

Director's Report

August 2005

Vision Anchors. The administrative staff met on August 16 to review and revise our vision anchors for 2005-2006. In the process of reviewing performance and customer satisfaction data, the administrators identified several areas where our current vision has changed in the past year. In some cases, the urgency surrounding the anchor has changed. For example, the need to update our curricula has been addressed in our summer curriculum development workshops. As another example, one of the key points within the *culture anchor* is "Focus on Accountability". The staff agreed to redefine this point to service, responsibility and teamwork. A copy of the revised vision anchors is provided in the supplemental information section of the board packet.

Satisfaction Survey Results. The analysis of the 2004-2005 high school student and parent satisfaction surveys is complete. The overall campus responses were very encouraging. The results from the student satisfaction survey are somewhat lower than last year's results. We do not see the difference as significant. We attribute the difference to the number of surveys received in 2004-2005 versus 2003-2004. The 578 surveys received this doubled the number of surveys received last year.

Most service areas in the parent satisfaction survey showed gains in their performance ratings. Communication was the most encouraging with a one-half point gain (3.7 to 4.2). We were somewhat disappointed with the number of responses from the parents. All 750 parents received a survey and business-reply envelope. Only 203 parents returned surveys.

Copies of the results are included in the supplemental information section of the board packet.

Curriculum Review & Approval. Perhaps the most significant change for the 2005-2006 school year will be the implementation of our new curriculum design. Each of our technical training programs has been organized into a series and sequence of courses and classes. We have invested heavily in our curriculum review and redesign over the past two years. We actually get to see it in action this year!

We are at a point in the review process to present the curricula to the operating committee for its review and approval. Between the August and September board meetings, we would like each board member to *adopt* a program or two and review the curriculum documents. Questions regarding the documents can be directed to the faculty member or Jan Kennerknecht. If the board review of curricula is satisfactory, we will ask the committee to approve the curricula at the September meeting.

Student Information Software. Perhaps the second most significant change for the new school year will be our student information management software package. Our *former* package (Sooner) served us well for nine years and the vendor's reduction in support services pushed us to purchasing the new package (SchoolDesx). Our initial workings with SchoolDesx are encouraging. Features within the program compliment our curriculum redesign and our intentions to enroll adults into the secondary program. The program also has a built-in grade

book that all of our faculty will use. Faculty and staff will receive training on the new software package during the in-service schedule.

Continuous Staff Development. In an effort to align resources with our vision anchors, we will be using two new staff development activities. The first activity will be computer training. All faculty and staff will take a technology user survey to assess their technology skills. Based on their survey results, staff members will be assigned to a training group. Computer and software training will occur every other week for 30 minutes. Staff members that demonstrate *proficiency* in the identified technology skill areas will be excused from the training.

The second activity is a continuation of a 2004-2005 initiative. Small groups of faculty members will participate in a weekly Rigor & Relevance session. The emphasis behind the 30 minutes of R&R is to enhance the faculty's instructional practices. An analysis of instructional rigor and relevance conducted last year indicated the majority of our instruction occurs at the lowest levels of Bloom's Taxonomy (knowledge and comprehension). We also focus on certain *assignment features* that indicate the teaching and learning process is rigorous and relevant. The R&R Rubric and a summary of last year's assessment can be found in the supplemental information section.

2005-2006 In-Service. For the second year in a row, we have moved all of the in-service from the middle of the school year to the start of the year. Faculty will actually participate in four days of professional development. For this year, we are spending two days on teaching techniques for teaching mathematics, reading and writing in all program areas. This will enhance the school's and the faculty's *contextual* or *integrated* teaching practices. The third day of in-service will be spent on SchoolDesx training. Faculty will have time to build their grade activities for each of their classes.

The fourth and final day of in-service is the standard *here's what's new* agenda. We will spend half of the day on staff and department reports. The other half of the day is given to teachers to prepare classrooms or materials for the start-up of school. The agenda for this year's in-service is available in the supplemental section of the board packet.