

Monroe SD 70
Setting District Goals and Direction
Saturday, January 10, 2015

On Saturday, January 10, 2015, the Monroe SD 70 Board of Education held a goal setting and direction planning session. The meeting began at 8:00 a.m. and was facilitated by Reatha Owen from the Illinois Association of School Boards.

The meeting was called to order at 8:04 A.M.

Reatha Owen opened the session by soliciting participant expectation.

I. Expectations—Why set goals? (verbatim)

- So that we as a board are on same page on how to make district better; setting goals will help us to reach our goals and set a path
- Growth
- Advancement
- Clear direction for improvements
- Community involvement and support
- To open discussions for review - different eyes see different things
- Establish short term objectives that are realistic and measurable
- Communicate overall end product with community, teachers, parents and students
- Alignment
- Measure progress
- To give us a vision of the future of the district
- Allows us to set benchmarks to meet the end goal
- Gives us measurable along the way
- To have a sense of direction – a boat with no rudder floats aimlessly in the current
- Continuous improvement
- To align over discussion and mission
- Provide a purpose
- Make sure everyone is on the same page with the direction of the district; provides guidance to all invested parties—teachers, board, administration, community

II. Core Values and Beliefs (We believe...)

With your permission, I have arranged the belief statements by priority (the number of votes at the end of each statement). The intention here is to assist you in creating a document that will start your goal setting process.

Our first step was to identify the core underlying Values and Beliefs. These should be statements that tell us **why we want** to take this journey.

Students/Learning

We believe...

- Monroe provides a positive learning environment where every student feels excited and empowered to learn. 8
- A student learning environment is safe, respectful, and collaborative. 6
- Students should be well rounded and prepared to be lifelong learners and contributing members of society. 3
- Students should be challenged and held to high expectations. 1
- We should provide a safe learning environment.
- We have high expectations for student respect.

Teachers/Teaching

We believe...

- Teachers should establish high expectations for student growth. 7
- All teachers should love teaching, care about their students, and want to make a positive impact in a child's education. 6
- Teachers should be adaptable to different student learning styles and needs. 4
- Teachers should be consistent, flexible, and able to adapt to the changing education structure. 1
- Teachers should be role models and advocates for students. 1
- All teachers should be a positive role model.
- Teachers should be self-motivated to continue personal growth and learning.

Community and District Relations

We Believe...

- The district should provide high quality education and be fiscally responsible. 9
- The community should be confident that meetings will provide the education expectations needed for future education needs. 5
- The district should represent and be the center of the community. 3
- The district and community should put the children's education first over all things.
- The district should be transparent and strive to embrace communication between the district and the community.
- Pillar vision

III. S.W.O.T. Analysis (Based on Survey)

Next, we completed an analysis of what is going well and what is not going well in the district. This activity will start the process of identifying priorities to be considered in developing district goals.

Strengths

- Leading district on student performance going into the high school
- Financials
- Extra-curriculars
- Parent support – involvement in school activities, support homework
- Young staff – eager to grow
- Technology improvements...still need to expand

Weaknesses

- Community – district/community/teacher/parent
- Do not connect with community members that do not have students in the district
- Older building that will need work over the next five years
- Math: curriculum and teachers
- Meeting Common Core materials

Opportunities

- Improve parent involvement earlier in the process – education or behavior (intervention)
- Increase in Title I funds
- PARCC results as a new start-baseline data-compared across the state
- Media options for educating parents about Common Core, good things happening in education, positive not negative events
- Technology growth

Threats

- State funds
- Landlocked district - no room for construction
- Mandates
- Increase in student needs (cost)
- Mobility - closing the academic gaps
- Consolidation
- Future finances - young staff eager to grow

IV. Goals

Note: Below is the first draft of your goals. Keep in mind that you can change your goals areas and goals during the development phase, make these your own and remember to be concise in what the board wants to achieve, "ENDS".

Goal Area 1 – Student Achievement and Curriculum

Goal: Maintain high school student achievement.

Objective 1: Improve math achievement

Indicator 1.1 Professional development

Indicator 1.2 Enhance curriculum resources

Indicator 1.3 _____

Objective 2: Increase technology skills

Indicator 2.1 Develop lessons in technology

Indicator 2.2 Use technology to supplement school learning

Indicator 2.3 _____

Objective 3: Maintain reading and science achievement

Indicator 3.1 Evaluate student benchmark data

Indicator 3.2 Communicate with Limestone relative to Monroe student success

Indicator 3.3 _____

Objective 4: Prepare students for high school

Indicator 4.1 Maintain executive functioning skills

Indicator 4.2 Promote students as advocates for learning

Indicator 4.3 _____

Student Achievement Goals Over site:

Directed by: _____

Who participates: _____

Report date(s): _____

Goal Area 2 – Building and Grounds

Goal: Provide a facility that fosters a safe and positive learning environment.

Objective 1: Enhance science learning environment

Indicator 1.1 Evaluate options and cost estimates for facility improvement

Indicator 1.2 _____

Indicator 1.3 _____

Objective 2: Execute ten year life safety plan

Indicator 2.1 _____

Indicator 2.2 _____

Indicator 2.3 _____

Objective 2: Re-establish B and G meeting schedule

Indicator 3.1 Develop short and long term facility goals

Indicator 3.2 Refresh annually

Indicator 3.3 _____

Facilities Goals Over site:

Directed by: _____

Who participates: _____

Report date(s): _____

Goal Area 3 – District Finance

Goal: Maintain the current financial strength of the district in order to preserve the long-term viability of the district.

Objective 1: The district will maintain fiscal responsibility

Indicator 1.1 Continue due diligence for spending projects

Indicator 1.2 Maintain balanced budget

Indicator 1.3 _____

Objective 2: Maintain level tax rate

Indicator 2.1 Review fund balances during budget review period

Indicator 2.2 Evaluate bonding capacity as it impacts fund balances

Indicator 2.3 _____

District Finance Goals Over site:

Directed by: _____

Who participates: _____

Report date(s): _____

Goal Area 4 – Community/District Relations

Goal: The district shall represent and be the center of the community.

Objective 1: The district will communicate and reach out to all residents in community.

Indicator 1.1 The Monroe Flyer – community based

Indicator 1.2 Monroe Newsletter – student based

Indicator 1.3 Marketing Monroe School District (real estate)

- School website
- Marquee

Objective 2: The district will provide opportunities and participation for community involvement

Indicator 2.1 Provide community workshops (Ideas: tax prep, technology, check with the library – collaborate)

Indicator 2.2 Yearly calendar of events

Indicator 2.3 Student council provide a community event

Program/Services Goals Over site:

Directed by: _____

Who participates: _____

Report date(s): _____

The meeting was adjourned at 12:00 P.M (7-0)