



State of the District 2017

- Strategic Plan
- Successfully transition to Infinite Campus
- Increase student achievement levels
- Embrace continuous improvement
- Create a system of evaluation for all employees



Implement the Strategic Plan

- Technology Integration

- Goal: Integrate technology throughout the entire learning community to enhance student performance and achieve 21st Century excellence.
 - District Technology Committee
 - Communication, Collaboration, Critical Thinking, Creativity (P21)
 - Piloting of staff laptops with purchase pending for 2016-17
 - Currently going through classrooms to evaluate existing technology (Interwrite boards)



Implement the Strategic Plan

- Career and College Preparation

- Goal: Provide quality, high-level programs in a variety of educational settings to develop career pathways and life skills.
 - Provide an avenue for students to develop a 4 year plan for success
 - Minnesota Career Information Services (MCIS)
 - Examine and link ACT data to identify students who are in need of intervention (Question #3)
 - Establish assessments Aspire Grade 7, Pre-ACT Grade 10, ACT Grade 11



Implement the Strategic Plan

- Personal Development

- Goal: Invest in the whole individual to promote and develop each person's social, emotional, mental and physical well-being.
 - Safe Routes to Schools (SRTS) grant
 - Completed Intermediate School lunch facility (addition of salad bar line)
 - Plan for and complete a salad bar line at FHS (2017-18)
 - Currently working through advisory time at FHS and FIS



Implement the Strategic Plan

- School and Community Engagement
 - Goal: Embrace the sharing of resources across the broader school community to improve connections between and among all partners.
 - Work with Benton County, City of Foley, and Foley Public Schools to promote the Safe Routes to Schools project



Transition to Infinite Campus

- Initial training to make available Infinite Campus University (classes) and Infinite Campus University (support materials) has been completed for licensed staff
- Data conversion is completed
- MARSS training is completed
- February training in taking attendance, seating charts, introduction to gradebook
- Training and use of messenger to be completed in February 2017
- Go Live February 1, 2017 so we have capability to register and schedule students for next year in Infinite Campus
- August 29, 2017 “refresher training”
- Secretarial Staff training later this spring and into the summer



Increase Student Achievement Levels

- What do we want students to be able to know and do?
- How do we know if they know and can do?
- What do we do for those who don't know and can't do?
- What do we do for those who do know and can do?

Link learning targets to standards (established)

Research and discussion of formative assessments

Research grading practices

Establish intervention programming



Increase Student Achievement Levels

Foley MCA/ACT Data

- Above state levels on the MCA in all areas except for one
- Reversed a 5 year declining trend in Math MCA performance in Grade 5
- Not only compare to state, surrounding districts, and conference but now compare to exemplars
- ACT scores have improved from 19.7 to 20.9 and we anticipate this number increasing as students choose to re-take the assessment.



Embrace Continuous Improvement

- Established goals for District Leadership Team
- Support the “Growth Model”
- Evaluations for District Office, Principals, Activities Director, Instructional Staff, Educational Assistants
- Creation of a “Data Book” as a resource
- Link various leadership team efforts (efficiency and effectiveness)



Review the Curriculum Review Cycle

- District Co-Chairs
 - Review the tasks involved in the cycle
- District Advisory Committee for Curriculum and Standards (DACCS)
 - Broaden the stakeholder group
 - Review the “cycle” itself
 - Review the policies



What is next?

- We are working to develop our district culture
 - to be able to work collaboratively
 - to identify areas of concern and to work to address them
 - Work ethic, reflection, relationships, and growth model
- Use of data to establish baselines and to mark interventions and effects
- Further identify areas of improvement and to respond appropriately



What is next?

- Continue to look for efficiencies
 - Student Information System that supports formative/summative and flexible scheduling/school to home communication/data repository/student discipline