



# Strategic Plan Survey Report

November 21, 2018

Prepared by the Consortium for Educational Change (CEC)

## Overview

A survey was developed by CEC to gather feedback on the draft plan created by the Strategic Planning Team. The survey was available between November 13 and November 20. The CHSD 155 Communications Office promoted the survey. In total, 873 people participated in the survey.

The survey respondents represented the following stakeholder groups:

- Staff: 273
- Parents: 329
- Students: 266
- Community: 5

Respondents were provided with the strategic plan draft and asked questions about each aspect of the plan. The results are included in this report.

The survey respondents were given an introductory *yes/no* question, and in most cases, a follow up opportunity to provide open-ended suggestions to improve that particular aspect of the plan. Historically the *yes/no* survey questions have at least an 80% positive response rate.

## Overall

Respondents were asked if the plan team had developed a draft plan that will set the right direction for the district.

Yes - 88%

No - 12%

## Mission

Respondents were asked if they believed the draft mission statement captures the essence of why the district exists.

Yes - 91%

No - 9%

*Representative statements from major themes about content:*

- The mission should include references to student well-being, critical thinking, preparation for the future and/or contributing to the world.

*Representative statements from major themes about design, grammar, syntax, word choice:*

- Not catchy at all; need a slogan like, “Doing What’s Right for Kids.”
- Picture of small child is not appropriate for high school.
- Poorly written: lack of parallelism, redundant ideas, clunky.
- Achieve line is especially problematic; Achieve line doesn’t flow; awkward wording; not grammatically correct.

## **Vision**

Respondents were asked if they believed the draft vision sets the direction for the district.

Yes - 91%

No - 9%

*Representative statements from major themes about content:*

- Unclear what exactly certain phrases like “personalized learning” mean—what does this look like; interested in learning more; does this prepare students for the future.
- Without social emotional health you won’t get the rest. This should be priority at this point.

*Representative statements from major themes about design, grammar, syntax, word choice:*

- Too long; should be a statement.
- Why comparing to other schools.
- Grammatical errors and word choice concerns (parallel structure, clunky phrasing, unnecessary words).
- Re-imagine is confusing.

## **Core Values**

Respondents were asked if they believed the draft core values reflect the collective commitments for the school district.

Yes - 94%

No - 6%

*Representative statements from major themes about content:*

- A number of respondents thought risk-taking or something related as a value was missing.
- Diversity must be fleshed out for diversity of thought and exploration of this; Accepting diversity does not mean promoting diversity.
- Resilience and Perseverance – would like to see some reference to natural consequences which are a powerful growth opportunity and something we have gotten away from talking about or using as a tool for growth.

*Representative statements from major themes about design, grammar, syntax, word choice:*

- Too long; wordy.
- Repetition: inclusion/inclusive.
- The parallel structure falls apart in the word choice.
- Swap “collaboration” for “relationships.”
- Are these in any particular order?

# Goals and Strategies

Respondents were specifically asked about each of the draft goals and strategies and whether they believe each represents the right approach for the district.

## Goal 1: Student Success

Yes - 92%  
No - 8%

*Representative statements from major themes for Goal 1 content:*

- Be clearer about what it means to "redefine student success." This seems to be a very good goal, but what exactly does it mean? State how you are going to redefine student success.
- How is learning personalized? Is there going to be actual re-structuring and investigation to support more student interests? I think that the second value should be re-evaluated to make sure that it's legitimate. I would need to see more details on the personal learning piece.
- I feel as though college is always capitalized first. I think life readiness and functionality is key to start with before mentioning college, since many students pursue alternate career paths and endeavors.

*Representative statements from major themes for Goal 1 design, grammar, syntax, word choice:*

- These are not SMART goals.
- Needs wordsmithing: the word "and" is used repeatedly; check grammar.

## Goal 2: Student Well-Being

Yes - 92%  
No - 8%

*Representative statements from major themes for Goal 2 content:*

- I really like this as one of our goals. However, I don't understand how blended learning and "beyond the classroom" really affect student well-being.
- We do not want blended learning. We need teachers to teach the class. Blended learning does not work with all student groups.
- "Eliminate achievement gaps" ignores reality.
- I think the term eliminate the subgroups statement is inappropriate. Better would be "show consistent, measurable and significant progress yearly with the goal of diminishing differences."
- I would like more stated about the health of each student emotionally and mentally.

*Representative statements from major themes for Goal 2 design, grammar, syntax, word choice:*

- I think this should be the first goal.
- Not sure what some of this means (blended learning, subgroup).

### **Goal 3: Workforce Excellence**

Yes - 95%

No - 5%

*Representative statements from major themes for Goal 3 content:*

- Workforce excellence should not be limited to teachers, but to all employees.
- Student feedback should be included.

*Representative statements from major themes for Goal 3 design, grammar, syntax, word choice:*

- Excellence/excellent; feeder/feedback.

### **Goal 4: Collaborative Partnerships**

Yes - 95%

No - 5%

*Representative statements from major themes for Goal 4 content:*

- Good goal, but we need to bring more parents in to discuss issues that their children are having.

*Representative statements from major themes for Goal 4 design, grammar, syntax, word choice:*

- Using “to” too many times in a single sentence.
- First strategy is choppy.

### **Goal 5: Resource Stewardship**

Yes - 93%

No - 7%

*Representative statements from major themes for Goal 5 content:*

- Explore possibilities sounds weak.
- I want something very specific that speaks to cost savings leading to property tax reductions.

*Representative statements from major themes for Goal 5 design, grammar, syntax, word choice:*

- A bit confusing.
- ...in a fiscally responsible manner.