanced Studies Diplomas and Advanced Placement tests. I would prefer the focus be what is best fitted for the student as the determining factor in scheduling rather than trying to meet a number in a goal.

For each of the objectives that I marked revise, I did so because I don't know if the increases are reasonable expectations without more knowledge of the current numbers and trends.

Is there a need for all students to be encouraged to take advanced courses or to graduate with an advanced diploma?

Our student body, like nearly all large groups, naturally displays a bell curve of ability, test performance, etc. I think goals like the ones above attempt (usually without success) to alter a bell curve rather than honoring a growth mindset and students as individuals.

1G. I think 40% is a high % for this objective.

1D Revise. Need to encourage students to pursue Advanced Studies diploma but also need to respect that some students would be better suited or desire to pursue job training. Need to ensure students also have opportunity to pursue trades. Students need to be strong students but pursue options they prefer.

1F If students choose to take the AP exams, it should be expected that they have the knowledge and skills to pass at the level of a 3.

York County needs to refocus emphasis on careers in technical and other trades in addition to college.

I think in York County the standards should be higher, closer to 100%. Employ business owners, former teachers and community members to assist underrepresented students in academic areas where teachers are taxed beyond their ability to help students. Hold monthly or bi-monthly Saturday School for students to get extra help and finish homework with assistance. This may be used as a period to prep for SOLs.

Each year till how long? It will never reach 100%.1F

1G- I love the goal and I believe in it, but I wonder if it is realistic- that is a high number (especially for 6th grade)

Until colleges get aligned with the College Board and grant credit as stated by the Board, the money spent is not in the best interest of the student and her/his family.

I would like to see goals that focus on an increase in student achievement, not just passing a test. Some students may not pass the end of course test, but have still made tremendous gains and that should be acknowledged.



For B: That is a really big jump in percentages in a relatively short period of time - what's in place to lend support or to be the catalyst for change - more at home reading requirements? -more tests? - more time immersed in reading in class?

For G: I wonder if the goal really doesn't do actual good service to the students - pull them into advanced coursework that they are maybe not ready for or want, adding extra burden of proofing to the teacher in time allotment per student/lesson adjustments, slowing the learning process down for a few students when the accelerated student will become bored. This will lead to an additional tier of student development where they are not "advanced" in reality, not "mainstream" in label, and overall not "served" by the school. Statistics prove that there are typically a certain percentage of students capable of advanced coursework, and it should not be driven in any manner by a group being under-served. Advanced coursework is set to prepare the individual student for what is to come in college and in their future, let's not muddy the waters by trying to increase by 40% a group that is actually not ready to do the work just to make the division look good on paper.

Increase percentage points for 1D and 1E to 5. Why is the percentage 4?

Each school has different level of availability to advance classes according to the enrollment of students per each advanced class. If the class is not available at the school how is this off set to not prevent a disadvantage to the student wanting the course. Our level of learning across America is dropping we need to find another measurement to use to improve our students. Identify how a better standard from another country excelling in a specific academic environment. Also look at the grades of a teacher, if a teacher has a 70% fail rate why. If a teacher has a 90% a average why. Need to represent the students if the school system extends the school day to develop a better learning environment. We are always tell kids improve but want them to meet standards. YCSD does not need to meet school hour standards let us think out side the box. YCSD can not progress is YCSD is only looking at meet the standards.

All the goals should be revised as the percentage increases suggested do not seem meaningful. Not all these goals measured percentages need to be increased. Some schools probably have outstanding scores where increases may not even be plausible. The division should really look at meaningful data collection and meaningful learning and not just global increases for the sake of increase.

D. Change the baseline to FY17 percentage

E. Change the baseline to FY17 percentage

F. Consider revising to include increasing the number of students taking AP exams as well.

The number of advanced diplomas does not affect the overall learning of students in the division. Regarding the SAT career readiness, I don't feel that a standardized test will effectively be able to convey this skill. I agree that the county should want scores to increase, but setting a number of points seems ambitious.

Students should participate in advanced studies if they are qualified to, and able to. These numbers should not be a goal to increase. They will increase naturally if the population determines so. To try to increase the numbers purposely may compromise the integrity of the program. Likewise with underrepresented groups-if those students qualify with current standards, they are placed in advanced courses, but not simply to meet a quota.

1E: This goal may need to be revised in light of changes in the SAT itself.

1G: 40% seems like a large increase. Is it realistic?

1G. There is a danger in putting students in advanced courses that aren't ready simply to meet a goal. Having the students IN the classes does NOT mean they are ready or capable of success. Perhaps the number of students (in general) that are taking the classes goes up because we are better preparing the students at the elementary level, but we cannot put students in classes they are not ready for.

These seem like personal goals. How do they help the Division?

Don't see the benefits of the advanced studies classes

We need to increase the percentage and work hard to exceed that number. Reading is key to everything.

1B, 1D We need to look at our target rates and make sure they are still realistic.

1E The SAT has been revised this year. Will the data accurately reflect the 2012?

1F Are we preparing them for these tests, are they accurately measuring what they would learn at a college level, or are the students not developmentally (study skills, work load...) ready for these tests

1G All students should take courses that meet their needs and not a sub-group/represented group.

1D= use a more recent benchmark than 2012
 1E= use a more recent benchmark than 2012
 1F= can we maintain 5% annually? If not, lower it slightly to 3-4%.
 1G= 40% may be high. Showing growth would be a positive.

My belief is that there are 2 problems with these objectives:

1. Simply too much focus on the advanced placement groups as opposed to all students in the division. I feel the mid-level students are the ones who are being forgotten.
2. Some of the percentages of increase are simply too high. Although these are good goals to pursue, I feel that making them "expected" goals might be unrealistic.

Are proposed percentages realistic and attainable?

1g. Employ a full time staff for student diversity, closing the achievement gap, multicultural affairs, STEM, etc.

1A: Revise to reflect ESEA, and consider specifying what "closing the achievement gap" looks like.
 1B: Broaden to include reading at more than one grade level. Consider implications of 2.5% for large vs small schools.
 1D: Revise goal to reflect realistic ability to meet or exceed for all schools.
 1E: Consider deleting unless we pay for students to take the test. Maybe change measure to PSATs or industry credentials to measure career readiness.
 1F: Consider deleting. Difficult to set a goal when not all students take the test, and colleges give little incentive to take the tests.
 1G: Revise percentage to set future, realistic goal. Consider defining "advanced courses".

As each year the number of students in the disadvantaged group changes, sometimes significantly. We struggle to know how to calculate improvement by percentage increase in enrollment when our number decreased.

Would like to see goals that consider growth and progress, as well as just target numbers. For example in reading, it may take until 5th grade to get students on grade level, but they are making progress each year.

It should increase to 43-45%. Also, there must be a re-examination of the criteria currently utilized to identify students as eligible for gifted education as it relates to advanced course placement. Furthermore, sessions for parents and faculty should be offered at least twice a year to discuss how to prepare students and further enhance education for the pre-identified gifted learner.

I believe the SAT preparation should begin in middle school, especially for advanced students. Several localities near YCSD offer PSAT to middle school students annually.

Minority in advance courses continue to be an area of concern. While it is important note that we "educate" all children, it is disheartening to continue to see advance course enrollment not increase. It is appears that knowledgeable parents receive the support while other are overlooked.

1B: We should want all students to be able to read at grade level. This would be better measured by a pre- and post-test of students entering/leaving third grade to determine growth.

1D: A student's ability to earn an advanced studies diploma is not tied to their ability to be successful in a career or in life after high school. We shouldn't push college on students who will be more successful going with a vocational education and entering the workforce.

1E: Why not include regular diploma students as well?

1F: There needs to also be some measure of how many students are enrolled in AP courses. The experience of an AP course can be more important than the score on a single test.

1G increasing the percentage of underrepresented student groups taking advanced courses in middle school is skipping a step -- that step is communicating effectively with parents of elementary students in underrepresented groups about the opportunities available in middle school and the level of performance in elementary school that would be required to qualify. Parent universities, meetings with counselors, a fast forward look at college readiness courses in high school -- all of this education and awareness is something parents need to help motivate their children to do their best and be qualified for higher level courses if they are able.

For 1G, I think it is important for students to be appropriately placed in order to meet their needs and have them progress academically. I think it is a disservice to students and teachers to have students in advanced classes if they are not developmentally and academically prepared for such classes.

1D - Advanced Studies Diplomas should not be the only indicator for post-high school student success. Some students may benefit more from CTE certifications and movement toward a career path or additional certifications.

1E - Further emphasis is placed on the advanced studies diploma - a goal tracking college or career readiness for all students may be more appropriate than this specific indicator.

As a division we are not closing the gap for all subgroups

Update the benchmark years as well as the target years

1D: There should be other alternatives to advanced study diplomas for those students who are not planning on going to college. Technical certificates in a particular trade should also have some clout in this district.

1E: The number of advanced diplomas might decrease if we define success in high school in different ways. See above.

1F: I think it is unrealistic to expect a 5% annual increase every year.

1G: In those grades concentration should be more on the basics and obtaining a strong foundation for high school.

1D: Success should be measured differently for each student. Advanced diplomas aren't the only measure of success. More technical certifications need to be offered to students not going to college.

1F: AP classes should remain rigorous and a 5% annual increase annually is unrealistic

I think that middle school students are pushed too often to take advanced courses when they are truly not all ready. The 40 percent may be unrealistic.

1E-consider a more aggressive goal # since baseline is low and more growth/success is needed

1F-better explanation for parents and students regarding why such importance is placed on taking AP courses

1B How aggressive is closing the gap by 2.5%? Is this sustainable?

1D- Advanced Studies diplomas are not needed for vocational work. Why are we assuming such a high percentage of our students go to college?

1F- How aggressive is increasing scores by 5% each year? Is this sustainable?

1G- I understand where the division is coming from here, but what has happened is students are getting thrown into advanced courses based solely on their race. They are not equipped with the skill set necessary to succeed and are under performing. This needs to be taken out.

1a. Why is it about schools? Shouldn't we be more worried about students. Helping each and every student achieve and grow?

1b. This is very important, but I'm not sure how it can be done unless there is more support in grades k-2. The concern in the school district is 3-5 because those are SOL testing years, but if we nip this issue in K-2, we can decrease problems in 3-5. Paras are pulled from kinder, reading support is limited in K. We need to hold schools responsible for helping students be where they need to be at third grade, but teachers cannot do it alone and the support cannot just be stepped up in 3rd grade.

1D. Not all students need to earn an advanced diploma. This is unfair to those who can't or do not want to earn advanced diplomas. Enough is not done to help students at all levels of education.

1E. If they are receiving the advanced degree shouldn't they be "College Ready"? Are teachers helping students be college ready or is this all based on a number the child has to reach on their own?

1F. Is 3 a passing? Why not make sure that students are ready to pass? Who cares what the score is?

1G. I think it's too lofty a percentage.

1G I have a concern that enrolling students in classes just as a number benchmark may be short sighted. Is there a reason students have been under represented? If so should that not be addressed first and then lofty enrollment benchmarks established. I would hate to see a negative impact 1) the underrepresented student because they may struggle since they were not ready 2) other students because the teacher has to go over or water down the material for ill prepared students.

1 A. I think that math and English should be looked at separately. We have different reading levels in class but same testing. This does not make sense for the child reading at a lower level and the chance to feels successful is low.

1 G. I think this goal is too high for children at this age level.

Question 1F: The goal as stated will be difficult to achieve. Students need a lot of out of classroom study time to be successful on the AP tests, and the majority of students are too involved in other activities, such as sports or part-time jobs.

Question 1G: The percentage listed, 40%, seems too high. Many students are lacking fundamental reading and math skills, so pushing them to take advanced courses when they are not ready, will only set them up for failure.

Are these increase percentages too aggressive? Increasing underrepresented groups has turned into pushing kids up to advanced who don't have the skill set just to increase the percentage.

With advanced placement tests, they only count toward. College credit, not toward GPA

Reduce number of increase

They are different kids how do you increase

1B: Does this take into account students with special needs? Could the objective be rewritten to show growth rather than meeting a benchmark?

1G: I feel that the percentage is unattainable.

You are setting the students and our district up for failure. This figure is too high.

Having all 3rd grade students pass the SOL at a 90% pass rate seems unattainable with the diverse population of students that we have.

1B higher standard

1D higher diploma is not as important as career readiness

The entire criteria for signing up for advanced courses needs to be revised, as well as the criteria that determines if they stay in the advanced courses. Teacher input and student grades needs to trump parental opinions.

1D - There has to be a threshold limit of number of students who are able to attain an Advanced Studies Diploma for the designation to mean anything. If we have reached that number, then the goal does not need to be amended. Simply raising the number for a goal's sake is ridiculous.

1G - Similar to my comments on 1D, ANY student who is capable of taking advanced courses in these grades should be able to do so. Forcing students into this option a) may "water down" the courses, and b) implies regular courses are not as "good". Setting a goal such as this will inherently push us toward doing just that.

1G. Although students with disabilities are part of the subgroup of underrepresented, it is unrealistic to expect a large portion of them to take advanced courses. They should have their own subgroup within this underrepresented subgroup to be more fair and to measure more accurately the success of the other students in the sub group.

The "one size fits all," even with differentiation, is not reasonable.

The rigor associated with the advanced studies diploma must be kept. Do not lower standards to increase the number on paper. Focus on quality not quantity.

Direct student mentorship is where our energies should fall to increase the number of students who have supportive mentors and varied experiences to achieve success after their time in YCSD. Advanced Placement and courses don't define success. Students should be served in a manner that created an environment of support and mentorship which allows students to confidently pursue their interests, not meet quotas from administrative purposes.

I'm finding my own desire to continue as an educator in the public school system dwindling as more often we are expected to produce quantitative growth and undervalue qualitative experiences in life which help students to pursue learning in a manner which fires up their passions and directs their energy to becoming confident and well rounded citizens in society.

The four cement walls they spend their day in along with up to 30 other individuals who may only have the commonality of age. Success outside of school, productivity and purpose in life is best supported by true experiences with diverse (beyond socioeconomic or racial diversity) citizens of varying ages, academic strengths and personality types.

We need to prepare the students to live in the real world more than we are doing now. Advanced studies diplomas aren't as necessary for college applications as they used to be. AP Exams are not as well received at universities as they have been in the past so a push to increase test scores seems a bit of a low priority.

Although it is important for students to have the skills needed to be career ready, it is not something that should be tested. We should, however, offer more programs for students that will not be going to college. AP tests are not important. Most students retake those classes at the college level anyway- especially if it is in their major. There are other programs that compete with the Advanced Study Diploma and therefore it is not fair. We need to close the Gap but 40% is high.

1g - an increase of 40 percent seems excessive

More emphasis should be placed on providing training for students who are not college bound. I would like to see some objectives targeting growth in post secondary training for students who will be transitioning straight into the work force.

Expand the goal to allow for showing student gains in ways other than the Standards of Learning tests.

The percentages presented are too stringent.

I think the goals should be achievable and take all students and a realistic evaluation of their abilities into consideration. All of the objectives are necessary, but we need to be more flexible in their application. For example the third grade reading- I think there should be more ways of demonstrating this rather than just one test. We say one test is just a "snapshot" on one day, so then should we judge those students or the division's ability in just one test?

1G- Increasing by 40 percent is ridiculously high.

Warning: teaching and Learning must match what the teachers teach. There exist discrepancies in alignment teacher expectations throughout K-12, especially between Middle and High. Students are not ready for high level courses when they reach HS, worse when they reach college, and end up at the community college, a pseudo high school now.

1G This goal seems unachievable

Public school children are not cookie cutters. All learn different and to hold all students to the same standards is unrealistic and causes more stress for staff, parents, and students.

You cannot continually increase the percentage and still have quality programs. There comes a point where you need to work on doing a really good job with the population you have instead of always worrying about how to get more students into classes where they do not belong. Instead of pushing students into college bound classes we should focus on career readiness and making sure we have produced students who have skills ready to walk into a work force.

I feel we need to make all 8th grade students take Algebra.

1B: There could be other ways to measure besides SOL performance.

All of the items should be revised for the new time period. <http://yorkcountyschools.org/aboutUs/schoolBoard/mission.aspx> should link to this survey, <http://yorkcountyschools.org/aboutUs/pressRoom/strategicPlan/default.aspx> with http://yorkcountyschools.org/aboutUs/pressRoom/strategicPlan/docs/FY16_StrategicPlan.pdf and the FY17 update you emailed to participants.

I don't feel a goal of 40% is realistic, it is too high until goals at lower levels to close achievement gaps can be achieved.

While I feel that all of these goals are important and necessary to YCSD's future success, I struggle with the idea that meeting these particular goals demonstrate growth in the skills and knowledge needed to be "productive citizens." Not ALL YCSD students are college bound, and these goals target those students specifically. Students can become productive citizens without an advanced studies diploma. In addition, I believe there are students whose goal is to attend college, but may find the requirements for the advance diploma or AP classes challenging. I think demonstrating growth is necessary, but I think the way the growth is being measured here is biased.

1E, 4 percentage points above the percentage earned in 2012 seems too low, college and career ready is more important and should have a higher step increase than question before it 1D as they both discuss advanced studies diploma students.

I understand the concept of the advanced studies diploma and should urge all students towards more advanced studies in the hopes of going on to college. However, I am not certain that just having more students take advanced courses is the objective we want. Improvement in grades and measurable proficiency at whichever level a child takes a class is the benchmark needed. Therefore, I wrote revise on questions 1D, 1E, and 1F.

1D-F Rationale: While advanced studies are appropriate - even necessary, depending upon a students' career goals - equal emphasis should be placed on the preparation and academic success of non-advanced study students, too. We risk not challenging our 'regular' students enough if we focus solely on advanced degrees, exams, etc.

1A and 1B: Should take into account metrics similar to the PISA which measure applied knowledge and critical thinking.

1E: Some other qualitative metric should be included like "Completed Long Term Goal Plan with Guidance Counselor"

1G: While I agree the percentage should increase, the goal as stated seems arbitrary. How will these populations become better prepared for these advanced courses in Elementary School?

Why 40%? This goal needs to be addressed earlier to show up in Middle School.

1F. I think that if it is important for the school division to have students take Advanced Placement exams so that YCSD is ranked more highly or for whatever reason, then the division needs to make that clear to students and the division needs to pay for the tests. There has been a lot of conversation about this, but I truly don't understand why students would take an AP exam if they know that most colleges don't accept it. I also would like to see the AP World History class offered since more colleges seem to accept this for credit rather than the AP Euro History class.

1G. I think that the way that students are encouraged to enroll in classes needs to change in order to foster an environment where taking the more advanced classes is seen as valuable and "cool"--the thing to do. Students have too much peer pressure to sign up in classes with their friends--a different approach needs to be taken.

Achieving targets is great and should be important, as it can be tied to funding, but should not be required. Reading goals and focus should be higher and obtainment set earlier. If they are not where they need to be in 3rd grade it is often to late.

Focus on testing and advance courses should be important but not focus. Learning the foundations, applications, and having the experiences should be focus and norm to produce more well rounded students and citizens and advanced studies can be pursued as extra instead of norm or goal of district.

1F - I think this focuses the county on too specific a level. If this was a sub-element of a advanced placement education it would be fine. To have this metric at the level of the entire county school system places too much emphasis on Advanced Placement.

Educators are focusing so much more on teaching to the test as opposed to teaching the subject matter, missing key elements of educating students.

1D - YCSD goal should be 100% graduation rate. A goal of 60% or greater for an Advanced Degree is great not sure I see the need to invest in trying to increase this.

1F - similar to 1D

1E - Should be revised to include non-advance studies diploma students.

To keep raising the percentage of third graders to read on or above grade level is unrealistic and does not necessarily mean they comprehend on grade level. Comprehension is the struggle for third graders, not reading. A lot of lower level readers comprehend better because they use tougher strategies. At what time do we stop increasing the percentage and maintain the same?? Not every graduating senior is going to college, so a advance diploma or AP classes may not be needed for every student. The push in middle school to have these 6,7, and 8th graders taking high school credits is not always the answer. Pushing students to take higher level classes when they are not ready or mature enough for the work load is not helping the students in the future. High school level classes are intended for that age group, not necessarily intended to be taught and pushed on middle school age kids.

The third grade goal while worthy may not be realistic. Does the entire population of our country read at the 90%? If not how do expect our children to do that?

I would avoid "absolute statements." Measureable outcomes are terrific, but saying we will "increase X by 40%" should be avoided. If you only achieve a 39% increase (wonderful accomplishment), it still looks like a failure. How about a range 20-40%?

Student achievement changes from class to class. To give blanket targets is unrealistic and sets up programs that don't meet the needs of the students from class year to class year. The only way to achieve goals like this is to think we can manage the families of the children we serve.

I think we need to look at the passing rate for reading levels at third grade and consider improvements made and progress made at each level. Students who are more than one grade level behind coming into third grade and make one year's progress is still a goal that is considered worthy.

Revise with current percentages

1B revise to use multiple data sources to determine grade-level achievement

1D We are already a high performing school. I feel we need to focus more on the "average" and "low" students' needs via vocational opportunities and credentials. 1F It is more important for students to gain access to the rigor of the classes, than the score on the test. 1G revise the percentages to a more obtainable percentage.

1G- All students need skills and knowledge in place to handle the demands of higher level course work. Middle school is an opportunity for students to develop the skills and habits needed to be successful in the rigorous high school learning environment, without the added pressure of maintaining a particular GPA. The concern is that students may be pushed into classes that they are not prepared for, to meet the goal of a 40 percent increase. Currently, there is not a clearly communicated division wide policy that outlines the criteria for placement into advanced classes, nor are there standards that students should meet for continuation in advanced classes, at the middle school level. A clearly outlined and communicated process regarding advanced classes at the middle school level would help teachers, guidance counselors, and parents, identify students that would benefit from advanced level course work. It is important to note that parents of our underrepresented student groups at times face significantly more challenges, such as a single parent household, working two jobs, unemployed (not by choice), and at times, language and literacy barriers. These parents, may be unable, unaware, reluctant, or lack confidence, to reach out to schools and act as advocates for their children in regards to advance level classes. As a learning community, we have a responsibility to even the playing field the best we can through school community outreach and communication. Shifting the paradigm from the percentage of underrepresented students in advance classes, to the percentage of increased communication and support of our underrepresented students, and their families, would advocate increased student success. It is not just about putting students in classes. It is about setting students up for lifelong success, by supporting and empowering students, and their families. Through clear communication, that outlines standards and expectations, student and family resources, and additional academic resources, placement of underrepresented students into advance classes can increase.

1A Revise to: "The division will meet and exceed state and federal targets for all students and subgroups."

1B With the CAT testing in only its second year this year for third grade, should the date for the 90% goal be adjusted beyond FY17?

1G Will the criteria for placement be adjusted so that the 40% increase will happen?

I would like more information on the plan that will implement a 90% pass rate for reading grade 3. What are the action steps that will achieve this goal?

1F - revise down to 3% increase annually

For 1B I think we should strive for 95% instead of 90%. I believe that 100% should be the goal, because reading is important.

1G-revise to include high school.

1B: The expectation should be that K-2 have children reading at the same 90% level. If children are not at an appropriate level by the 2nd grade, then there should be automatic retention. It is an unrealistic expectation to have 3rd grade teachers work to gain more than a year's growth to attain this 90% goal.

1F - All three of my now adult children took AP courses in a YCSD high school. My daughter took 7 AP classes in her high school years. None of the courses allowed my children to get credits in college, as each college wanted the course taught their way, and strongly advised retaking the class, especially if it was for their major. I feel the time and money spent in this could be used elsewhere. Don't stop giving AP classes, but don't make it a strategic goal either. 1G - 40% in 4 years seems very high, keep but revise the percentage. 1D - this is hard to comment on without knowing the percentage in 2012. I think it's an important goal though.

They are important goals, but the percentages need revision.

1D Everyone may not need/want that degree, but YCSD may push it to meet goal.

1E College and Career should not be lumped together. Career ready may not need SAT. SAT may change as well.

1B - not sure we will hit the 90% target there, but can try - a lot of pressure on young kids from teachers

1D - pushing for advanced studies sometimes a detriment to students who can't achieve and then feel disenfranchised

1F - AP tests gradually meaning less and less at this point in time

1G - 40% is a high benchmark to reach. Where do we stand on this so far?

More students need to be identified

1B - if not realistic to put the goal to 80%

1F - if not realistic increase by 3% - we are pushing the students already

Everyone does not need to go to college. We need training in the trades and military.

None of the objectives told me where we are currently with that objective... therefore I cannot say if we should keep as is or revise it. For instance, 1F says to increase the numbers of scores of 3 or higher on the AP Exam but if we are already at say 95%, then that is not realistic. 1G is not realistic, 40% is too large of an increase.

1A - Should look for gradual improvement from each subgroup, but closing the achievement gap 100% across the board seems unrealistic.

1D - I think more efforts need to be made to focus not so much on college prep but highlighting additional career opportunities for all students, especially those students who are considered "average & below average" and may not choose or be able to attend college.

1G - Should look for gradual improvement from each subgroup, but 40% seems unrealistic.

There is little push for those students that want to achieve a hands-on education. Where are the resources and encouragement for them?

We keep pushing and pushing these kids to take advanced classes just to say we met that goal.....most of those kids don't belong in the advanced classes. Stop getting so hung up on that and let kids be where they are and learn at their own rate. 7th graders taking high school classes...ridiculous!!!!!!

We should not be focusing so much on increasing the number of advanced diplomas and pushing students towards college. We want our advanced students to do well but we are not providing enough opportunities for non-college bound students and putting a lot of pressure on students to follow that track, even if it is not appropriate for them.

I do feel it is important that underrepresented populations be just as involved in advanced courses, however we need to be careful that we are not pushing students into those classes who are not prepared just to increase our numbers, thereby setting them up for failure and discouragement from trying them when they may be better prepared in the future. We need to be working prior to this time to ensure that these student groups are prepared for these courses so they are more likely to be successful.

shouldn't be pushing advanced courses in middle school

1B: Would like to see a revision to include that students will show adequate progress rather than just a pass rate on the SOL test.

1D Why is 2012 specific

1F Should include IB certificates/ diplomas

1G Too vague. What constitutes an underrepresented group

1G: Underrepresented groups is awful terminology. It's divisive and unnecessary. We should immediately stop using terms like this and lumping students into specific groups. They are simply all students. Just say you want to increase the number of students taking advanced courses in grades 6, 7, & 8 by 40% compared to 2013.

Revisions to look at what are realistic expectations for student achievement and not just what might look good for division public relations. There is a disconnect between the number of enrolled students in AP classes and their passing scores on AP tests. I feel the push is more for data representation, than actual positive student achievement.

A good deal of these goals are pushing directing towards programs and tracks that do not serve the general population of our student bodies. We should focus more on making students successful in their career paths then pushing everyone towards a four year college degree.

I think the 5% and the 40% may not be achievable and should be lowered to 3% and 30%.

It is not realistic to continue to increase a benchmark. If schools are doing their best and you continue to increase the benchmark at some point something has to give. Most likely your good teachers.

1A should be worded that students will be given the opportunity to meet or exceed state and federal targets. Educators can provide the opportunities but there are too many other variables that can affect student performance.

1B is setting an arbitrary number as a goal that may or may not be met. I think it would be much more effective for each school to use previous grade level scores as a benchmark and work to meet or exceed those scores. For example if you have a grade level where 60% of the students begin the year on or above grade level and by the end of the year 80% of those same students are on/ above grade level that is a huge success, but is not considered success based on your 90% goal.

1D, 1E, and 1F Again 4% or 5% seem like such arbitrary numbers and you are basically saying that what schools were accomplishing in 2012 "is not acceptable". What after the 4% increase? Establish another increase? Eventually something has to give. Would rather see it worded as increased opportunities, incentives, etc. will be provided to students regarding advanced diplomas or "college and career ready" standards.

1G Unrealistic. Too many variables that cannot be controlled in the schools. Should be worded that underrepresented groups will be given specific opportunities, incentives, etc to take advance courses.

1A- Revise. The achievement gap for specific groups, such as students with disability, can be reduced. These students need to be measured and assessed based on documented growth and development of skills each year. At the same time, to be eligible for Special Education, these students have already demonstrated - via standardized norm-referenced testing or medical diagnoses - that they are not performing at the same level as their peers. Thus, it is unreasonable for most of these students to assume that they will turn around and perform at the same level as their peers on a standardized assessment. There MUST be some kind of revision to this expectation while ensuring that the students ARE learning and making growth.

1G - I'd rather see the "non-advanced" classes made more meaningful and valuable for all students. The "advanced classes" and the drive to be included in them, by their nature, take the focus off quality learning for all. Students who are not in the "advanced classes" are somehow, systematically considered to have less potential. This results in "good enough" thinking for one group of students and an overwhelming competition based on scores and GPAs over true learning for another group.

1A- too much focus on closing the achievement gap (bring the low to meet the average), rather than focusing on students who could exceed at much higher levels (the gap would remain, but the total average would increase).

1B- If schools are not willing to retain students in K and 1 where the basic reading skills are taught, the 3rd grade scores have little chance of rising to the goal.

1G- This goal should be revised to reflect the progress that has already been made. The goal of increase should fewer percentage points.

The problem with an increasing goal each year with specific grade levels is the student population changes each year. You are not tracking the progress of the student. This holds the teachers accountable for students past educational experiences. It is important but one years class of students does not mimic the following years. Underrepresented students should be encouraged and strive to take advanced courses, but it needs to be a successful opportunity for the students. Putting such a large percentage increase does not align with the percentage of students who would be successful.

For the third grade target it is important to rethink how that is measured over time. Meeting the benchmark for one year does not necessarily demonstrate success and growth as students are moving into middle and high school. Is it possible to extent this to be more vertical?
Increasing the number of underrepresented student groups taking advanced courses is important. As a division we need to consider our metric. Should we have a metric earlier that would provide students a better opportunity to be recommended vs. just looking at it after?

1B: reading at or above grade level should change to be meet or exceed proficiency.
1F: change 5 percent annually to increase from the previous year
1G: percent increase needs to change to percent of initial enrollment of students in advanced courses

1B. We should always be striving to improve reading levels.
1D. Students should be pursuing an Advanced Diploma if their career choice requires it-- not because the division needs to increase the number.
1E. All students should be striving to achieve the College and Career Ready standard.
1G. How realistic is 40%

1B: omit read at or above grade level and change to meet proficiency on the SOL test.
1F: increase by 5% each year should be revised to increase each year from the previous year
1G: change to just increase enrollment of students entering advanced courses

1F. Edit to measure the increase in number of students taking the test - including subgroups.

1D should address specific groups of students as well

1G 40% is too high--maybe 30%

1A- objective is too broad- separate achievement gaps into another objective; 1B - need to update percentages to reach higher now; the type of diploma should not be the objective, skills or coursework should be; 1E - need to focus on all students not just high achievers; 1F - again, too much emphasis on test results for an objective

1G- should revise to a more realistic figure. Once in FOAll it is very difficult for a student to move on to Alg. I without a pre-Algebra course.

Revisions recommended in order to take in consideration any relevant or necessary updates to the objective.

D, E, and F need to be updated with fresh data. G also needs to be updated with fresh data, but also needs to be measurable at individual schools with changing populations.

For objective 1D and 1E, we should either revise this to include the importance of a standard diploma and the advancement of students on a standard track, or add an equally important objective for career readiness and technical skills for high school graduates. The current wording makes it look like we are only concerned about the advancement of our Advanced Studies students.

1D, 1E, 1F - while we want to keep standards and expectations high for all students, the focus of several objectives appear to be written for only the Advanced diploma student; if the Profile of a VA graduate is expansive of including all graduates the positive focus should be not only on the highest diploma graduate but the standard diploma graduates as well.
1G - expand to all students in grades 6-12.



Advanced studies diplomas offer students the most rigorous curriculum and does indicate that students in our division are working towards rigorous stands. The goal is only for a small proportion of the graduating seniors each year. A dual enrollment goal will capture more students and give the division another indicator of rigor. The underrepresented populations is a worthy goal that needs to be focused on the elementary level. If we identified more students at the elementary we can then give greater focus to guiding those selected students in middle school. The goal for middle school needs to be linked to high school advanced courses. For example, how many students who start off in middle school in a regular class land up taking an advanced class their 9th grade year.

While the literacy models have been developed, they are still being implemented across a continuum based on PD. I would like to see an objective that addresses the implementation phase of the literacy models; Revise 1A to address ESSA changes; For 1G, is the 40% addressing dis-proportionality? Where did that number come from?

1A align with new federal/state targets

1B increase % of proficiency

1D Too narrow of a focus with so many other students, considerations with more needs; how do we impact it or is more external controls in reality?

1E SAT is a small, specific byproduct and not used like it used to, again focuses on college bound only. Think larger for this goal and more encompassing.

1F see above, narrow focus be strategic but think of all students

1G must start in elementary, especially 5th grade teachers/students who come pre-determined. Also it's not getting students to take advanced courses it's convincing the parents and students to stay, which must start prior to Grade 6.

1F: Advanced Placement objective should focus on the increasing the participation in AP classes rather than increasing the actual score- especially now since students can elect if they would like to complete the test or not and the division has tools such as AP potential to find students who are good candidates for these courses.

1B, 1F, 1G - Baselines need to be revised, where demographics between zones comes into play, there needs to be discussion about low expectations by using overall county demographics as targets.

1E - We don't pay for the SAT we should not be using it as a gauge for progress- it does not account for under-served students.

For the 3rd grade reading objective have a combined 3-5 reading objective pass rate not just 3rd grade.

For AP, we should include the number of students taking an AP exam, not just the score that they get. 1F and 1G should be related in this way. Colleges are even telling students and parents that the Advanced Diploma status does not matter - the courses that they take and opportunities that they have matter much more.

1G: Schools with very low populations in particular subgroups are challenged to meet this goal. Revise to indicate that subgroups identified by the school will increase participation in advanced coursework.

1D: Question about the 4 percentage points being attainable

1A: Revise per ESSA using common language

With colleges limiting the number of AP tests they will take for college credit and the division only paying for one exam, it is difficult for schools to meet this goal.

Does 1A cover what is targeted in 1B? The objective for 3rd grade reading could include both 4th and 5th grade students as well.

For 1G. - I believe we need to look at all students. We are not doing justice to all races. Change for all students.

With the new CAT testing, should the division consider the changing data for the 3rd grade pass rate goal? Do we have enough info to make require increases to the 90% pass rate? With the underrepresented students for advanced courses in middle school, this is always a tricky goal for some schools that do not have a high number of black or N-code students.

Revisions would center around percentages for each category and take into account the different pay schedule for SATs. Literacy objectives should be revised to reflect work accomplished to date and projections.

Are we still at a point that it needs to increase by 40%?



GOAL 2-ENGAGEMENT & RIGOR

2A The division average class size at the elementary level will be at or below 20:1 for students in grades K-2 and 25:1 for students in grades 3-5, subject to available resources. The division average class size in core courses at the secondary level will be below 30 students, subject to available resources.

Is this objective important to the division's future success?

Yes	No
99.0%	1.0%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
60.6%	1.4%	37.9%

2B By FY17, each teacher will develop and implement at least two transformative learning experiences annually, in which students conduct research and use oral and written communication skills to make productive contributions to the community while learning the content of the curriculum.

Is this objective important to the division's future success?

Yes	No
63.5%	36.5%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
42.6%	29.4%	28.0%

2C Prior to FY15, staff will develop curriculum for a middle school course that prepares students for challenging high school courses.

Is this objective important to the division's future success?

Yes	No
85.4%	14.6%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
69.7%	13.5%	16.8%

2D The division will continue to provide engaging, rigorous opportunities for student learning through multiple magnet/thematic programs.

Is this objective important to the division's future success?

Yes	No
89.9%	10.1%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
78.1%	8.3%	13.7%

2E Staff will review and make recommendations regarding secondary course options in high demand career fields to be offered beginning in FY15.

Is this objective important to the division's future success?

Yes	No
98.2%	1.8%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
88.0%	2.2%	9.8%



GOAL 2-ENGAGEMENT & RIGOR

2F By FY17, 75% of graduating seniors will have earned a career and technical certificate, state license, or national occupational assessment credential.

Is this objective important to the division's future success?	
Yes	No
89.8%	10.2%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
70.3%	6.5%	23.2%

2G The division will expand the integration of online learning with face-to-face instruction within the same course.

Is this objective important to the division's future success?	
Yes	No
80.9%	19.1%

Should the division keep, discard, or revise this objective?		
Keep	Discard	Revise
65.6%	18.3%	16.1%

As a lower elementary classroom teacher, I find the demands of the transformative learning to be inappropriate at our level. Our children are just beginning to learn technology and how to work together and the amount of time that it takes to complete even one of these projects is very time consuming. I feel it is taking away from precious time that we have to provide important foundational level learning. I can see the value in doing these projects with middle and high school students who are proficient in technology and the other necessary skills to implement them.

Kids need to be offered a basic foreign language in elementary school. They also need a course on how to study and basic life skills.

2B: Teachers need ongoing training and planning opportunities if this will continue to be a goal.

2C: Allow middle school teachers the opportunity to work with high school teachers to see what is most needed.

I believe high school class size should be capped at 25. I believe that in the case of AP classes, they should be capped at closer to the 18 recommended by the college Board.

I believe Transformative Learning epitomizes 21st Century Learning. However, access to computer labs and electronic devices has become problematic making it difficult for teachers to plan these lessons. The schools truly need more computers, chrome books, etc. BYOT is great, but students in English classes cannot type essays or do serious research using their cell phones.

I believe at that online learning classes should be minimal and that for students in these grades should have face to face instruction.

Class size is so important and we seem to have gotten away from smaller class sizes over the last few years. Low student teacher ratio is the key to increased success.

2A class sizes should be: K-2 15:1; 3-5 20:1

2B not necessary, already being done

2B - should be one experience per class. Think of the student, they are taking multiple classes; 2 per class would be too much.

2C - Middle School needs to get back to the basics; reading, math, science, social studies, PE, band, chorus, computer science, keyboarding, a technical "shop" class, art and back to some sort of "home economics" class, where students are engaging in projects that teach them basic life skill to live independently on their own.

2G: Considering the amount of time students spend in school, we need to quit asking them to spend more of the "home" time doing school work. The "real" world, colleges and universities are looking for students who are more well rounded and it is hard for students to be engaged in extracurricular activities outside of the school day when we keep requiring them to do more "school" at home.

Many elementary schools do not have enough technology for every student that would allow students to do a performance task for transformative learning.

Division needs to work on class sizes as many teachers have had 28-30 students the last two years in 3-5 grades.

Transformative lessons should be geared for upper elementary, middle, and high.

Class size in high school has to come down to 25 because of student self-control behavioral issues impacting a entire class. Lost seat time easily runs into 15-20 minutes a class.

Transformational Lesson: Teaching is teaching with or without technology; it's appropriate to some content areas, not all.

What happened to MS certification; robotics. Automation is going to revolutionize the job market. How are we preparing students to these jobs?

Again with the percentages, without stats, how can I know 75% is realistic and achievable?

2F. Not clear--make sure to clarify this is for Vocational/Technical training

2G. Specify what areas and ages

2B: I feel that transformative learning is taking away from the focus/time/resources that teachers have to teach the skills they need.

2E: I do not think that teachers one, know their students well enough to make an accurate recommendation of their students futures, and two, should typecast students into a specific field or area, which would ultimately take away from the students ability to be exposed to other options.

2G. online learning is not a substitute for face time with teachers. I have found this to be true in both my own education, as well as my child's.

2a Class sizes should be lower. 18 max in elementary and 25 max in secondary

2b Transformative lessons do not fit all curriculum. This wording should reflect the disciplines that require intensive writing but not mathematics

2A: I think it would be more beneficial to keep high school classes below 25 in a classroom.

2B: I think it should be revised to 1 and expanded in the future. You need to walk before you run.

One meaningful transformative project works just as well as 2 in lower elementary. Our children focus on our "Paws for a Cause" throughout the year. Our other projects are not as grandiose.

2F: Revisit the % (75)

2B Transformative learning experiences in the K-2 grades are not appropriate. The teacher plays the larger role and takes away from learning necessary skills that will enable them to work on them more independently in later grades.

I think class sizes in grades 3-5 should be at or below 24.

Class sizes really make a difference would like to see them at 18, 22, and 25 respectively.

2B - more suited to secondary; should be optional in elementary.

2D - does YES even take any magnet students because of enrollment numbers?

2G - expand by what percentage?

2A smaller class sizes

2A Rationale - smaller class size

I believe that wheel courses are interesting and beneficial, but, I think that it is critical to have foundational grammatical and writing courses offered, math curriculum outside that which is required by the SOL, and logic. I think that we are so enamored with technology, that our students don't know how to write complete sentences and/or write cursive to sign their names.

2A. Should be every class not an average.

2B. One per year

2A: Some schools seem to have different class size averages- they need to be consistent among all elementary schools in the division. 30 is high for secondary as well.

2E: Please make sure staff includes teacher input for interested teachers.

High school class sizes in core subjects should ALL be below 30.

I believe it is important, just not that 75% need to have it.

2B: I question the true value of the Transformative Learning as it has been implemented. Is it meaningful learning as it is being done?

2G: This should be revised so it is implemented only if relevant and meaningful in the class. Sometimes online learning for the sake of adding online learning to a class may not be helpful.

B. Increase the number of experiences F. Increase percentage

Blended learning is ok, some students need both, plus some curriculum need more instructor based interaction. Example is the summer school, how do you teach math on line or at the school on line when you have a Spanish teacher in the class keeping an eye out for questions. SO the student is at a disadvantage because student does not have the tools to succeed. YCSD does not always keep the student first. Money comes first but when you pay for something you should receive the full support for the endeavor poor customer support by the school system.

2A Classrooms sizes should be smaller by 5 for each category.

2B Transformative learning experiences should be implemented every quarter. These do not have to be time intensive experiences.

- 2C. We have to actually write down that middle school should prepare kids for High School?
 2E. These fields change constantly.
 2G. I am not now, nor have I ever been in favor of on line instruction.

All classroom sizes should be at 20:1 or smaller.

2F-Not a high priority based on individual career goal.

Comment about 2C: My son is in 8th grade and taking 2 high school courses currently but I am not aware that he has taken the course described in this objective.

Class size needs to be reduced and 75% of grad class to receive tech cert and state licenses high.

- 2A. 30 students in a class is TOO MANY for any age.
 2B. Honors level or above, perhaps? Specific courses?

- A. Lower the ratio whenever possible but especially is elementary schools with higher rate of free and reduced lunch.
 C. IS THIS ACTUALLY HAPPENING?
 E. Is this actually taking place....students have too much down time and are not challenged unless in IB or AP.

Revise the student ratio to include smaller 3rd grade classes.

2B at the secondary level

- 2A: This objective does not take into account the impact that IEPs & 504s have on the teacher/student ratio.
 2C: This curriculum should already exist within the existing course structure.
 2D: The division should be firm in its resolve with this objective. Saying this & then putting magnet teachers on carts does not help.

- 2B: 2 new transformative activities each year may be difficult- modifying or building upon existing activities should be permitted. Continue to implement 2 or more transformative activities each year.
 2C: Vague. Needs to be more specific- which courses will we focus on? Some electives are not offered in all schools and they should be.

- 2A - research shows smaller class sizes improve student outcome. YCSD should strive to have smaller class sizes than the ones listed.
 2C Rigorous middle school curriculum should be embedded in the core subjects. A stand alone course does not teach the skills needed to succeed in advanced course work at the high school level in an authentic way.

Class sizes are too high at the high school level.

Transformative learning is time-consuming and not always worth the outcome. How do we prevent ACE from becoming a "filler" course? How will students be selected for integrated online learning? How will it be phased into all buildings? Will there be prerequisites for taking these courses?

- 2B - in middle school and high school, it is not really feasible for each teacher to provide 2 transformative learning projects, that would be 14 transformative learning projects for each student during the school year. That is not really realistic.
 2C- instead of always worrying about "preparing" students for the next grade level, courses should be developmentally appropriate. If the course is taught properly it will automatically prepare them for the next level.

- 2E staff will meet twice (June/July and October) annually to review secondary program options.
 2G students will participate in one virtual learning course experience 9-12.

Discard the language "transformative learning" and just describe these multi-layered projects that include community service and oral presentation skills
 More info has to be given to the public so that they will understand about graduating seniors and what types of tests are given to ALL students before graduation

I think the transformative learning objective can be addressed within another objective.

The goal for 2G should remain the same, however the plan of action to achieve the goal should be updated to indicate what the K-5 responsibility will be (at a minimum) to help ensure students transition into the sixth grade with as much pre-exposure and preparation as possible.

2B: The term transformative learning is not clearly defined, consider rewording (i.e. real world experiences).

2C: I thought ACE did this. Adding courses without taking some away is very difficult.

2E: Staffing is a problem. Difficult to add courses without qualified staff in the budget.

2F: Update since all seniors must have a certificate to graduate now.

2G: Consider shifting focus from blended learning to technology education embedded in courses, or focus on expanding the use of credit recovery programs.

15:1 for grades K-2 and 20:1 for all other grades would be ideal.

Class sizes should be smaller and available resources should be required. Using class average for K-2 and 3-5 often leaves certain grade levels higher when other grade levels are small.

As a parent - blended learning appears to be some meaningless activity that is thrown in just to meet the requirement.

2B: Projects and authentic learning experiences are very important. The use of a “transformative” experience is somewhat arbitrary. Projects and other experiences can be just as, if not more, valuable. Keep the minimum requirement of two.

2C: Middle school students aren’t high school students. High school class experiences vary greatly. The rigor in high school credit courses in middle school should accomplish this task. A course that addresses specific skills in social interaction, reading and diligence would be beneficial to rising high school students.

Since we have implemented BYOT, we need to implement a course or a curriculum that will teach students how to use BYOT and school issued devices as personal learning devices. For example, how do use the calendar feature for upcoming assessments. Or task list to plan long term assignments.

Believe it is very important to prepare all middle school students for HS, but should be embedded with ongoing instruction and teaching skills vs. having a class for just a few.

2C should be discarded because the curriculum is already established by VDOE for core classes at the middle school level.

2G and 2H will be focal points for YCSD and society in general and should absolutely be kept.

2B it is already integrated as a way of learning and doesn’t require formal, separate articulation.

2C - attention should shift to making sure that all middle school courses contain rigor that prepares students for success in high school.

2A - avg of 30 in a core high school classroom can be challenging.

2C - prior to FY15? Has this been accomplished? Or should the FY year be updated?

2F - update FY?

2A: Class size in a required high school class that is considered lower level should be no more than 25 students.

2A Class size matters! 20 or below in Kinder-2. 25 or below in everything else. Focusing on the individual needs of each child is difficult when there are only about 7 hours in a school day and one teacher in a classroom.

2B. This is above and beyond. Not all students are ready for this. Can’t we just worry about having them reading and doing math? Once they have mastered reading and math (K), then let them be transformative.

2C Why just middle school? Shouldn’t we all be preparing students to move on to bigger and better things from year to year?

2A: Secondary classroom size should not exceed 25

2B Revise the objective to focus on project based learning. Another option would be to put the focus on a school wide initiative. Often it felt as if classes were forcing a “transformative” project to meet someone else’s personal objective. Too many outreach activities become meaningless.

2B- The community has been saturated with these projects and is "over it." Please see the low attendance at spring showcase events held by schools. Parents who do come only see their child's project, then leave.

2F- 75% seems very high and not in line with the previous goal of advanced studies diplomas.

Question 2A: I think the class sizes should be further reduced at all levels. Thirty students in one class at the middle school level, assumed it's been put into the secondary category since there is no specific number after grades 3-5, is a nightmare I have personally experienced. As time goes on, students seem to be getting less "training" at home as to what is acceptable behavior.

Question 2B: I think this initiative should be reduced to one or none. Teachers already have little enough time to cover all the curriculum.

2F-unsure of the overlap opportunity for advanced diploma students and the career/technical certs...consider if % is too high/low relating to 1D

2A-Larger amounts of kids per class will make it more uncomfortable as well as making it more difficult to ensure that all students successfully learn the material.

2 A. I think these class sizes are too high, especially for middle school. Our children will thrive in smaller classrooms as we can see at some of the private schools.

2 C. I am unclear about this. Are we putting a study / organization class in place or a harder curriculum? A harder curriculum in middle would not be good as this is a challenging time for children, socially and academically.

2F. I don't have enough understanding of how these certificates, licenses or credentials are earned and what they entail. I'm afraid the high percentage requirement would result in a student attaining the most basic one just to "check the box" and achieve the goal in lieu of the outcome being practically useful to the student.

2A- the smaller class sizes the better I would try not to go over 25 even at the high school level

2F - 75% seems like a big jump from prior year

Due to the military family we always should be aware of the class size through out the year. Turn around affect the class size

I think it needs to be clear that a MS course which is set for preparing HS readiness is not a study skills or how to learn type of course. A "honors" science or social science course would be more beneficial and interesting to students who plan on taking a heavy AP course load in HS. It is a big jump from basic history to AP HUG. Raise expectations for courses in MS and I think that would help in readiness.

2A-the large class sizes may make it difficult for learners of various levels.

Please reduce 30 to 25 students per classroom. It already states "subject to available resources."

Revise to 1 transformative project each year. 2 per teacher is a lot.

Secondary class sizes are too big in some cases

30 too high

2A: Can there be a specific class size for elementary inclusion classes?

2B - This needs to go. While we need to communicate with our parents and community there are much easier methods of accomplishing this concept.

2F - This needs to be directed at only those students not going to college. You are asking too much for the college bound students. Furthermore, Vocational Technology schools should be open in every district and any student who wants to attend should be able to do so. The competition is way too challenging.

2G - The students and parents feel that is it unfair to the 7th and 8th graders and look at this concept as punishment.

Having 25 students in any elementary classroom is way too many. A lower ratio would be much better because there are many classrooms that have significantly more than 25 students on a normal basis.

I think projects are an important part of classroom instruction and assessment, however; 2 transformative projects in one year seems too many.

2D the magnets do not meet the minimums in other school divisions

2A: The ratio should be lower than 1:30 in the secondary level as well. 1:20 would be preferable.

2B: The transformative learning projects should not be mandatory. The less administrative oversight over how a teacher decides to teach a concept--or over the form in which a teacher has their class do a project--the better.

2G: Blended Learning seems to be a necessary evil if the division will not "build" snow days into the school calendar.

2A - 30 students in secondary classes is probably too many in any case. However, I would revise this number so that "inclusion" classes have a much lower ratio. Even with a para-educator, my inclusion classes are always my biggest and those students who need the most attention end up getting the least by virtue of numbers.

2B - Teachers should teach to all learning styles and in the manner which suits their style best. Forcing teachers to use any particular model only checks a box, does not necessarily ensure the best teaching for students. Perhaps a revision should be that teachers will use technology to enhance teaching and emphasize communication skills/ impact on community - without prescribing a particular method or project to that.

2C - Not all students can or should take a rigorous high school curriculum. Either drop this or add a goal that students who will not be taking a rigorous high school curriculum will be enrolled in a curriculum which will allow them to graduate and become a valuable member of the community.

2F - The numbers don't add up. Either we want more Advanced Studies/ Advanced Placement success (the kids who will go on to college, most likely) or we want more Career Ready students (those who will not go on to college, most likely). Wanting students to be both does not serve them well in either category - the college bound are over taxed by also trying to be career ready and the non-college bound get drowned in a sea of over achievers instead of having staff focused on their success.

2G - The division will increase technology and training for teachers to meet this goal.

SMALLER CLASS SIZES, SMALLER CLASS SIZES, SMALLER CLASS SIZES. PLEASE.

We could solve at least ten issues plaguing our system if we reduced class sizes to no more than 20:1 at the middle school level.

From behavioral issues to spending more time with each student individually.

Blended learning is a joke in most instances. It is done to put a tick in a box.

Transformative learning is a buzz term. Let's focus on students who are prepared with critical thinking skills.

The magnet program at YES is a joke due to overcrowding.

2F Students should be exposed to selecting post secondary and career options that fit their personality types and interests, not just which jobs are going to exist or provide salaries of a certain level.

To be a productive member of society, students should understand the value of their strengths and natural dispositions.

Most students spend large amounts of time online. It's unclear from 2G if the time online should increase. I believe students need more face to face time with teachers and other students.

Transformative Learning requires time and resources that are not available.

Not all senior need a professional certificate- especially those attending college.

Not all students have computers nor are all students responsible enough to complete homework.

2F: if 75% of all graduating students must earn the designations noted, does that include those students working toward college readiness/advanced diplomas? Students taking AP or Honors classes don't have the time to also work towards the certifications noted. This needs to be revised.

2G: Students and parents in the middle school do not value blended learning and it puts additional work on the teachers.

Blended learning relies heavily on student off sight engagement --is that realistically happening?

2A: When looking at class ratios, its important to also look at the make up of the class. A class of 30 with 10 students on IEPs is much different than a class of 30 advanced learners.

2B: Some teachers have a style and subject that lend themselves to transformative project based learning. Some teachers have to force their subject to work for this style of teaching. It should be encouraged but not required.

2F: The percentage should be lowered and it should be meaningful certification....not the certification that students are receiving through Personal Finance that is meaningless in the real-world.

The 2A class size objective should be changed to remove the word AVERAGE and include “within each elementary school.” Objective 2B should address only middle school and high schools, not elementary. Elementary schools must teach basic foundational skills without the added task of creating transformative/PBL projects. Teachers in the elementary school may do so but not be REQUIRED to do so.

Class size is essential and I think it should be held at 20 or below for all elementary. Also Transformative Learning is wonderful, but I think the requirements need to be revised. Also - where I am an elementary teacher, my votes on the middle school and high school topics involve only a surface understanding and do not reflect a comprehension of their details or impact on those students or schools. My suggestion is that those topics are surveyed only in those settings where they apply.

2A- Class size needs to be lowered even more. 2B- Transformative Learning is not being done and is a waste of time 2C- Not an effective program for students. 2D- How about more magnet programs for middle school students? 2G- Blended Learning is not effective and students simply do not participate.

Why 75% for career and technical certification, why not less or more? Blended Learning for middle school is not fair to students who have no access to technology.

2F This could be an undue burden for high achieving students

Decrease classroom sizes across all grade levels.

Provide more students access to technology in the classroom. Integrate smart boards in the classroom to provide more engaging experiences with technology for students.

Change style of classrooms, shy away from desks by providing classrooms with cubbies for student materials and provide collaborative work spaces like large tables and open floor plans with comfy spaces for working and learning.

Can 75% of seniors have licenses and increase advanced course work as well?

Class sizes should be less than 20:1 ESPECIALLY FOR INCLUSION SETTINGS!

2A -- Add limits on peak class sizes. If you control the peaks, you will control the averages. 36 kids per class at YES is completely unacceptable.

2B -- What does this mean? I can see no reporting on it in the FY17 status or http://yorkcountyschools.org/aboutUs/pressRoom/strategicPlan/docs/FY16_StrategicPlan.pdf If you aren't measuring it, you should do so or drop the task.

2D -- YCSD should commit to adding resources to make Magnet schools able to accept new students. YES at 137% capacity can't possibly support an effective Magnet program. I also don't see any status reporting on this.

2E -- Show better reporting.

2F -- what sorts of certification count? I see 59% got an industry certification--What are these? Are they like MS Excel course completion cert or something like a Certified Welder?

Have we met 2F? Never heard any talk of this before. Seems we should be working towards this.

2A. “Subject to available resources” needs to be taken out. This standard needs to be followed so that children are getting equitable education and attention from teachers across grade levels.

I don't view Transformative Learning as a goal. I look at it as a method of teaching that teaching that might work for some but not all.

2F is confusing. 75% of graduating seniors will earn a technical certificate of some kind...what about the college-bound kids? Does a graduating senior with a 4.0 GPA and is going to William and Mary on a scholarship get some certificate other than the diploma and the various accolades that go with it (Honor Society, Debate Team, etc.)?

2B transformative learning: would be good to include opportunities for collaborative work to enhance students' abilities to function in a group dynamic and foster leadership & cooperative skills while applying knowledge.

2c MS curriculum: need to revise to include those students already on the advanced track and make sure they are learning the skills for AP HS courses (our experience in grades 7-8 advanced classes has been they aren't necessarily prepared for the HS rigor). Also take to HS level and make sure those students not already enrolled in AP are given opportunities to ready themselves to make the jump to more advanced work.

2E secondary options: if successful at 3 high schools, expand throughout division. Research new fields that are in demand and expand the areas offered to include more student interests.

2F: I think 75% is too high and reduces the emphasis on learning a broad variety of subjects and skills. Certification is important, but not for that high number of students.

2G blended learning: make sure that face-to face interaction is emphasized. Don't want technology overused as a substitute for interaction.

2D: Area studies in the magnet programs should also be carried over to the general population. All of our elementary student would benefit from more math and technology, not just those at YES. The EXTEND model and emphasis on Habits of Mind could be well used across all schools and grade levels. Students studying the arts shouldn't have to be boarding a bus at 6:00 am to be able have that experience.

2F: There are many career paths where this simply doesn't apply. Students planning to pursue an advanced degree (eg for a career in law, businesses, medicine, higher education, scientific research), don't need to earn a professional certification out of high school. Their time would be better spent customizing their curriculum to their career goals.

The class size ratios should hold true for every class not simply as an average for the entire division.

Class size should stay small or redefine how they are grouped. Even in smaller classes if the attention and resources are devoted to children with "behavioral" or "learning challenges" the size does not matter. Many teachers are dealing with diverse classes and have to "manage" the class so children are left to learn by themselves or through groups. Students who perform well and require little management are often left to educate themselves with guidance versus instruction.

More experiences to enhance curriculum learning should be offered. Ms. Bauer does a wonderful job of incorporating learning/ curriculum with students interest, real world experience, and community involvement.

For vocational and career certifications, if the goal is 75% of seniors, does that mean only 25% are college bound? If so, why are so many division goals and resources focused on higher academic achievement and opportunities for gifted. Focus should be on the average to accelerate opportunities for all learning and paths, careers or college, not one or the other.

2F - not understanding the high percentage for this objective. What about the students that are college bound and not vocational, are they somehow part of that 75%? If not, then the objective seems lofty. Don't we want more of our students to be college ready rather than career ready in some way?

2B, revise to read at least 2 transformative learning experiences annually for K-5, at least 3 for 6-8 grades and at least 4 for 9-12 grades.

2B: Should include being effective consumers of research, including a working knowledge of basic research design (i.e. Sample size and statistical analysis.

2D: More EXTEND services! We need to maximize the potential of our EXTEND population just as much as we need to make accommodations for our special needs population.

2C/2E/2F - these goals are extremely broad and difficult to understand. I believe they should be revise to provide increased clarity and focus for the school division. Example - 2E references high demand career fields. High demand career fields exists across the spectrum - From data scientists (requiring a Masters degree) and HVAC technician (requiring a vocational education). Where is the school division asking its staff to focus? Revise the goal to provide this focus to the staff and community

2G - This goal needs to provide some kind of metric/measure. Just stating that the School Division wants to expand means you can achieve the goal by creating 1 addition course. As currently stated I do not believe anyone can have a clear picture of what success in this goal is...when has the School Division achieved this goal?

2A. I think that there is currently great disparity between the education that students are getting in overcrowded schools in the Bruton district and the schools in the Grafton district. I think that this needs to be addressed quickly and definitively. Long term plans of building a new school aren't helping the children and staff currently enrolled.

I think that transformative learning needs to be pushed more consistently. At first, it was a major priority, but now it seems more like an afterthought. It was working. Students as stakeholders empowers them and makes them see the value in their learning. We need to re-emphasize this.

2A. Class sizes still remain too large to achieve all the educational goals listed, especially considering the students that need extra attention that may not be at even the grade level they are currently enrolled in.

The class size numbers need to be changed to say maximum not average. Both my children had 24 children in their kindergarten class, which I found to be unacceptable in such a highly regarded school district

Blended Learning - I love it but the students felt that is it is not important at the middle school level. Since there is no accountability at the middle school level it seems to be an exercise in futility. The students know that they can fail every subject and still move right along with all the others who passed. I offer to stay every Wednesday to help students complete their Blended Learning but they choose not to do so.

Transformative learning projects are great ideas and learning experiences for students, but do not allow a lot of time for teachers to teach the skills needed for AP exams and for state tests. In elective classes, there is more time, however if the division wants high test scores, this goal needs to be taken out.

We have to refocus our future towards career education. The corner is turning in the field of technology. The ultimate goal of technology is user friendly. This means that technology will tailor to the user.

Class size should be 20:1.....not an average

Transformative learning should be at the discretion of the teacher to decide if such projects fit into the course being taught and not be a force. Some courses have rigorous curriculum that does not allow for the extra time to complete transformative projects..

2C- Did the middle school already create a curriculum that prepares students for high school? If not, specify what still needs to be accomplished.

2G- Is just one strategy for learning. Does it still need to be mentioned specifically in the plan?

2D add a fine arts MUSIC option (both instrumental and choral)

2A- Middle school class sizes should be no greater than 25- any reduction in class size will increase the probability that students are on task and engaged.

2B- At the middle school level, this time is better spent on life skills, organizational skills, and computer technology skills.

Transformative learning is more organic and authentic at the high school level because it is student driven, rather than teacher/parent driven.

2F- Some students are not on the Career and Tech Ed path, why make students take courses that don't support long term goals? Additionally, the reality is, students taking AP classes may not have room in their schedule for CTE courses. I applaud the renewed efforts and support of CTE instruction. However, I believe the intent of this was to get all students on the path that best meets their needs.

2A: Class sizes should be smaller.

The class sizes in 3-5 should be lower.

There should not be a mandate on transformative learning projects. It should be at the teacher's discretion and a number of projects should not be mandated.

The elementary magnet programs only impact a small percentage of students. The magnet programs need to incorporate more children from the division.

2a can we just strive for smaller class sizes across all grades. Yes it will require more instructional support but so helpful for all in the end.

2g blended learning could become more community based learning instead of automatically becoming online learning.

2f would be nice to bring college seekers and possible technical career seekers on Sam eleven so technical path students do not feel as if that is a lesser or lower choice.

2F-75% of all graduating seniors? This seems unrealistic. What about students not interested in those fields?

2D - expand STEM magnet programs to middle schools again

Class sizes. Should be kept lower. 25-30 students is too large for engaged learning.

K-2, 18:1

3-5, 22:1

2A- lower student:teacher ratio would be more effective

Class sizes should be averaged per grade level/building and monitored throughout the school year, particularly at schools that see an increase due to military orders.

2.A is an important goal. The misleading wording is average class size. This needs to be revised to say the maximum class size. This is because when considering class averages one classroom teacher may have as many as ten students more than another teacher on the same grade level, but the two classroom numbers will average out to meet the criteria.

2B- One is more than enough. The division needs to evaluate if some of these projects stray too far away from required curriculum. It is also important to determine if too much time is spent on a standard because it lends itself to a transformative project.

2C- FY15? Why isn't this done?

2E- FY 15?

2F- As an elementary school teacher I am unable to explain why a college bound student needs this.

2A- 30 is too high in a high school classroom

2B - too many big projects sometimes for students in high schools - they are a little sick of it in every class all the time - think about a way to consolidate experiences somehow

2C - include elementary school for middle - kids need to think about solving problems earlier than middle school.

2F - all students need this

2G - these needs may vary depending on grade level; HS needs to get on the bandwagon so kids are prepared for college; elementary maybe not

More variety and choice needs to be offered, allowing students to take courses based on their interests and possible future career fields (i.e. more technology classes, eliminate "the wheel" in middle school and replace with chosen electives)

2A - class size should be 23/1 for classes 3-5. Provide additional teachers for classes exceeding these limits;

2G - Online learning should not be choice but an exception for homebound students, students with disabilities, etc.

2B. Transformative Learning

Change from 2 to 1 experiences annually.

Smaller Class Sizes for all levels! You can't teach third through fifth with more than 24 because of the need for so many small groups and so little time.

Expand the Elementary magnet program. You can do this by eliminating pull out for the gifted and offering more magnet programs. Maybe more students would be identified, particularly underrepresented populations.

2B - if more technology is available for everyone then this is a reasonable expectation

Smaller class sizes for all! Its so hard to teach with so many students. More magnet programs than just 2 for Elementary.

Many of the points in the strategic plan require additional time, planning, and grading (blended learning, transformative learning) beyond the traditional contracted time for a teacher. Yet, no additional resources have been provided for the teachers either financially for their time and effort or resources for the actual tasks. This is a great idea for students, but added on to an already packed school year. Something has to give.

Class size in middle school classes need to be smaller than 30 to effectively teach the students. Discard transformative learning and instead encourage project based learning, but one per year as it requires a lot of time and resources. 2F is not clear...where are with this currently. Blended learning should be optional. We have many students without access to computers at home. Digital resources (wireless) is still a problem at Tabb Middle.

2A - 30 students maximum as a goal is too high.

2B - 1 per teacher would be enough and would balance the expectations for student time and involvement.

2C - This idea sounds good on paper, but in reality, is not effective. These skills must be embedded into existing advanced course curricula.

2D - I think some of the additional programs are beneficial but are not optimizing staffing (example: SOA class size is often very small)

2E - Not sure the small # of students participating in IB justifies the cost. YRA is beneficial, but could be expanded.

2A- Class sizes of 30 in a middle school are incredibly difficult to manage, especially in classes that involve lab work, a slower number in the MS would be a better target.

2B. Transformative Learning is a powerful tool however there is a lot of confusion among teachers as to what this truly entails. I think this target would be better met by rewording it to focus on community and global involvement, the oral and written skills in this type of work are a given.

2D. The magnet programs in the county, such as YES are a great start but need to be ramped up to truly be a focus.

2F. It seems odd to put a percentage goal of this focus on the entire senior population and more appropriate that it be framed around a percentage of non-college bound students that will attain these certifications.

Let the kids be middle schoolers!! They are not in high school yet!!

2B - Revise: I think one extensive transformative lesson should be enough.

2A class size needs to decrease at all levels; consideration of students with disabilities in general inclusion classes need to be placed in smaller classes not equal or larger class sizes.

2C out of date

2A: class sizes are too big in secondary school. They need to get down in the mid 20s.

2B: transformative learning is being misused & becoming a way to lower standards for students instead of raising their standards & making them work hard.

2G: students spend too much time on computers & phones already. They need more face-to-face to learn interpersonal skills that they are seriously lacking.

Revision recommendations on timelines for these goals.

Class size should be revised, I believe the ratio should be revised to smaller numbers. Transformative Learning should be encouraged, not mandated.

2A I think the overall ratios are fine, BUT...I feel strongly that the dynamics of students with in each school must be considered when determining class sizes. I also feel strongly that when using the 20,25,or 30:1 ratio as an overall percentage in the district it can lead to problems. For example if school A with 20% of their student population on free and reduced lunch and high 3rd grade SOL scores, has 20 students in a 4th grade class and school B with 50% of their students on free and reduced lunch and lower 3rd grade SOL scores, has 29-30 students per class, you still get your under 25:1 ratio for the county. I have personally seen this happen repeatedly and in my opinion is unacceptable. The dynamics of the student body in each school needs to be taken in to consideration when determining class sizes. 25 fourth graders in one school is not necessarily the same challenge as 25 fourth graders in another school.

2B You are asking too much to have every teacher "create" and implement at least 2 trans-formative projects each year. I think it would make more sense to have the county "create" a bank of transformative projects with resources provided for each grade level to use. The consistency across the district in implementing these projects would be positive and teachers would be able to share ideas and successes throughout the division. Teachers have enough on their plate already to ask them to create more stuff.

2D I work at a magnet school and don't see a huge benefit. I feel all the schools in the district should have the same resources available for all students. I feel magnet/thematic programs would be better addressed as optional course at the secondary level.

2F I currently have a graduating senior with straight As and neither one of us know what any of these things are.

2A: 25 is still too high for 3-5 class size - because it actually turns into 28-29 by the end of the year. Likewise, I've also taught middle school where 29 - 35 in a class does happen. 24 seems to be the magic number. More than 24, even by 1 or 2, and the class becomes less manageable and students seem to suffer. Also, Kindergarten should not be 20:1 unless you can dedicate a full-time para to each class. 15 should be the max in Kindergarten when the teacher must work without full-time para support.

2C: Much is made of always preparing the students for the next grade, or the next level. This is often at the cost of considering what is developmentally appropriate for the student at the point she is. If "preparing students for the next level" means giving more work for its own sake while withdrawing supports to "show them how it's going to be in high school," then no. If this standard means working with students to develop skills and strategies for being successful in a supportive environment, then yes.

The current emphasis on SOL related items often leaves little room for projects with a community outreach focus. Requiring one annually would allow time for a more effective student-centered project.

2A- remove the phrase "subject to available resources". We should hold ourselves more accountable to this one.

2F- More opportunities within each school's campus should be available for earning technical certifications.

2G- expand or continue to offer?

2C While this objective has merit. The actualization did not happen and it parallels the underrepresented students in middle school courses. Consider combining or making one goal? The curriculum and course did not have funding or professional development behind it to make it worthwhile.

2G Revise, if possible, to ensure that the metric is tied to student learning experience not just students getting on technology.

2E High demand fields change by the time our students leave us, I wonder if there is a way to incorporate more of the career college ready for this goal and allowing our students to be more prepared to identify the path that most fits their unique strengths. How can we support students, parents and the community in preparing for their path?

2A rationale- The division average class size in science courses at the secondary level will be below 25 students due to NSTA recommendations to allow for adequate supervision during science activities.

2B: instead of a number, revise to state all students will be given opportunities to participate in transformative learning projects.

2B. Transformative learning should be an option for teachers.

2F. Students enrolled in Economics & Personal Finance take an industry certification test.

2C This objective is not clear. Is this like an AVID program? Is this for advanced/accelerated students? It may be more appropriate to create a curriculum that can be implemented through core and elective courses.

2G Expand is vague. What specifically is the expected outcome of this objective.

2B Teachers should do this if they choose, should not be mandatory.

2F Every student has the opportunity to take the WISE Financial Literacy Test in Economics and Personal Finance.

2C. This seems vague

2F. I believe the standard now is that 100% of students obtaining a standard diploma must earn a career and technical credential.

2A - this should become policy or regulation, not an objective; 2C - need broader course access and course types at middle school level not just one class; 2D - this is not measurable, need to write something that defines the benefits or outcome of providing magnet programs; 2E - this should be ongoing due to the ever-changing world economy - not a one time course; 2F - this objective is null and void since all personal finance classes end with a certification, would be better to have a true career exposure objective; 2G - needs more specificity, how is this measured?

2B-Make this more PBL based

2C-All curriculum should be rigorous and therefore prepare students for the next level.

2D-Arts magnet should stay in place, at the elementary level all schools should have access to the same resources the MST magnet have

2G-At the secondary level

Transformative and blended learning experiences should be a natural part of each course curriculum to lead to skills, knowledge and experiences notes in the ChalkTalk activity.

Could middle school course curriculum be expanded to include some of the same career readiness type aspect?

2C. ACE course has been created. Unfortunately there is no curriculum that accompanies the course, leaving teachers to develop it themselves. Instead, each MS course should incorporate elements as determined by HS staff.

2G needs to remain in MS to make seat time

Revisions recommended in order to take in consideration any relevant or necessary updates to the objective.

For 2B Take out a specific number

For 2C add preparation for technical classes or career paths for those not on advanced track

For 2D- what is the participation rate and money allocated for these programs? What does our YCSD research and data collection tell us about the success or influence of these programs? Can we spend our money better elsewhere?

Middle School curriculum course: I don't know how effective this course is preparing students for high school. It needs some focus from the division. Transformative learning: This goal has turned into a management goal more than an educational experience for teachers. Blended learning is more of a norm now in most classrooms.

2F. Include dual enrollment;

Overall - narrow the focus, increase focus on all students

2B - part of curriculum, good teaching not an objective

2C - see 2B

2E definitely do but again curriculum not objective to meet the goal

2G - we do NOT have the resources to support this and it's only as good as the teaching regardless if it technology or not. This is just good teaching.

The transformative goal should be more about the community service project or senior project type of experience. It can include all that we talked about today - soft skills, collaboration, community service, etc. Blended learning has become a part of natural instruction and I do not think that it needs to be a specific goal anymore. It is no different then saying hands on opportunities or using graphic organizers - it is just now a natural part of instruction.

2E- The division will make recommendations for certification programs that are attainable through current programs in the division- Gov. Health Science or Technology certifications at YRA rather than sending students to New Horizons- more opportunities for students who may not be able to give up 3 blocks in their schedule per year.

2C - offer the same dynamic of teacher in each MS, look at zone enrollment rates for this course

2D - the magnets at elementary are allowing parents to school shop - not just go to a magnet program. Application process needs to be revamped and held firm.



New profile of VA graduate requirements and need for, hope for, flexibility in scheduling as well as competency based course work would necessitate revision of some of these goals. For example class size might not be as important in a true blended learning environment; class size for core classes might still need a target number, but flexibility will be key. Secondary course options and means of attainment should be revised; look at credentialing programs and how they can be incorporated into high school program. Transformative learning may need a different name due to some confused understanding, but the concepts contained within that area need to remain and be expanded.

2C-Middle school teachers- need to learn best practices in teaching along with some high school teachers. Middle school may need study skill assistance.

I wonder if the Transformative Learning goal/objectives need to be revised to meet the areas of the college and career readiness success? I wonder if the blended learning courses should be replaced or embedded within the courses?

Transformative Learning should be one or more.



GOAL 3-RECRUITMENT & RETENTION

3A The compensation package for licensed staff will move into the top three of the Hampton Roads comparator market of nine school divisions by July 1, 2017 and will remain in the top three in subsequent years.

Is this objective important to the division's future success?

Yes	No
99.3%	0.7%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
88.0%	0.4%	11.6%

3D The school division's efforts to recruit and hire a diverse staff that meets our highest standards will include attending at least two targeted recruiting events annually and advertising in at least two targeted publications.

Is this objective important to the division's future success?

Yes	No
95.7%	4.3%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
83.8%	3.7%	12.5%

3E The division will provide new employees with effective support, as measured by end-of year surveys of new employees. Milestones relating to the target level of support and/or growth in support will be developed for FY14 and subsequent years.

Is this objective important to the division's future success?

Yes	No
97.8%	2.2%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
83.9%	1.9%	14.2%

3F At least 60% of departing employees will participate in an exit interview or survey and the division will use the data from the interviews and surveys to inform efforts to retain staff.

Is this objective important to the division's future success?

Yes	No
94.6%	5.4%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
69.5%	4.0%	26.5%

3G All staff will participate annually in a high-quality professional development program that supports the goals of the strategic plan.

Is this objective important to the division's future success?

Yes	No
95.7%	4.3%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
76.0%	2.2%	21.75%



What is true high quality professional development, not just what looks good to the community. It has to benefit the teachers.

As a school nurse we are very under-paid for what we do. We are the lowest paid in the eastern region . Despite all of the nurse's presentations and power points, we have not been considered. Also I came into this job with excellent nursing experience with over 20 years and was put at a 0 on the scale because I was not a previous nurse for our school division. A slap in the face. This needs to be changed and everyone that was started at this low number should be re-evaluated and placed at a much higher place on the scale.

Competitive salaries with other schools in the area would make it much easier when interviewing / hiring new teachers. Too often they turn down position offers because they have had a higher offer in a neighboring district.

The professional development requirements should be related to the specific content area or overall strategies to help benefit the teacher in the classroom.

Usually if one is leaving, they just want to complain and you might not get correct info.

3G - Rather than requiring staff to participate in the professional development program, give them a choice. Most teachers know what they need to do to meet the standards, they just are not given the TIME to do so.

YCSD ranks 7th according to the news I heard recently. How are we to attract intelligent teachers if they can't afford to be teachers?

First year of teaching should be a mentored year with an experienced and trained mentor.

3A. Specify the package

All departing employees should be given the survey.

3D: I would consider adding more than 2 recruitment events.

3F: At least 75% of employees who leave the school division need to fill out an exit survey.

3D - increase attendance at recruiting events based on projected staffing needs

3E - many new teachers have asked for mentor support during their second year - should we add this to our mentor program

3F - every voluntary resignation should require an exit survey

3G - differentiated professional development please

Attending two targeted events a year will likely not afford you to find and hire diverse, qualified candidates. I would recommend establishing a recruiting relationships with highly reputable schools with diversity (creating a pipeline) would be time better spent.

3G Staff need relevant high-quality professional development related to their specific subject areas. i.e. Art teachers receive professional development on new art techniques and lesson ideas to try with their students. Music teachers receive professional development on using music in combination with technology. etc.

3D Add substitutes recruitment and retention.

3D-Recruitment efforts should be revised to ensure collaborative efforts between YCSD and area colleges and universities including HBCU's. This will also make sure that a broader selection of college students have the opportunity to interact/intern/extern with YCSD.

3E---Surveys of new staff should be done at least twice a year with a 98% participation rate to ascertain and address issues of a lack of support or appropriate timing of the support more quickly. This will help to effectively retain new hires and minimize the negative impact of ineffective or in-existent support. There also needs to be some kind of PD for existing building principals on how to be receptive to the caliber of incoming new hires (Organizational culture and development).

A climate assessment should be presented every year to identify what needs are or not being met by the teacher from the YCSD and also for the students to complete an assessment. An exit survey is all ready to late to identify a problem. A lean sigma study for the bus routes and dispatch and streamlining training. There should be checks and balances with the handling of money form all school activities. Teachers should show lesson plans in different formats , visual, verbal and kinetic. The staffs need to be monitored for customer service and professional courtesy. The professionalism needs to be carried from the parents to all students. Consistence needs to be improved, I should not walk into any school and have to correct a student on language or wearing of clothing as a parent. The staff runs the asylum not the the patients. There should be as sophomores start to learn skills for interviews from parents volunteering to help with mock interviews. Young teachers should have a mentor that shows up un announced to help with the class. Also a teacher should be evaluated unannounced. A survey should be at Christmas to identify possible problems or lesson learned from the first half. We need to get above the standards.

G. Be more specific by number or hours of time they will spend

3E. End of year surveys do not help a new teacher mid year. Make them quarterly so you can fix what is broken before it becomes a real problem.

60% is a high number of teachers required to relay their experiences; I would recommend a smaller number.

3G Biannually as a refresher and to foster renewed commitment

3e-Don't wait till year end for evaluations. Have mid- year evaluations to address staff concerns. Should help retention and staff morale

3f- all staff should have exit interviews so ALL concerns are addressed

Why not 100% exit survey

More stringent evaluation process needed, and performance based increase rather than just for being present.

G. I don't think once per year is enough.

Competitive benefits for staff, using community resources. Reviews of teachers and staff should also include evaluations from share holders. Parents, students and peers.

3E/3F: The support & retention efforts should not be solely dependent on surveys. There should be far more outreach throughout the year to make sure that new employees are supported.

3G: The professional development for support staff needs to be high caliber & relevant to that staff member's role in the division. Special Education should not be lumped into one big group for professional development.

3D hire a staff to recruit, mentor, retain highly diverse staff (including individual with disabilities).

-increase recruitment fair 2-3

-allocate 20% annual staffing of teacher/administration to diverse staff

-enter memorandum of understanding (MOA) with two top universities (Teacher Prep Programs) to ensure diverse hires

What is high-quality?

The compensation package should remain competitive, should guarantee steps, and should consider cost of living in this community.

I think diverse teacher recruitment is very important and the event to attend need to be more than two. Maybe coordinating with more diversified universities can assist with staffing.

I think the number should be increased from 60 of employees exciting to reflect on the division and experiences.

3F: Consider measuring something other than participation in the survey. In what area do we want to see growth?

Recruitment efforts need to include attending at least 1 event where the majority of the student population is diverse.

At least 90% of employees should participate in an exit interview or survey

3G: Supports the goal of the strategic plan and covers the needs of a new employee in that position.

Recruitment - don't care how it's done re: spelling out strategies in a plan; just needs to happen. Need to survey all staff and stay on top of staff concerns re: work requirements, support, morale, etc. Do like that new staff are especially monitored, but don't forget or take for granted staff that are frustrated or need help and aren't asking.

3G There needs to be allowance for individual professional development rather than lockstep across the board PD. Pursuing areas of specific need and interest and perceived areas of need for growth is a responsibility that individual employees can pursue thoughtfully.

Pay continue to be concern for all staff members.
Professional Development needs to also have on-demand components especially for struggle staff members.

Some verbiage should exist to implement or improve retention of qualified staff through building capacity during years one through three of employment in an expanded induction program.

The school division needs to continue to look into ways to recruit a more diverse population of staff. The way the goals/objectives are written - very broad or more of a check point of completion versus true developmental impact.

It is important for the success of our students to hire and retain high quality staff members. In order to do this, they should be compensated accordingly.

3A - has this goal been accomplished? If not, update the goal date.

3F. 100% of employees who leave should be given an opportunity to do an exit survey.

3D Many teachers already want to come to York County. How many teachers were actually hired as a result of recruiting trips?

3F. Percentage should be higher

3A- A large number of teachers who leave the division do so for a higher paying job. Compensation is not meeting the needs of the division.

3F- The percentage of departing employees taking an exit survey should be higher than 60%.

3A-families move to the County for the school system and quality of life; we should have the best of the best and pay them accordingly

3E-consider quarterly or mid-year surveys

3G-align goal with staff appraisals and evaluations...not all staff should be retained

Question 3A: Compensation packages need to include the "Steps" from the "Frozen" time. Many people, including myself, selected York County for high performing schools, compared to Newport News, & Hampton. The county that enjoys the benefits of higher property taxes for the higher priced sought out homes, should be contributing more money to help compensate the teachers.

3F- all employees should have an exit interview/survey

I believe exit interview gives a good indication how the students feel and how the staff performs. it is a voice so revise it regularly

3F. 60% seems low, why don't they all have to do exit interview or survey? I would think more should have to participate (though my brain is mainly thinking of instructors and admin, considering support staff perhaps this is a reasonable percentage).

I believe all staff should have an exit interview. Even retirees.

Compensation should be a priority

All departing staff should be interviewed/surveys. This leaves it open to pick and choose who we survey which would make it invalid.

Pay should not be compared to Hampton Roads, but to our productivity in relation to state-wide standings.

3G - The other systems do not return to school more than 5 days ahead of the students. Are the teachers so slow here in York County they need more help than all the districts around us? We need time to get our lessons and rooms ready instead of sitting in non stop meetings thinking about what we should be doing. The best discipline system are solid lessons. Let us meet and create them!

3G the training needs to be meaningful

3F - Only 60%?!?!?! Really?!?!?! There is not a single goal for teachers that hits only 60%, yet administration can get away with only reaching out to 60% of departing employees. C'mon!

3G - Define High Quality...much seems like checking boxes to fill time requirements.

3A- why not go for the top level of teacher salary as this would solve all other issues listed. We would have the best teachers, it would be competitive and would keep a fresh pool of very qualified teachers from all over. 3F- this percentage should be 75% to get a true picture.

Professional development needs to be much more instruction focused. Many of the topics now seem ethereal and not based in practicality.

Professional development should be revised to provide more appropriate options and choices for those teachers who don't work as classroom teachers

Obj. 3A should be revised to TOP 2 instead of TOP 3.

Obj. 3F should be revised to say 100% of departing employees instead of 60% and the words "or survey" deleted. 100% of departing employees will have an exit interview.

New employees need to be trained. I think a checklist should be provided on all the necessary training and it should be the school's responsibility and not the teacher's to make sure that it is scheduled and completed. As for exit interviews and retention- I think if this is truly a concern then the interview at an exit is "a day late and a dollar short". My suggestion is to give an anonymous survey annually where teachers can make concerns known BEFORE they consider moving to another school or worse, career field.

3G- Professional Development is NOT of high quality. Always redundant and the same thing every year.....

If York County wants to stay in top school districts in the state they will need to pay teachers more competitively. Professional development should include continuing education- more funding and benefits for continuing education.

Increase % of exit interviews to at least 70%

Teachers leave because they are not paid to do 10 different jobs but are required to. Teachers are expected to do more than required and are sick of it.

3A. Staff should also be provided regular "steps" in order to retain employees and stay competitive.

3D. If these cost money then could they be cut? York County is already a competitive district to get into by word of mouth, so is advertising jobs really needed?

3A: No offense, but I think we can do better. How do we compare statewide and nationally? That's how we recruit more talent from other places. I'd like to see us be in the Top 3rd of the national compensation range.

3D: Needs to be more than 2 events and advertising publications because it isn't working. We have almost exclusively Black custodial staff and very few Black teachers. I noticed because my 3rd grader did and asked me about it.

3F: 85%

3G: How is this measurable? It's a meaningless goal unless you have some way to measure quality or how it supports the goals of the strategic plan.

3F - At least 80% exit interview for departing employees that left on their own, voluntary for whatever reason. This does not apply to those that were fired or let go.

Goal should be all employees not just 60 % and not just for teachers. Other employees who interact with the children have huge impact on their development to include lunch staff.
 PD should be something the teachers want and are given the time and flexibility to pursue, not something else added to the plate.

3A - Reallocation of funding might be needed.

3F - should be revised to at least 95% exit interview. Exit interview may not be possible for those whose are taking a job offer with another school division. Exit interview should be confidential.

3E - I don't think this goal, as currently stated, will result in anything worthwhile. What is the follow-up that will occur from the surveys? Stated bluntly - why should the staff care about the survey. Are you using the survey to measure who "supported" the staff feel? I think this goal should be adjusted to include a year-to-year improvement in survey results which would capture the School Division's desire to continually improve the support they are providing.

3F - I think the measure for the number of departing employees that participate in the survey should be much higher. This should be at the 90%+ level. There is no reason why a departing employee should not have an exit interview conducted. Realizing that there may be some that slip through...but 60% is inadequate.

3G - What is the definition of High-Quality? I am confused as to why this has not been met already and can only link this to what the definition of training and high-quality is. Relook this goal as there is little reason why should not be met.

3F. I think that all departing staff or at least a higher percentage should be asked why they are leaving. If there isn't the staff to interview everyone than a survey should be given to collect data.

Professional Development is very important but don't pull teachers out of class to accomplish it.

3F - would like to see this maybe closer to 70%.

We do not need quite so much Professional Development. There is way too much time taken from us at the beginning of the school year. Other divisions don't take this time away from the prep week before school. Surely York County teachers are just as knowledgeable and competent as they are.

The compensation objective is not accurate. I believe it may be referring to entry level into the profession, however with years experience and steps, surrounding districts are making quit a bit more over years worked. The objective needs to be changed to be more accurate

Teacher support is very important, but not everything has it's solution in more staff training and development. More focus must be placed on what teachers are asked to do. At some point teachers and school systems have enough data to make good decisions.

I believe that the professional development needs to be reevaluated in the manner in which it is directly affecting instruction to our students and meeting the needs of both our educators and the time in which is required to absorb the information, implement it, and reevaluate it.

Is attending recruiting events necessary to hire highly qualified applicants? Our county's reputation speaks for itself and attracts a diverse pool of applicants.

Revise PD to meet standards without being excessive and allowing teachers to have more time to plan and prepare for their classes.

3G: Resource teachers should be allowed to participate in professional development programs that are more applicable to their field.

3A STEP increases?

3D True and observed diversity among staff has not been achieved in the division

3f you retention rate should be that that doing an exit interview for all staff members leaving would easy. Thus make it 100%

All departing employees should be required to complete an exit survey. We need to know why we are possibly losing great talent and what we can do to make sure we keep good people around.

The effective support surveys should not only be conducted at the end of the year. Would have employees take a beginning of the year to see what their ideas are, mid year to check progress and end of year overview.
Higher number than 60% should be completing an exit survey.

I am all for compensation if the teachers are doing a good job. However there needs to be an easier way for teachers to be held accountable for their poor teaching in such a great district.

3G- More opportunities for compensated professional development conducted by another party (if aligned with YC's goals and objectives)

Level of employee support should model after the model of appropriate PD for the individual.
Teacher teams should be allowed to research and learn based on their own needs without formal PD

3F - I've been in the YCSD for 20 years, and I find that the only three reasons people leave are; 1-retirement, 2-moving out of area, 3-teachers who can't get administrative jobs. This doesn't need to be a strategic goal.

3F- percentage is too low.

3D no need to recruit...people come to YCSD
3E More carefully chosen mentors in the school itself and professional development for all
3F No need to interview retirees, only if leaving YCSD for an area system

3 E - new teachers still need more support than they are getting
3 F - all people should have an exit interview of some kind

The division should consider surveying and/or interviewing current staff as well, not just those that are leaving the division.
When looking at the compensation package, consideration should be given to actual take home pay (after deductions) and to compensation for teachers whose salary was frozen for multiple years.

Money for those who take classes at the University. I had to pay for all 4 of my classes to get gifted certification (over 4 thousand dollars!!!)

The retention efforts are only to find out why you are leaving? What is done to keep teachers from leaving?? And not just York County, but teaching in general. Also, with the exit interview, are you getting honest answers, or generalized answers because people are afraid of retribution- not being rehired, receiving poor recommendations?

All departing employees should complete an exit interview or survey not just 60%...

3D - The efforts to recruit a diverse, highly qualifying staff is important; however, if policy dictates hiring a female/male/white/black in order to meet a quota, and if doing so conflicts with hiring the most qualified for the position, I do not support this objective.

Professional development should be content specific

ALL exiting employees should take an exit survey. PLEASE stop shoving professional development down our throats at every turn. We NEED TIME in our classrooms to plan for our STUDENTS! We get things introduced to us and then you never give us time to figure out how to use it!!

3D: What is meant by diverse? It should mean staff with diverse ideas.
3F: Why is the % so low? You need to get input from more than 60% of departing employees. There's a reason people leave the division and it should be important to understand why. Aim for at least 75% or better.

3G = Professional development should be within the field of study
3H = The staff at the school where the principals and the assistant principals are located should be able to provide feedback on their evaluations.

3F possibly increase this percentage?

I feel strongly about exit interview surveys for ALL departing teachers, as well as end of year surveys for continuing contract teachers. Pay-scale evaluation needs to be revised for continuing contract teachers. I feel the focus has only been on pay scale for new hire, yet as a tenured teacher with more than 7 years with our division, pay scale comparison to a new teacher salary is unbalanced.

I think that 95% of departing employees should participate in an exit interview, they should have a lot to say!

3A My wife and I both have over 20 years in education in Virginia, and over 30 years combined in York County. I am very disappointed in the number of years that we did not receive a step that was promised when we started teaching. In addition to not getting a step increase we had several years of a salary freeze. When compounded of time these will cost our family many thousands of dollars that we counted on to support our family. I would still like to see these addressed and compensation attempted for some of the lost income. When I compare my salary as a 20+ year veteran teacher to a brand new teacher out of college, there is sadly not much difference.

3G I am all for "high quality" professional development. After spending many hours in "professional development" programs over the years, I would rate very few of them as "high quality". Sadly several teachers at my school have developed an acronym for many of our required professional development. WOT (waste of time). I feel the goal of most professional development should be centered around ways to support and assist teachers in their daily instruction and should be specific to the content of each grade level. For example I feel a powerful professional development for each grade level at the beginning of each school year would be to simply go over every strand of the SOLs to ensure clarity and consistency among the teachers. There have been many times over the years that I have gone to other teachers about specific SOLs and there were inconsistencies on meaning and how to best teach the skill. I also think professional development on creating an on-line bank of quality grade level assessments for each subject would be helpful to teachers. It is very time consuming and difficult to create "quality" assessments, yet every teacher is expected to do so.

All employees leaving the division should be afforded access to an exit interview/survey.

Also, while it states above that the goal re:teacher evaluation had been completed, it needs to be revised/revamped at the state level. That is a needlessly taxing process for teachers - a yearly "one more thing".

2E- End-of-year surveys are too late to help new employees. Once you're in year 2, any 'new employee' support ends. Training on YCSD curriculum and documents should happen before the school year begins and throughout the first two years of employment.

3F- All exiting employees should be given the opportunity for an exit interview or survey.

3G- Our professional development should support the goals of the state of VA- the VA curriculum and content.

3E employee support- Provide each new teacher a mentor that is subject specific (for example, special education new teacher has special education mentor teacher)

3D: it needs to include strategies to improve retention not just recruit and hire.

3F. All employees should participate in an exit interview. Results of the interview should be reviewed and change made if necessary

3D. Add online recruiting sites to the events and publications.

3D - where and how we recruit should be based on data not simply because a publication exists; 3E - never saw any milestones, need to create a real orientation program for ALL new employees; 3F - it should be a given to have employees take an exit survey, % should not be the objective, the actual strategies to retain should be; 3G - too vague

3A-top 1

3G-Focus on the PLC process and job embedded, continuous pd

3A We are continually #1 in the region, why not go for higher than top 3? We want to do all we can to attract the best and brightest and keep them!

3D- We need to go to more than 2. Get the right people on the bus!

3A: This is so important and we need to try hard to restore steps.

3E: New administration training is needed especially with all of the turnover last year.

3F: I think that it needs to be higher than 60% as this feedback is so important for change.



Revisions recommended in order to take in consideration any relevant or necessary updates to the objective. For example, the recommendation for revision comes from reflection on the previous recruiting efforts and whether they satisfied division needs or whether they were inadequate and need to be increased.

3F. Revise to consider a higher exit review for those positions that are hard to fill or have high turn over rates.

For 3F I would say that 100% of departing employees should be expected to complete the survey.

3E Increase support by formal mentoring programs and increase SBO building level support.
3F Keep process but not part of objectives for this goal.

3E & 3F - this info is never shared (even in general terms) with school administrators. Could that help in these efforts?

3E encompass teacher mentor programs for new teachers to the county.

Recruitment efforts could be focused not only on diversity, but the need for hard to secure positions like special ed and paras.



GOAL 4—PARTNERS & RELATIONSHIPS

4A Staff will continue to implement and refine strategies annually to promote positive relationships among students.

Is this objective important to the division’s future success?

Yes	No
97.8%	2.2%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
85.3%	3.3%	11.4%

4B Staff will facilitate strong school-family relationships, including welcoming school environments and effective two-way communication with families. Schools and departments will provide data to measure the facilitation of strong family-school relationships.

Is this objective important to the division’s future success?

Yes	No
98.9%	1.1%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
86.1%	1.5%	12.5%

4E Each Board member will interact and engage with the local and broader community in a variety of ways, including at events at the local, state and/or national levels. The Board will review its performance periodically.

Is this objective important to the division’s future success?

Yes	No
97.1%	2.9%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
88.8%	2.2%	8.9%

We need to be measurable with these goals- how are we going to measure that we are building relationships with students and families?

4E Does not seem measurable as written

4A - what strategies are we currently using, are we looking long-term or jumping from program to program each new school year, how are we measuring this

4B - how is this measurable?

4E - how is this measurable?

I think that YCSD does a great job with positive interactions in the school buildings. However, problems exist with YCSD employees in the transportation department. They are not very friendly and courteous on the road, and give community members a poor reflection of YCSD.

There was a board meeting last year with seniors. The thought process was it was not professional and nothing would come of the meeting. The STUDENTS WERE SO RIGHT. The professional shown by the committee could have been better. The questions asked were not answered or blown off. There was no follow up from the meeting. HOW DO WE EXPRESS TO STUDENTS TO BE PROFESSIONAL WHEN THE BOARD SHOWED NO PROFESSIONALISM TO THE STUDENTS. GIVE RESPECT RECEIVE RESPECT. We teach by example.

The public should also be considered a good judge of whether the Board is performing in accordance with the amount of interaction and participation in multi-level they attend. Checks and balances never hurt.

4A. The question is far too general.

4B Addition of community partnerships

A. Ongoing instruction on respect, digital citizenship, and acceptance should be included.

B. Please include holding teachers accountable for communication. YCSD does great job but sometimes teachers lack and that is the most personal. If principals could hold accountable it could help.

E. Include that Board members should be in schools in their district. It is too vague as it is.

4E: The Board should be interacting with parents and support personnel as well. There are not a lot of opportunities for parents & staff to actually speak to members for more than 3 minutes.

4A: it is very important to our success but how is it being measured? Do we have data? If not, it needs to be discarded or revised. As professionals, we strive to build positive relationships with all our students. Probably fits better in a mission statement than strategic plan.

Look at maybe adding examples of strategies for positive relationships among students.

Positive relationships need to be more specific and division wide. School family communication needs to really focus on our LEP families and be more division focused than just left to school buildings that don't have the needed resources.

4A: Unclear how this is measured.

Set a % of events that board members must attend

4A - Revision for this goal could target the objective measurement of this goal and may incorporate some of the skills and knowledge discussed by stakeholders related to interpersonal communication - verbal, written, and online.

4E - Additionally, Board members should have interaction with the community through their presence at a variety of school based and YCSD functions.

We need to have a defined method to reach all families. In some areas, I believe that we do an excellent job engaging the all ready engaged. What are the targeted steps to reach the minority or SWD parents, or economic disadvantage parents?

Positive student relationships should be an expectation and not a goal.

Community involvement is key! These goals should certainly be kept in order to maintain positive relationships.

4E. Board members should be required to substitute in one class each quarter. Each quarter should be a different grade/level of schooling.

Question 4B: Communication is a two way street. Teachers spend a lot of time outside of school grading assessments and updating Aspen, but many parents don't take the time to monitor. Often, not until the "hard copy" of the report card is received, do parents take a more active role in "urging" their child to keep up with their school work. Also, I'm sure many trees are being spared, etc., but the decision to only have Interims on Aspen is not helping the situation. The same parents that don't check week to week, also don't check Interim grades.

Be more specific.

We could build stronger community relationships if teachers weren't bogged down with documentation and analyzing students quantitatively rather than qualitatively. And when we are successful in student achievement, growth and extra curricular obligations, we should be given trust and autonomy.

No teacher with 100% pass rate should have to suffer through data meeting after data meeting when it is their personal relationship with students and families that made their success possible. That time could be spent getting connected with families or even the students themselves. Could you imagine the bonds we could create if we spoke on behalf of the student as a person rather than a number. What if we spent those meetings with the students and families one on one. I believe this outreach would be far more successful than moving cards around on a chart.

If you want to retain more teachers and continue to climb in academic competitions, value us. Value our insights, experiences, and professionalism, but most importantly value our TIME. We need time to study our curriculum, design lessons appropriate to each diverse class we see from year to year and time to invest in these students. Time to chat with families, attend ball games and ballet recitals.

Your "strategic plan" should be letting teachers be teachers! We are too valuable to be running copies, standing on playgrounds and grading papers at our own dinner tables. We are innovators. We are leaders. We need freedom to focus on student growth as human beings and not just students who score well on assessments or take advanced classes or are left behind because their racial or economic label aren't on our to-do lists.

It is hard to communicate when the communication is one way. Sometimes communication can't be forced. Maybe the schools could look at ways to hold students more accountable and holding their parents more accountable.

Obj. 4E should be revised to include "Each school board member will also visit schools within their district on a quarterly basis in order to interact with teachers and students about needs within each school. Some schools have many more resources than others and this lack should be made equitable.

School board members need to be in the classroom to see what we deal with everyday.

An entity other than the Board itself should evaluate the School Board. How about a committee of teachers to evaluate the School Board? Complete the circle...the Board outranks and evaluates Superintendent, the Superintendent evaluates the school administration, the administration evaluates the faculty, and the faculty should complete the circle and evaluate the Board.

4A: As evidenced by? A goal is only as good as its outcome measure.

Students need more social skills and coping skills starting at a young age.

4A/4B - these goals provide no way to quantify success. When does the Division understand they have been met or they are meeting them. The plan needs to provide some understanding of achievement of the goal OR that this is an enduring goal that will always be worked on.

4E - This goal is a self-licking ice cream cone. The Board is supposed to review its own performance? This Goal needs to be revised to allow independent evaluation of the Board's performance. Community feedback could be used or an outside evaluator. No Board should be allowed to evaluate its own performance.

4B. I think that a great deal of study and money has gone into trying to change the start time at the high school. Both under our current superintendent and the previous one, there has been study after study on why this is better for students in terms of their learning, but also their overall health. I think that the time for talk about this needs to come to an end and a workable proposal needs to be brought forth. Both Arlington and Fairfax Counties have later start times. Fairfax county just changed their start times last year, and it sounds like it has been very successful. It is time to make those changes in York County.

4B - not sure how this data can be accurately measured. As an involved parent it seems parents become less involved as the kids progress in school. Not sure how the schools can emphasize the importance to parents that is still important to be involved in your school when they are a senior just as it was when they were in first grade.

4E - our school board does an excellent job of being available to the community.

Teacher student/family relationships are very important, but you cannot make teachers responsible for what they cannot control. Support families, but this is not something you can ask teachers to do alone.

Define or list strategies that will be used for student and family relationships.

4E Define periodically

4b more should be done per school as well as even more importantly by the division to new families into the area as well as just the division. It is immensely important to welcome new families to new areas as well as how your school division works and operates versus others

4B: Be sure to use similar data gathering resources.

4E: Shouldn't put Board Members in schools. Creates a dog and pony show atmosphere. Open dialogue with staff about conditions and population would be more useful.

4A. This goal is so broad and needs to be more specific. There is no means of measuring this goal.

4B: There is no way to accurately measure this goal or even ensure communication is going both ways.

Goal is very broad and general. Revise to show more of a direct impact.

Why are all these SBO goals lacking in benchmarks and data that they have to meet, while the teachers and instructional staff all have specific figures for improvement? Shouldn't the same measure be used across all sections of the division?

Providing data to accurately measure facilitation seems not to be the point, it should reflect a goal as to the outcome of the facilitation.

4B I think school-family relationships are very important, especially for disadvantaged students. I think there needs to be more incentive for disadvantaged families to build relationships with schools and teachers. I also feel that while teacher-parent conferences are an important part of this, that elementary teachers should be given more flexibility and teacher discretion as to if and when conferences are needed. I don't like the required 10 day window for all conferences to be conducted. That is already a very busy/stressful time of year for elementary teachers. Some students may never require a face to face parent conference and others may need to conference multiple times before the conference window even arrives. Should be determined more on an as needed basis.

4B- What data is expected to measure facilitation of school-family relationships??

4E- remove "periodically"- change to a more specific and measurable time/goal.

4A Seems vague. What is the outcome? It is an important objective.

4A - too vague, need to get specific about anti-bullying strategies, discipline issues, etc; 4B - too vague; 4E - too vague, have specific things the board will do - hold X amount of engagement sessions, parent forums

4E-Review performance annually

4A & B- This is hard to quantify.



Combine 4A and 4B.

For 4B, I do not think data needs to be collected. Not everything can be measured quantifiably.
For 4E I would add that employees will participate in evaluation of school board members, and give feedback regarding their work and support.

4A important but not a specific objective to make it happen
4B take out 1st sentence
4E should be a given not an objective

4B: how is this measurable?

4A how is it measured?



GOAL 5-EFFICIENCY & SAFETY

5A Resources will be allocated to maximize student achievement. Annual budget documents will include quantitative and qualitative information pertaining to how the allocation of resources maximizes student achievement.

Is this objective important to the division's future success?

Yes	No
97.4%	2.6%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
88.0%	1.5%	10.5%

5B Performance measures will be used as an ongoing means of guiding efficient, effective, service-oriented operations. Annual measures will be articulated by June 30 of each year.

Is this objective important to the division's future success?

Yes	No
95.2%	4.8%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
86.9%	5.0%	8.1%

5D Customer needs will be met or exceeded by Operations Staff members. Customer service surveys will be conducted by November 1 of each year.

Is this objective important to the division's future success?

Yes	No
94.1%	5.9%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
84.9%	4.6%	10.4%

5E Staff will create a ten-year facility master plan and a proposed capital improvement program aimed at maintaining safe, high-quality facilities. Annual building inspections, roof surveys, data relating to work orders, revised construction cost projections, and updated long-term enrollment projections will be used to identify adjustments.

Is this objective important to the division's future success?

Yes	No
99.6%	0.4%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
89.2%	0.4%	10.4%

5F Staff will support safe, secure educational environments.

Is this objective important to the division's future success?

Yes	No
100%	0.0%

Should the division keep, discard, or revise this objective?

Keep	Discard	Revise
91.3%	0.0%	8.7%

Need better relationships with staff

I was part of a Crisis team at the hospital and my elementary school is really lagging in this. There needs to be a quarterly meeting with all staff involved.

5a not specific enough for me to truly understand the objective.

5B - what performance measures?

5D - survey randomly after work is completed - why Nov.1 - this should be ongoing data collection

5F: YES! All schools need cameras inside the building for student safety. Elementary schools do not have these, and I find it very surprising.

All staff should go through a customer service and professional development. EVERYONE

5A: York County will increase per pupil expenditure so students in York County have more equitable benefit of receiving per pupil expenditure more in line with neighboring divisions. (YCSD being ranked 8th of 9th for per pupil expenditure is NOT a reflection of "academic efficiency of dollars spent"- it is public embarrassment).

5e should include athletic fields

E. Seems like a guessing game and it can be changed so easily.

F. YCSD does great job on this one!

5E: The CIP plans need to be implemented within a timely & efficient manner.

5F If the safe school videos have not changed; staff should only have to review them every other year or complete a refresher (shorten version) of each if the test was passed the previous year.

5D. Change November 1 to January 1.

Surveys sent to employees who never have interaction with Operations.

5D: Expand to include measure/survey of interaction between teachers and community (this may be captured effectively in new YEA survey, but not sure).

Facility plans should be created every 5-7 years to prevent the high influx of work orders due to buildings beginning to need maintenance.

Customer Service should deal with more than just Operations.

5E professionalism is assumed, and I'm not able to discern the scope of the job performance of operations staff, only my narrow perspective.

This is a difficult to goal to provide feedback because so much of this requires funding. Many of our schools need improvement for safety.

Not clear who or how staff can provide customer service feedback with school board staff. Would be nice to be able to give feedback on helpful or frustrations interactions with SBO staff.

5E is very important and although it may be a 10-year plan, it should be reviewed and discussed every year.

5E - is there a projected deadline for the ten-year master plan or is it a revolving plan?

5F. Tornado drills are the worst. We need to consider student safety when there is a real tornado. I do not like that my students are balled up next to a wall next to a door that leads to the outside. (See Plaza Tower Elementary)

5D Unnecessary as performance reviews are already conducted

Question 5A: More resources should be spent on hiring more teachers, and reducing class sizes to improve the learning environment.

5E- for older buildings maybe 5 year plans.... they may need more maintenance

Don't agree with it.

Goal 5A should be revised to include "to maximize student achievement at each school and to fund the equality of resources at each school so that every student and teacher in the YCSD will have the materials and resources in order to learn and teach so that ALL schools are equal in their resources."

5F This objective needs an aspect of student responsibility. Student behavior is the biggest impediment to all of our educational goals.

5E -- The master plan & CIP appears to be constrained to 6 years, and is jiggered around to match the BOS financial projections, rather than planning for needed maintenance, meeting state standards and providing adequate facilities to limit overcrowding. Add 5G: The YCSD will provide adequate resources and facilities to meet state and federal standards and reduce overcrowding to 85-90%.

5A no reductions please!!

5E please make sure Bruton stays on track for facilities maintenance

5B: "Research-based performance measures..."

How are the allocations of resources decided and implemented? Should be shared
Measure are imperative but need to be evaluated and changed
Student input on customer service should be obtained
Cyber safety should also be reviewed

5A - I don't see how this will help drive student achievement. As long as some data is provided this goal is met. This goal needs to be revised to include a tighter and more explicit link to achievement. Stronger wording to link budget allocation and quantitative improvement as linked to the goals in Section 1 and 2.

5F - there is no way to measure this. Include some way to evaluated performance against this goal.

5A - Resources allocation to maximize student achievement should also cover educator salary and benefits to maintain the most qualify educators. Student achievement is directly related to the quality of the educators.

YCSD does an excellent job of providing all this information to the public. The improvement needs to be made from the public to better educate themselves on the information that is available to them.

Teacher efforts (time) can be managed by data, but children cannot be managed by data. There are too many variables to manage that equation.

5f this is well done at the student and teacher level but communicating what these practices r to parents should be better communicated. Just an overall explanation of what the various drills are how often they are practiced and how you communicate with the local authorities would be appreciated by parents.

I feel upper York county is often overlooked for resources. Especially when we visit lower York county schools and see what the schools look like compared to qlms. From uniforms to equipment.

5F: Admin. #s need to be looked at across the division. Some elem. schools are operating with similar student pop. numbers as secondary with only a single AP. Needs to be equitable across division.

5D: Why are surveys completed by 11/1 and not year end like in the schools? School Staff should be given survey about SBO for customer service.

5B - I'm not sure what this goal means. Who/what are the service oriented operations, and who will they be articulated to?

5D- clarify customer
5E and 5F- clarify staff

5F. More K-9 drug searches in high and middles schools

Safe schools training is pointless. It's the same thing each year. Why????
Less money on textbooks and more money on supplies that the students will actually use

5F. There needs to be some mention or separate goal in regards to internet safety and security measures. Whether this is through monitoring of the YCSD network, improved student training or other means it is important that this be part of the safety goal since it is such a large part of students lives and learning environment.

5A: resources are not being spread evenly to maximize student achievement already so there need to be new ways to determine how to measure student achievement. It's very unbalanced within the division right now.

5E: A 10-year period is too long. It must be shorter & something needs to be done to update BHS & QLMS. The buildings are not getting the attention they need which is hindering student achievement. Both buildings need to be renovated quickly. The buildings are neither safe nor high-quality.

Need smarter choices for the operations budget in regards to the true needs of teachers within in building. Conduct face to face interviews, not just online surveys to assess operational needs. Cater to the needs of individual buildings.

Why are all these SBO goals lacking in benchmarks and data that they have to meet, while the teachers and instructional staff all have specific figures for improvement? Shouldn't the same measure be used across all sections of the division?

5b not explained well for understanding.

5A I do not feel like the county always does a good job of allocating resources. For example my school was equipped with new laptops and each teacher was trained and provided a laptop. Within a year or two they were all collected back and an entire new system of i-stations was developed. I also feel like a lot of money is spent on educational materials including text books that are not relevant to Virginia standards. I was told not to really on the math or reading text and to rather find or create my own resources to match the curriculum. Teachers need quality resources and assessments that match the curriculum.

5B I'm not sure what "performance measures" are. Need to be more specific.

5E I work at a school that is "over crowded". We currently have an entire grade level and all resource teachers in trailers. The school is old and could use an complete overhaul. There are many leaks (probably mildew), chipping paint, and other cosmetic and possible safety issues. I think the county should have considered re-zoning to address the overcrowding issue. They continue to postpone the construction of an additional school.

5F I think safe school training should only need to be renewed every 5 years as opposed to annually. It is a WOT for every teacher to complete every year.

5A - Can you choose another word than achievement? It just sounds like we're maximizing our resources to meet standardized test goals. Can we maximize student learning and growth?

5B- this is vague

5F-This should also include "maintaining appropriate levels of special education and support staff"

5A - this doesn't really tell us any strategies or actions being taken; 5D - staff should be surveyed about all departments, not just operations and these should be done in the spring - the survey should be the measurement tool though, not the objective; 5E - these are required documents and do not need to be part of the strategic plan unless it is to determine % of projects in CIP will be completed on time and on budget (not moved from year to year, etc); 5F - too vague, examples do not belong - need to define what collaborating with local agencies will entail and what the results will be... etc

Budgets should be updated to reflect changing needs--Technology resources

5B- make surveys more anonymous



5D - consider changing target date.

For surveys, all employees need to be given access to all surveys. Only certain employees received certain surveys and you may have missed information by not polling the entire audience.

5D. These surveys should go out to all administrators annually. Not a sampling.

Possibly need to be more specific on these to make them objectives.

5D: This data needs to be presented as it is and not fluffed to make us look better. we need to be "real". I feel like feedback has been given that I know was given but wasn't presented.

5F: Does Safe School really need to be listed in the Strategic Plan???

5A - Language too vague; needs examples; (i.e. For FTEs, for learning spaces, for instructional materials, etc.)

I am not sure about the Nov 1 date for the surveys.