

Effectiveness

& EFFICIENCY

School Reviews

Full Report

Prepared for the
Board of Education
St John-Hudson Unified School
District USD #350
June 2013



Center for Innovative School Leadership

Emporia State University • Fort Hays State University • Pittsburg State University

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Executive Summary

St John-Hudson USD #350

EXECUTIVE SUMMARY

The function of the Center for Innovative School Leadership (CISL) is to conduct school efficiency reviews for school districts on a voluntary basis to help them realize greater efficiency and effectiveness. CISL was created through Kansas Senate Bill No. 304 in the 2004 legislative session as a cooperative endeavor between Emporia State University, Fort Hays State University, and Pittsburg State University.

The review process used by CISL is modeled after successful programs conducted in Arizona, Texas, and Virginia. The goal of CISL is to identify best practices, cost savings, and potential efficiency and effectiveness strategies for school districts in the areas of leadership, teaching and learning, facilities management, and human resources. CISL will identify good practices to be shared with other school districts and provide insight for school districts to realize greater efficiency in overall school operations.

The studies are not a review of classroom instruction or teaching strategies. The information provided by CISL can, however, assist with student achievement to help the district reach the ultimate goal: producing an environment for students to learn at higher levels.

Highlights found through the review process are provided here, including:

- **an overview of St. John-Hudson School District #350**
- **a comparison of St. John-Hudson to peer and region schools**
- **highlights from reports written by team members who interviewed school district personnel**
- **Effectiveness and Efficiency School Review survey results**

A full report will be issued following the presentation of the executive summary. All reports are public documents.

ST. JOHN-HUDSON SCHOOL DISTRICT #350

The St John-Hudson School District is one of several school districts volunteering to participate in the school efficiency review process. We thank them for their willingness to be involved with this project.

The review of St John-Hudson's school district was initiated in November 2012 and concluded in March 2013. This report will identify best practices of the St John-Hudson school district and provide suggestions on ways to further improve the district's operation efficiencies.

School district profile information:

- The St John-Hudson school district is located in Stafford County in Central Kansas. St John-Hudson is one of three school districts located in the county.
- The 2012 U.S. Census data reports Stafford county had an estimated population of 4,358. In 2000, the census reported an estimated 4,789 resided in the county. This is a 9% decline in the county's population.
- The racial makeup of the school district is over 75% Caucasian; this figure has been relatively steady over the years. This compares to an 80% average in the region schools, a 92% average among peer schools, and a statewide average of 67%.
- The school district consists of 300 square miles compared to the state average of 286.8 square miles per school district.
- St John-Hudson school district currently employs 49 employees, including 27 certified teaching and administrative staff.
- The 2012-2013 proposed general fund and supplemental general fund was \$3,496,946.
- In 2011-2012 the average teacher's salary was \$50,966. This compares to an average of \$48,070 in region schools, \$46,610 among peer schools, and a statewide average of \$48,956.
- In 2011-2012 the average building administrator's salary was \$67,746. This compares to an average of \$75,958 in region schools, \$70,973 among peer schools, and a statewide average of \$85,539.
- In 2011-2012, the 20-year salary trend for teachers was ranked 143rd in the state. The region average was 182nd, and the peer average was 172nd.
- In 2011-2012 the pupil-teacher ratio was 11.2:1. This compares to an average of 12.7:1 in region schools, 12.0:1 among peer schools, and a statewide average of 15.1:1.

COMPARISONS TO PEER AND REGION SCHOOLS

CISL has established peer and region schools to support comparability of selected criteria. There were four peer schools selected and 23 region schools to which St John-Hudson was compared. The peer schools were selected based on similar size, similar socio-economical status, and performance based on state test results. The region schools were selected based on school districts that are in contiguous counties which include Barton, Edwards, Pawnee, Pratt, Reno, and Rice counties. The peer schools selected are Minneola #219, Clifton-Clyde #224, St Francis #297, and Burlingame #454. Comparisons between St John-Hudson and these peer schools are explored in further detail in the complete report; the full report also includes all school survey results, and the full findings by the St John-Hudson review team.

HIGHLIGHTS FROM REPORTS

Team members were selected to evaluate the school district in the areas of leadership, teaching and learning, facilities management, and human resources. Each team member submitted reports with findings, commendations, recommendations, and impacts. An extended report will be submitted in the future with the full findings. Included here are highlights from the commendations, recommendations, and projected impacts.

COMMENDATIONS:

Facilities Management

Food Service

1. The staff cross training provides an excellent way to enable staff to fill where needed.

Organization and Management

1. The School/Community Library provides excellent resources for both the community and the school district.
2. The patrons are very involved in school matters as is evident by helping with the football field maintenance and the attendance at the parent meeting and other parent involvement.

Human Resources

Organization and Management

1. Lines of communication are clear. Staff understand who to approach when something is needed.

Recruitment, Hiring, and Retention

1. Parents and Board of Education members expressed satisfaction and pride in the overall quality of professional staff describing them as knowledgeable and caring.

Salary, Wages and Benefits

1. The district provides all qualifying licensed and classified employees \$5,316 towards a single policy health insurance plan which covers its cost based upon plan level chosen. Classified employees working 17½ hours or more qualify on a pro-rata basis.

Leadership**District Planning and Goal Setting**

1. Collaboration – the district has a cooperative agreement with one local school district to share a foreign language instructor and an elementary counselor.
2. The superintendent’s budget newsletter is a good learning tool for stakeholders who are interested in learning more about the budget.

Parent/Patron Organizations

1. Communication – the board, superintendent, teachers, and community all report that communication with stakeholder groups is good.

Teaching & Learning**Curriculum, Instruction, and Assessment**

1. A decision has been made to contract with Curriculum Leadership Institute for common core curriculum development.

Special Populations

1. The elementary staff has implemented a functional MTSS structure.

Technology

1. The new administration has plans for upgrading technology use for teaching and learning.

RECOMMENDATIONS:**Facilities Management****Custodial and Maintenance Services**

1. It is recommended the district keep a copy of all the work orders for the school year. Request a method for input on the work order to determine if the work was done timely and to the satisfaction of the person submitting the request. A summary report presented at the end of the year might be helpful to the Administration and Board.

Impact: This would help determine areas of most concern and repeated repairs and if repair or replacement is the best option. This would, also, help in preparing for summer work as areas of repeated work orders should be identified. This could save money if an

- accurate record indicate where most money and time is spent compared to what the District believes is the most important.
2. It is recommended the district use the existing roofing inspection by EMC to have a roofing consultant evaluate the roofs to develop a schedule and propose those areas that can be repaired verses replaced to help develop a budget that is proactive. Additionally, consider having an infrared study done on the roofs of concern to determine if there have been any water leaks.
Impact: This would potentially be a savings of \$20,000 over 5-8 years. Timely repairs can give enough life to your roofing system to allow for a reasonable roofing budget.
 3. It is recommended the district evaluate the need for more custodians. The figure used is one custodian for every 20,000 square feet. Modifying the figures to take into account mechanical rooms, gymnasiums, and lunchrooms which can be cleaned more quickly, I believe the custodians are approximately 1.5 short of full staffing.
Impact: This would improve the building cleanliness. The district may need to look into present cleaning practices and any new equipment that is necessary to help speed up the cleaning process or trying to find any existing staff that can be used in multiple jobs to help fill in the shortage of staff.

Food Service

1. It is recommended the district consider closing the lunch hour for the high school and discuss with the church, providing meals for the students one day a week, to see if they would consider changing the practice so as not to take funds away from the school food service.
Impact: This open lunch hour has the potential of reduced lunch participation in the amount of \$18,000. The Food Service program could see an additional \$5,000-10,000 dollars a year and reduce transfers from General Fund.

Organization and Management

1. It is recommended the district negotiate the agreement between the city and school district due to the inequality of funding between them. Additionally, it should be determined if there is additional funding that might come from the Educational Foundation and consider the possibility of library grants to help offset costs.
Impact: This would possible reduce the expenses the school district covers. At the same time the district can emphasize the importance of the Library.

Human Resources

Evaluation and Supervision

1. It is recommended the district review and share job descriptions for all positions with staff on a regular basis. Some job descriptions provided did not have a notation date of last review. Those that did ranged from an adoption date of 2001 to 2004. Some personnel reported they had not seen or been made aware of the job description for their position.

Impact: This would promote improved communication in the district and convey to classified staff that their roles are as important to the mission of the district as licensed staff. Some classified staff reported that the nature of their assignment changed and the job description was no longer accurate. A good method for maintaining accurate job descriptions is to require an automatic review prior to posting an open position. This ensures that descriptions are revised as needed.

2. It is recommended the district establish a continuous evaluation process for classified staff. Principals are involved only in the evaluation of teacher aides assigned to their building.

Impact: This would improve communication regarding job performance and accountability. Classified employees should be evaluated by in accordance with the policies adopted by the district and published in the noncertified handbook. This would reduce legal exposure to the district in personnel related decisions. Principals should have input in the evaluation of all classified personnel assigned to their building.

Recruitment, Hiring, and Retention

1. It is recommended the district establish and formalize a standard orientation process for all staff. Teachers new to the district spend some time with district personnel and building administrators. A formal mentoring system should be available to new instructional staff.

Impact: This would benefit new teaching personnel with an extra contract day added prior to the start of the school year in which they can receive information relevant to district and building responsibilities. Assigning a formal mentor and establishing regular and ongoing opportunities to meet would assist new teachers in learning their duties.

Salary, Wages and Benefits

1. It is recommended the district improve the base salary figure for teachers, as funds become available through the potential of increased retirements among current staff. KASB 20 year salary trend data indicates the negotiated agreement is a robust one. Average teacher salaries also rank comparatively well with peer comparisons (an indication of the experience levels of the staff). However, base (beginning) salary figures are well below peer districts and \$300 less than the statewide median.

Impact: This would help in new teacher retention. The district provides a very reasonable health insurance benefit to teachers, but many teachers new to the profession are relatively young and less concerned with the fringe benefit package than in salary.

Leadership

Administrative Team

1. It is recommended the district engage the staff in the development of the new teacher evaluation instrument. After development the administrative staff development should put into operation training activities to improve their teacher evaluation skills. The training should be based on current best practice.

Impact: This comprehensive structured process that aligns with the instructional vision of the district and the teachers stated job description would improve the knowledge and

skill of the instructional staff and ultimately improve student learning. The training in curriculum development would be complimented by improvements in the teacher evaluation system. Teacher evaluation to improve student learning is the primary duty of the administration.

Board of Education

1. It is recommended the district update the master set of board policies and make it available to all stakeholders, preferably through access on the district web site.

Impact: This would aid the board in attending to their primary role of policy development. This task would save administrators time and avoid confusion with patrons and staff over policy decisions.

District Planning and Goal Setting

1. It is recommended the district develop a long range (3-5 year) strategic plan. The plan should have input from patrons, parents, staff, students and administrators. The board should consider employing a facilitator/consultant to guide the Board through this process.

Impact: This would create a plan to serve as a road map for the district to make progress on achieving the mission of the district. The strategic plan would provide a way to measure that progress through benchmarks and assess the district's effectiveness in reaching their goals.

2. It is recommended the district establish quarterly meetings with neighboring school district representatives to review current cooperative ventures and explore additional ways to cooperate. The superintendent should be requested to meet at least once a month with neighboring superintendents to communicate on current issues. These meetings would also be used to develop agendas for the quarterly meetings. The superintendent should report to the board the agendas and results of these activities.

Impact: This would form the basis for improved communication and cooperation with neighboring districts. All entities can help each other meet the challenges they face. The strategic plan study might be enhanced through exploring ways contiguous districts can cooperate in regard to the facility, technology, virtual school, and staffing challenges the districts are facing.

Finance and Contracted Services

1. It is recommended the district continue planning and discussing to improve funding for the school/public library. The superintendent has taken the first big steps in: 1) identifying the current funding disparity between supporting groups, 2) making stakeholders aware of the disparity, and 3) attending meetings where these disparities are discussed and solutions are considered. The district should work toward a financial solution where each of the three groups contributes approximately one-third of the annual costs.

Impact: Reaching an equitable solution with the three major sources of funding (school district, foundation, and city) would reduce the financial burden for the school district, allowing them to cut their budget further or add programming. The district has had their budget reduced by cuts handed down from the state. In addition, declining enrollment has reduced available funds. The result has been a reduction in services to students. The cost

of operating the library for both the school's needs and the community's needs has become unmanageable.

Teaching & Learning

Curriculum, Instruction, and Assessment

1. It is recommended the district develop a coordinated and aligned system using a strategic planning model, including school improvement plans for each school. This system would include long and short range district goals toward which the major components of the teaching and learning structure would be directed.

Impact: This would provide a most productive organization. The most effective schools/districts are those that build a foundation of a common mission, shared values, and clearly established goals to which all participants must support and adhere. In the field of curriculum, this translates to a system that is created and adopted by both the authorizing body (the board of education in the case of public schools) and those charged with its implementation, administrators and teachers. It is valuable, if not essential, for staff to be involved in developing the curriculum and for the instructional system to “fit together”, or be aligned.

Special Populations

1. It is recommended the district continue to develop the MTSS structure at the elementary level and expand it to the secondary level.

Impact: This system would diagnose and serve all students at an appropriate, student-centered level. MTSS structure is perceived by many as a special education tool, and indeed, it complements the identification process for special needs students. To implement the MTSS process in less than the entire organizational range, is to fail to serve all the students.

Staff Development

1. It is recommended the district align staff development energies with district goals and academic needs.

Impact: This would enhance focused resources through an aligned professional development structure that serves the goals and priorities of the district. An integral part of the strategic planning and district goal-setting advocated throughout this review is incorporation of teacher learning and growth through targeted professional development.

Technology

1. It is recommended the district develop a useable and active technology plan.

Impact: This would continue to sustain the priority of technological support for teaching and learning, a priority which continues to address real world goals for the learning process. Distracted by multiple demands on a diminished budget, the technology aspect of a strategic plan for the district should be a priority.

HIGHLIGHTS FROM THE EFFECTIVENESS AND EFFICIENCY SCHOOL REVIEW SURVEY RESULTS

ADMINISTRATORS AND BOARD OF EDUCATION MEMBERS SURVEY RESULTS

Of the administrators and board of education members in the St John-Hudson school district, seven completed the survey. Of all the statements administrators and board of education members were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Administrators and Board of Education Members:

- All of the responding administrators and board of education members thought the superintendent was very well respected as a community leader.
- Six of the seven responding administrators and board of education members thought the central office staff is effective in supporting the educational program.
- All of the responding administrators and board of education members felt the teachers are knowledgeable in the subject areas they teach.
- All of the responding administrators and board of education members said the students and faculty feel very safe at school.
- All of the responding administrators and board of education members said the district's health insurance package meets the employees' needs well.

Recommendations from Administrators and Board of Education Members:

- The majority of the responding administrators and board of education members felt not satisfied with the dual credit/college equivalency class program and instruction for students in the district.
- Five of the seven responding administrators and board of education members said the schools are not clean.
- Five of the seven responding administrators and board of education members thought the district does not respond well to repairing and maintaining school facilities.
- Four of the seven responding administrators and board of education members felt not satisfied with the district's process for teacher evaluations.

CLASSIFIED STAFF SURVEY RESULTS

Of all the classified staff in the St John-Hudson school district, 22 completed the survey. Of all the statements classified staff were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Classified Staff:

- The majority of the responding classified staff felt satisfied with the quality of education students are receiving from the schools.
- 20 of the responding classified staff said the superintendent is respected as a community leader.
- 19 of the responding classified staff thought the central office staff is effective in supporting the educational program.
- 18 of the responding classified staff said the students and faculty feel safe at school.

Recommendations from Classified Staff:

- The majority of the responding classified staff was not satisfied with the dual credit/college equivalency class program and instruction for students in the district.
- Eight of the responding classified staff felt not satisfied with the opportunities classified staff have in providing suggestions to improve the school.
- 19 of the responding classified staff said drugs and alcohol are a problem in this district.
- The majority of the responding classified staff felt the schools are not clean.
- The majority of the responding classified staff thought the district does not respond well to repairing and maintaining school facilities.

PARENTS' SURVEY RESULTS

Of all the parent/patrons in the St John-Hudson school district, 36 completed the survey. Of all the statements parents/patrons were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Parents:

- 28 of the responding parent/patrons said the building principals care about the students' needs.

- 25 of the responding parent/patrons thought the information the schools give you about the academic growth of your children is useful.
- The majority of the responding parent/patrons felt the teachers are knowledgeable in the subjects' areas they teach.
- 30 of the responding parent/patrons said the teachers care about their students' needs.
- The majority of the responding parent/patrons thought the children feel safe at school.

Recommendations from Parents:

- 19 of the responding parent/patrons are not satisfied with the advanced placement educational program and instruction for students in the district.
- 18 of the responding parent/patrons are not satisfied with the dual credit/college equivalency class program and instruction for students in the district.
- The majority of the responding parent/patrons said drugs and alcohol are a problem in this district.
- 19 of the responding parent/patrons felt the schools are not clean.

STUDENTS' SURVEY RESULTS

Of all the students in the St John-Hudson school district, 86 completed the survey. Of all the statements students were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Students:

- The majority of the responding students said they were satisfied with the quality of education they are receiving from the schools.
- The majority of the responding students felt the building principals care about students' needs.
- 82 of the responding students thought the teachers are knowledgeable in the subject areas they teach.
- Almost all of the responding students felt safe at school.

Recommendations from Students:

- 13 of the responding students are not satisfied with the vocational (career and technology) educational programs and instruction for students in their school.
- 12 of the responding students are not satisfied with the advanced placement educational programs and instruction in their school.
- 15 of the responding students are not satisfied with the dual credit/college equivalency classes educational programs in their school.

TEACHERS' SURVEY RESULTS

Of all the teachers in the St John-Hudson school district, 20 completed the survey. Of all the statements teachers were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Teachers:

- All of the responding teachers thought the superintendent is effective in providing leadership for the school district.
- All of the responding teachers said the building principals care about students' needs.
- 20 of the responding said students and faculty feel safe at school.

Recommendations from Teachers:

- 13 of the responding felt the schools are not clean.
- 16 of the responding said the district does not respond well to repairing and maintaining school facilities.
- 15 of the responding thought the orientation program for new employees is not effective to the district.
- 16 of the responding felt the district does not reward teachers well for superior performance.



St John-Hudson USD #350

FACILITIES MANAGEMENT

Findings

Custodial and Maintenance Services

- The Maintenance Director has been with the District for 16 years.
- Work orders can be in writing or sent as emails. No copies or records of work orders or repairs are maintained.
- Custodial supplies are not bid and most come from Huber (Wichita) or Sage (Salina).
- The Maintenance/Custodial staff has been reduced by 2 ½ over the last few years.
- Custodial training is done by Maintenance Director.
- A roofing review has been conducted which should lead to a roofing schedule for repair and/or replacement.
- Not much outside contracting being done.
- The Terrazzo floor in the commons area and the kitchen has multiple cracks in the floor and needs maintenance.
- The District has approximately 130,000 square feet of floor space (Main Building 105,000, Early Childhood 5,000, Library 20,000 square, and Weight Room/Maint Bldg 3,200). The District has four (4) custodians who work eight (8) hours a day.

Energy Management

- No formal energy policy exists in the District.
- A formal energy review was conducted last year.
- The Library was built in 1970 and has mechanical systems that are 40 years old.
- The Maintenance department has begun replacing old ballast and lighting with energy efficiency equipment.
- The District purchases natural gas thru KJUMP (Kansas Joint Utility Management Program)

Food Service

- Food Service Director has been with District for 16 years.
- Food Service staff has 2 full time staff and some part-time help.
- No evaluations have been done until this year.

- The staff rotates jobs monthly so each can cover the others jobs in case someone is absent.
- The Food Service has no A-l-a-cart program.
- A church in town provides a meal one day a week in which approximately 40 high school students attend.
- There is an open lunch hour for the high school.
- Lunchroom aides supervise the lunchroom.
- The Kitchen has limited space and some limited equipment.
- The food service staff has not attended local or state meetings for a while to save money.

Organization and Management

- The Maintenance Director supervises, evaluates, and can transfer and recommend dismissal of the 4 custodian.
- The Food Service Director supervises the staff and will evaluate them this year.
- The District is made up of one large Elementary/Jr. /Sr. High Building, Early Childhood Building, Community/School Library, Weight Room/Maintenance Work Room and the Football Field and Track complex.
- The School/Community Library is presently funded by a city levy for library of approximately three (3) mills of approximately 15,000 and the school district supports approximately \$ 150,000.
- The District has one building that is interconnected that contains Jr. Hi./Elementary in one building and High School in another building. There is an Early Childhood building and a School/Community Library plus a weight room/maintenance building.
- The existing School/Community Library has Heating and Cooling systems that are beyond their expected life. The Air Condition seems to be the biggest concern at this time.
- A roofing study was completed by EMC in 2010.
- There are no dressing room facilities for the home team at the Football Field.

Safety and Security

- The District has an Emergency Plan in place.
- Regular Fire and Tornado Drills are conducted.

- The Asbestos records are available.
- Building entrance can be made thru three doors that can be monitored and all other exterior doors are locked.
- No table top exercises are conducted for safety practice.

Transportation

- Very informal Disciplinary system is used but has proven to be very effective.
- No formal vehicle replacement policy in effect.
- Buses are housed in a parking lot behind the Fire Station near Highway 281.
- School vehicles are parked in the parking lot near the school.
- No evaluations are done for drivers.
- The Transportation Director is also the Board Treasure, Elementary Secretary and Cheerleader Sponsor. The Director estimates she averages 2 hours a week in transportation.
- The District has three (3) regular bus routes that transport approximately 62 students.
- A contracted firm does drug testing for the District.

COMMENDATIONS:**Food Service**

1. The staff cross training provides an excellent way to enable staff to fill where needed.

Organization and Management

1. The School/Community Library provides excellent resources for both the community and the school district.
2. The Early Childhood building was designed as a facility that is an excellent resource for early childhood needs and is equipped with a storm shelter room.
3. The patrons are very involved in school matters as is evident by helping with the football field maintenance and the attendance at the parent meeting and other parent involvement.

Safety and Security

1. Asbestos records are well organized and maintained and easy to understand.

RECOMMENDATIONS:

Custodial and Maintenance Services

1. It is recommended the maintenance directors office, mechanical rooms and other storage areas be cleaned. These areas should be inspected initially and on a periodic schedule.

Impact: This would focus custodial staff on the importance of keeping all areas clean and emphasize the importance of appearance. This makes it clear to the staff the district expectations.

2. It is recommended the district provide identification for the custodial staff like a shirt with an area for an attached name tag.

Impact: This would identify to all patrons and visitors they are employees of the district if they have any questions. It would also make it clear to all who they are and what their duties are at the school. This could help the staff to develop ownership of the facility.

3. It is recommended the district modify the custodial evaluation to concentrate on personal qualities and cleanliness to emphasize the areas of concern. By streamlining the evaluation the district can concentrate on areas of concern.

Impact: This would provide a more efficient use of custodial staff time and help them to concentrate on areas needing more attention.

4. It is recommended the district keep a copy of all the work orders for the school year. Request a method for input on the work order to determine if the work was done timely and to the satisfaction of the person submitting the request. A summary report presented at the end of the year might be helpful to the Administration and Board.

Impact: This would help determine areas of most concern and repeated repairs and if repair or replacement is the best option. This would, also, help in preparing for summer work as areas of repeated work orders should be identified. This could save money if an accurate record indicate where most money and time is spent compared to what the District believes is the most important.

5. It is recommended the district use the existing roofing inspection by EMC to have a roofing consultant evaluate the roofs to develop a schedule and propose those areas that can be repaired verses replaced to help develop a budget that is proactive. Additionally, consider having an infrared study done on the roofs of concern to determine if there have been any water leaks.

Impact: This would potentially be a savings of \$20,000 over 5-8 years. Timely repairs can give enough life to your roofing system to allow for a reasonable roofing budget.

6. It is recommended the district require bidding custodial supplies and as part of the bid request suppliers provide additional training for custodial staff.

Impact: This would save up to 10% of previous cost. Additionally, training can be requested as part of the bidding process which can improve cleaning practices and efficiency.

7. It is recommended the district repair and polish the Terrazzo floor in the gym commons and kitchen area. The present dull sheen gives the appearance of a floor that needs work. The areas

of the Terrazzo that are cracked should be evaluated to determine if repairs can be done in a cost effective way to help improve the appearance.

Impact: This would give the appearance of a fresh clean floor. The custodial staff is preparing to clean and polish this area. A profession who does this type work might be a better fit to improve this area. A pre bid estimate will determine if this is feasible or cost effective.

8. It is recommended the district establish an updated work schedule for custodians.

Impact: A schedule should also indicate what needs to be done if a substitute has to fill in and what areas of concern need to be addressed if time is limited.

9. It is recommended the district update, remodel or replace some bathrooms.

Impact: If some areas are replaced or remodeled with new bathrooms they could also be designed for use as a locker room as well as a bathroom during the school day. This dual use would be an effective way to get multiple uses from projects.

10. It is recommended the district evaluate the need for more custodians. The figure used is one custodian for every 20,000 square feet. Modifying the figures to take into account mechanical rooms, gymnasiums, and lunchrooms which can be cleaned more quickly, the custodians are approximately 1.5 short of full staffing.

Impact: This would improve the building cleanliness. The district may need to look into present cleaning practices and any new equipment that is necessary to help speed up the cleaning process or trying to find any existing staff that can be used in multiple jobs to help fill in the shortage of staff.

Energy Management

1. It is recommended the district examine the replacement of the condensing units and coils while continuing to use the existing equipment. The present HVAC system in the Library building is over 40 years old and beyond the expected life of the systems.

Impact: The initial cost estimate from the engineering company was \$ 60,000- 70,000. The District should verify that the city has issued the maximum levy available for the library. Explore what assistance could come from the Educational Foundation and look into the possibility of Library Grants to offset operating expense or other costs.

2. It is recommended the district verify the proper energy savings programs are turned on all computers to maximize energy savings.

Impact: This would save up to \$50 a computer.

3. It is recommended the district continue and speed up the process of replacing existing lighting with energy efficient ballast and lights.

Impact: This would save up to 15-20% of total facility energy costs. Could be between \$5,000 to \$10,000 a year

4. It is recommended the district establish an energy policy that sets temperature set points and practices that encourage staff and patrons to be aware of the desire to cut energy usage. Energy

Star Publications and information are a good source to review ways to improve energy efficiency.

Impact: This would save up to 5-10% of energy cost. This change could result in between \$3,000 to \$5,000 savings a year.

Food Service

1. It is recommended the district consider closing the lunch hour for the high school and discuss with the church, providing meals for the students one day a week, to see if they would consider changing the practice so as not to take funds away from the school food service.

Impact: This open lunch hour has the potential of reduced lunch participation in the amount of \$18,000. The Food Service program could see an additional \$5,000-10,000 dollars a year and reduce transfers from General Fund.

2. It is recommended the district urge the food service to explore the possibility of an al-a-cart program accepted by the state. Many food service programs use an al-a-cart program for supplemental purposes. The district could expect to help obtain additional money to reduce transfers from the General Fund.

Impact: This would supplement the programs by 5-10% of their revenue.

3. It is recommended the district supply additional training and explanation of job descriptions for lunchroom aides.

Impact: This would promote better efficiency of the lunch room and improve discipline for students during lunch. It would also contribute to operating the lunchroom without lunch aides and reduce the cost of supervision.

4. It is recommended the district research the feasibility of a small stove for cooking as the lunchroom has a small two burner unit that does not allow for much cooking and is too small to be very effective.

Impact: This would make some cooking more efficient and the more efficient the more likelihood of cost cutting of hours may occur.

Organization and Management

1. It is recommended the district negotiate the agreement between the city and school district due to the inequality of funding between them. Additionally, it should be determined if there is additional funding that might come from the Educational Foundation and consider the possibility of library grants to help offset costs.

Impact: This would possible reduce the expenses the school district covers. At the same time the district can emphasize the importance of the Library.

Safety and Security

1. It is recommended the district establish a notice at all doors indicating where visitors are to check and sign in and be provided with visitor identification. Staff should continue to challenge all visitors to become more aware of anyone who is not normally in the building.

Impact: This would provide a low cost process that indicates to patrons and staff the district wants to maintain a controlled campus for student safety.

2. It is recommended the district replace the doors in the Elementary/Junior High areas which have louvered vents built in that do not provide any security at the classrooms. Additionally, there are windows above the doors and throughout the building that do provide some security concerns.

Impact: This would provide some security measures for the district. Costs should be spread out over a period of time and replacement doors could be \$150 a door and additional renovation could be an additional \$50.

3. It is recommended the district consider instituting Table Top Exercises to determine from staff any areas of concern within the Emergency Plan.

Impact: This would eliminate some major problems in the future. The cost would be minimal.

4. It is recommended the district lock the gate around the exterior mechanical units.

Impact: This would provide adequate security for the mechanical systems that are exposed as well as providing additional safety to anyone who might tamper with them.

Transportation

1. It is recommended the district develop an evaluation form for drivers.

Impact: This would lead to a method of improving the transportation program.

HUMAN RESOURCES

Findings

Evaluation and Supervision

- Supervision and evaluation of licensed teaching personnel are conducted by the principal. Classified personnel are scheduled for evaluation by their immediate supervisor. Evaluation instruments for all personnel were provided for review. Job descriptions were available for review.

Organization and Management

- Unified School District # 350 employs a staff of approximately 32.5 licensed and 18.9 classified employees (figures are full-time equivalent as reported to the Kansas State Department of Education, 2011-12). HR functions are managed by the central office which is also the initial point of contact for all applicants.

Personnel Policies and Procedures

- The district provided the USD 350 Noncertified handbook and the Negotiated Agreement between the USD 350 Teachers Association and Board of Education for review.

Recruitment, Hiring, and Retention

- Application forms and contracts for both classified and licensed personnel were reviewed. The process for recruitment and hiring is consistent throughout the organization. The central office and building principals are knowledgeable of the procedures they are to follow in the hiring process.

Salary, Wages, and Benefits

- The district has established salary and wage plans for licensed employees. The salary schedule for licensed employees is annually negotiated by representatives of the Board of Education and the Teachers' Association.

COMMENDATIONS:

Evaluation and Supervision

1. Evaluations for all licensed personnel are conducted according to procedures specified in the negotiated agreement. Evaluations of principals are conducted by the Superintendent. The reviewer was provided with a schedule of evaluations for all licensed and classified employees, created by the superintendent, and distributed to those responsible for conducting them.

Organization and Management

1. The recruitment process for licensed and classified staff is centered through the district office. Posting of positions and final hiring procedures ensure that district administration is aware of staffing decisions and assures that required paperwork and payroll information is obtained.

2. The process for requesting personnel information and/or requesting replacement or new staff is well established and understood throughout the district. Personnel information is maintained in central office. The superintendent, principal and/or supervisor employ a team approach in interviewing and selection of personnel.
3. Central office personnel maintain an updated, easily accessible list of required employee records in well-organized personnel files.
4. Records are archived in storage files in fire-resistant file cabinets.
5. Payroll information is kept electronically and available for staff review. The district is moving towards a web-based payroll system.
6. Lines of communication are clear. Staff know who to approach if something is needed.

Personnel Policies and Procedures

1. Both the classified handbook and the negotiated agreement contain appropriate information for employees. These manuals are well-organized and easy to use to find pertinent material.

Recruitment, Hiring, and Retention

1. Licensed positions are advertised in appropriate forums.
2. The district accepts applications filed on the Kansas Education Employment Board (KEEB).
3. The district uses a checklist for ensuring appropriate employment information is collected.
4. Parents and Board of Education members expressed satisfaction and pride in the overall quality of professional staff describing them as knowledgeable and caring.

Salary, Wages and Benefits

1. The district provides all qualifying licensed and classified employees \$5,316 towards a single policy health insurance plan which covers its cost based upon plan level chosen. Classified employees working 17½ hours or more qualify on a pro-rata basis.
2. The 20-year teacher salary is ranked 143rd in the state. This ranking compares favorably with peer and region districts.
3. The average teacher salary is ranked 85th in the state. This ranking compares very favorably with peer and region districts.
4. The professional staff to student ratio is similar to most peer and region districts., A comparison of the district with school district's throughout the state, nearest in size to St. John-Hudson enrollment, yielded the following analysis:

USD	FTE	Teachers	Students Per Teacher
USD 272 Waconda	322.3	32.2	10.01
USD 300 Commanche Cty	325.5	24.9	13.07
USD 482 Rural Vista	326.5	38.8	8.41
USD 462 Central	327.1	26.3	12.44
USD 286 Chautauqua	327.5	29.5	11.10
<i>AVERAGE</i>	<i>326.4</i>	<i>30.0</i>	<i>11.31</i>
USD 350 St. John-Hudson	325.5	26.7	12.19

The district has slightly more *students* per teacher than the five school districts within the state that are nearest in size.

5. The supplemental salary schedule provides for recognition of years of coaching experience and is tied to the base salary, thus providing, at least, modest increases from year to year.
6. The district provides reimbursement for college tuition.

RECOMMENDATIONS:

Evaluation and Supervision

1. It is recommended the district review and share job descriptions for all positions with staff on a regular basis. Some job descriptions provided did not have a notation date of last review. Those that did ranged from an adoption date of 2001 to 2004. Some personnel reported they had not seen or been made aware of the job description for their position.

Impact: This would promote improved communication in the district and convey to classified staff that their roles are as important to the mission of the district as licensed staff. Some classified staff reported that the nature of their assignment changed and the job description was no longer accurate. A good method for maintaining accurate job descriptions is to require an automatic review prior to posting an open position. This ensures that descriptions are revised as needed.

2. It is recommended the district establish a continuous evaluation process for classified staff. Principals are involved only in the evaluation of teacher aides assigned to their building.

Impact: This would improve communication regarding job performance and accountability. Classified employees should be evaluated by in accordance with the policies adopted by the district and published in the noncertified handbook. This would reduce legal exposure to the district in personnel related decisions. Principals should have input in the evaluation of all classified personnel assigned to their building.

Organization and Management

1. It is recommended the district investigate methods of compiling and maintaining HR records in electronic format. All personnel records are maintained in one location and no backup copies are

kept. In the event of significant fire or other catastrophic damage, these records could be lost or destroyed.

Impact: This would ensure appropriate backup of data as well as allow for secure off-site storage.

2. It is recommended the district create a handbook outlining the steps to take in areas pertinent to HR. Examples include notification of vacancies, selection and hiring, orientation and training, fund accounting, etc.

Impact: This would ensure consistency in personnel related function of the district. In addition, it would serve as a valuable resource when filling new central office and administrative positions.

Recruitment, Hiring, and Retention

1. It is recommended the district establish and formalize a standard orientation process for all staff. Teachers new to the district spend some time with district personnel and building administrators. A formal mentoring system should be available to new instructional staff.

Impact: This would benefit new teaching personnel with an extra contract day added prior to the start of the school year in which they can receive information relevant to district and building responsibilities. Assigning a formal mentor and establishing regular and ongoing opportunities to meet would assist new teachers in learning their duties.

2. It is recommended the district create a formal orientation program, for classified staff, provided by their direct supervisor or a period of time in which to work with the person they are replacing. Classified personnel report their orientation is provided by on-the-job training.

Impact: This would provide safe operation and effective performance of duties through training in product and use of equipment. These personnel are required to work with a variety of tools, implements, and products.

3. It is recommended the district appoint a responsible person to provide orientation and training for substitute teachers.

Impact: This would enhance the desirability and retention of qualified substitute teachers. It was reported that securing substitute teachers was problematic.

Salary, Wages and Benefits

1. It is recommended the district improve the base salary figure for teachers, as funds become available through the potential of increased retirements among current staff. KASB 20 year salary trend data indicates the negotiated agreement is a robust one. Average teacher salaries also rank comparatively well with peer comparisons (an indication of the experience levels of the staff). However, base (beginning) salary figures are well below peer districts and \$300 less than the statewide median.

Impact: This would help in new teacher retention. The district provides a very reasonable health insurance benefit to teachers, but many teachers new to the profession are relatively young and less concerned with the fringe benefit package than in salary.

LEADERSHIP

Findings

Administrative Team

- Principals attend every board meeting.
- Administrators reported their administrative team meetings are very helpful and supportive.
- There are many reports throughout the district that the superintendent was highly visible on a regular basis in all the buildings and at school events.
- A high rate of satisfaction is reported by teachers, parents and administrators with the superintendent.
- The Superintendent develops the budget with the assistance of the board clerk. The superintendent demonstrates a thorough knowledge of the budgeting process.
- The superintendent is active in the local community.
- A new teacher evaluation procedure is being developed.

Board of Education

- Board members were satisfied with the timeliness of receiving materials prior to Board meetings.
- The board has a process in policy to receive formal complaints from the public.
- No succession plan exists for administrative personnel.
- District follows KASB guidelines for updating policies. The Board feels that policy changes are done in a timely manner and think the process is adequate. The superintendent and board clerk report that the master set of board policies has not been kept up, requiring cross-checking with board minutes.
- The board does not allocate time on a monthly basis to get updates on teaching and learning from staff and students.
- A consent agenda is used for Board meetings.
- There is adequate communication between the superintendent and board members, primarily through mail, email and telephone. The superintendent attempts to insure that all board members have identical information.
- The formal chain of command is known and the board reported the chain of command is followed.

- Executive sessions are included in a high percentage of board meetings.
- The board does not have a formal self-evaluation procedure in place.

District Planning and Goal Setting

- The district does not have a long-range strategic plan.
- The superintendent is building a long-range capital plan.

Finance and Contracted Services

- Food Service is not self-supporting.

Parent/Patron Organizations

- The schools enjoy strong community support and a sense of community pride.
- The elementary site council is a fledgling and there is not currently a site council at the high school.
- Parents report that teachers do a good job keeping student progress available on the web.
- The school library also serves as a public library. Many patrons and groups use the library during and outside the school day.

COMMENDATIONS:**Administrative Team**

1. The superintendent is very visible and addresses staff concerns.
2. The administrative team is working well together in their first year and is finding ways to use each other's strengths.

Board of Education

1. The board has confidence in their superintendent and relies on him for leadership. As an example, the superintendent laid out a plan to begin training the staff on curriculum development using a model through the Jones Institute at Emporia State University.

District Planning and Goal Setting

1. The superintendent is working on a long-range capital plan for the board to review, modify, and implement. The board had the foresight to authorize up to 8 mills on their capital outlay resolution to address future facility's needs.
2. The district has a cooperative agreement with one local school district to share a foreign language instructor and an elementary counselor.

3. The superintendent's budget newsletter is a good learning tool for stakeholders who are interested in learning more about the budget.

Parent/Patron Organizations

1. The board, superintendent, teachers, and community all report communication with stakeholder groups is good.
2. Patrons are proud of their community and schools. They believe their personal values are reflected in the care and concern shown for their children by the schools.

RECOMMENDATIONS:

Administrative Team

1. It is recommended the district begin the next school year with a common vision, values, and goals. The administrative team needs to function more efficiently and effectively to meet the challenges facing them in the next few years. The time it takes for them to work well together can be decreased by setting aside planning time outside of the usual daily routines. That might best be accomplished by going off-site for a day or two with a specific agenda. The agenda should include time to work on problems "at home" as well as team building activities.
Impact: This would allow administrators to be unified in their work with staff. It is essential that decisions are guided by a common belief system.
2. It is recommended the district engage the staff in the development of the new teacher evaluation instrument. After development the administrative staff development should put into operation training activities to improve their teacher evaluation skills. The training should be based on current best practice. The superintendent and administrators should work together to practice and calibrate their skills.
Impact: This comprehensive structured process that aligns with the instructional vision of the district and the teachers stated job description would improve the knowledge and skill of the instructional staff and ultimately improve student learning. The training in curriculum development would be complimented by improvements in the teacher evaluation system. Teacher evaluation to improve student learning is the primary duty of the administration.

Board of Education

1. It is recommended the district update the master set of board policies and make it available to all stakeholders, preferable through access on the district web site.
Impact: This would aid the board in attending to their primary role of policy development. This task would save administrators time and avoid confusion with patrons and staff over policy decisions.

District Planning and Goal Setting

1. It is recommended the district develop a long range (3-5 year) strategic plan. The plan should have input from patrons, parents, staff, students and administrators. The board should consider employing a facilitator/consultant to guide the Board through this process.

Impact: This would create a plan to serve as a road map for the district to make progress on achieving the mission of the district. The strategic plan would provide a way to measure that progress through benchmarks and assess the district's effectiveness in reaching their goals.

2. It is recommended the district establish quarterly meetings with neighboring school district representatives to review current cooperative ventures and explore additional ways to cooperate. The superintendent should be requested to meet at least once a month with neighboring superintendents to communicate on current issues. These meetings would also be used to develop agendas for the quarterly meetings. The superintendent should report to the board the agendas and results of these activities.

Impact: This would form the basis for improved communication and cooperation with neighboring districts. All entities can help each other meet the challenges they face. The strategic plan study might be enhanced through exploring ways contiguous districts can cooperate in regard to the facility, technology, virtual school, and staffing challenges the districts are facing.

Finance and Contracted Services

1. It is recommended the district review the current practices and policies for the operation of the food service department and develop a plan to insure food service is operated as close to possible on a budget neutral basis.

Impact: This would allow funds transferred to the Food Service to be utilized in other areas of the budget. This would, at the very least, free up general fund and/or supplemental fund money for other needs as resources dwindle.

2. It is recommended the district continue planning and discussing to improve funding for the school/public library. The superintendent has taken the first big steps in: 1) identifying the current funding disparity between supporting groups, 2) making stakeholders aware of the disparity, and 3) attending meetings where these disparities are discussed and solutions are considered. The district should work toward a financial solution where each of the three groups contributes approximately one-third of the annual costs.

Impact: Reaching an equitable solution with the three major sources of funding (school district, foundation, and city) would reduce the financial burden for the school district, allowing them to cut their budget further or add programming. The district has had their budget reduced by cuts handed down from the state. In addition, declining enrollment has reduced available funds. The result has been a reduction in services to students. The cost of operating the library for both the school's needs and the community's needs has become unmanageable.

Parent/Patron Organizations

1. It is recommended the district support the growth of the elementary site council and the re-organization of the high school site council. The district might consider how to join the efforts of the active school/parent/patron organizations in the district with the function of the Site Councils.

Impact: The effective and efficient site councils would support and enhance the school improvement process. Site Councils can be an effective means to not only share information with patrons, community members and parents about the school district but also a process by

which Site Council members can inform district personnel of ideas to improve the learning environments in the schools. Members who are knowledgeable about the function of their role in an organization can become supportive of new initiatives. When initiatives create conflict it becomes very important for people to understand their role and to have the information that will benefit other. The schools enjoy good support from the community. As needs increase and resources decrease, a strong functioning site council can be valuable in maintaining strong community support.

TEACHING AND LEARNING

Findings

Curriculum, Instruction, and Assessment

- Will affiliate with Curriculum Leadership Institute (ESU) for future curriculum development.
- Currently no curriculum guides/maps are in use.
- Curriculum guidance is largely textbook-driven.
- The schools had no school improvement plans.
- Assessment focus is still driven by state assessments (which are no longer relevant to state curriculum or accreditation, but of course that's not the districts fault).
- Elementary uses AIMS-WEB assessments.
- Most local, criterion-referenced assessments are textbook-related.
- No long range strategic plan is in place for the district, although the Board adopts annual goals.
- Virtually no options exist for extended credit for high school students. One math teacher is in place through which students can obtain college algebra credit through local community college.
- The high school has some vocational programs. Visual arts, manufacturing and construction, and FACS are CTE classes, there is common concern for the recent reduction in vocational programming as well as the likelihood of further reductions as older teachers retire.
- Several elements of the district indicated a dissatisfaction with no extended credit opportunities—i.e., AP classes and dual credit classes, although the high school principal indicated English comp and speech credits are available through community college outreach programming, although they conflict with extra-curricular activities and are, thus, little used.
- District is initiating a defunct career computer lab that will be used for upper class high school students to support post-secondary preparation such as scholarship applications, college applications, etc. The intent is to move, eventually, to online credit opportunities.
- All leadership entities, administration and staff, seem to know the need to bring common core curriculum into the system, although no comprehensive plan to doing so is in place.
- No online courses are in place.

- Although administrators reported no textbook adoption schedule in place, high school teachers said there was one, they were just behind in following it; also had the individual choice to decline new textbooks if they wanted to.
- Elementary principal uses the MTSS team for her de facto leadership team.
- Teacher support for the elementary math program (Everyday Math) is variable with some individual staff deviating or “supplementing” the adopted program with more traditional curriculum.
- Elementary principal attempts to provide programming which can be used to give teachers some collaboration time.
- The value of collaboration is neither formalized nor district-driven, thus scheduling is only addressed on an individual basis.
- Elementary teachers express concern about not having enough time to teach science and social studies, due to emphasis on reading and math (driven by state assessments).

Special Populations

- The district is a member of the SCK-ESC.
- The staff has a positive perception of special education services.
- Elementary level has adopted and utilizes MTSS; started two years ago with emphasis on reading; now moving to math.
- Secondary level does not use MTSS.
- Parents expressed concern about bullying, but teachers indicated the only problem might be cyber bullying, but not necessarily within the school’s purview.

Staff Development

- No functional staff development plan is in place.
- Professional Development Council (PDC) is active [made up of five teachers]; primary function is approval of points.
- The district is associated with ESSDACK.
- Curriculum Leadership Institute is coming.
- The Board’s annual goals appear to lend some guidance in directing staff development, but only at the administrative level.

- Staff reports that the district is supportive in granting their staff development attendance when requested.
- There is a perception by some staff that too much staff development time is included in the district calendar, and then unnecessary/irrelevant activities are devised to fill the time.
- There is no mentoring plan for new teachers.

Support Services

- Substitutes are viewed as being of good quality; sometimes the availability of subs is insufficient.
- Extra-curricular programs receive positive support; no problems detected.
- Extended learning opportunities are in place in the form of (1) Title I reading & math classroom, (2) after school tutoring for 5th and 6th grade, (3) a new 21st Century Learning grant which provides programming from 3:30 – 5:15.

Technology

- The district Facebook page has improved communications with parents this past year.
- District has a text messaging program to communicate with parents and an auto-call phone system.
- No functional technology plan is in place.
- No technology budget is in place, no long-range purchasing plan, at least the staff (including technology director) is not aware of it.
- All teaching and learning facilities are wirelessly networked.
- The high school has a hard-wired lab and three mobile cart labs (laptops); all teachers have desktop units; the SPED class has six computers in a mini-lab setting.
- The elementary program has two hard-wired labs and one mobile cart that is shared; each classroom has three – five computers.
- The district bought 50 ipads this fall and plans to purchase 50 more for next year.
- Some classroom computers are six to eight years old.
- Software needs to be up-dated (technology director).
- Other classroom technology includes some elmos at the elementary level, a few smartboards, lots of projectors; no coordinated purchasing plan or district-driven usage is in place.

- Critical to implementing new technology is time to learn new skills, which is not in place.

COMMENDATIONS:

Curriculum, Instruction, and Assessment

1. A decision has been made to contract with Curriculum Leadership Institute for common core curriculum development.

Special Populations

1. The elementary staff has implemented a functional MTSS structure.
2. The perception of general education staff is that the special education programs are adequate support for special needs students.

Staff Development

1. There is district support for teacher requests to attend staff development events outside the district.
2. There is an active Professional Development Council.

Technology

1. District has a long history of providing technology support to teaching and learning programs
2. The new administration has plans for upgrading technology use for teaching and learning.
3. The board is cognizant of the importance that technology plays in teaching and learning and has made it one of their annual goals.

RECOMMENDATIONS:

Curriculum, Instruction, and Assessment

1. It is recommended the district develop a coordinated and aligned system using a strategic planning model, including school improvement plans for each school. This system would include long and short range district goals toward which the major components of the teaching and learning structure would be directed.

Impact: This would provide a most productive organization. The most effective schools/districts are those that build a foundation of a common mission, shared values, and clearly established goals to which all participants must support and adhere. In the field of curriculum, this translates to a system that is created and adopted by both the authorizing body (the board of education in the case of public schools) and those charged with its implementation, administrators and teachers. It is valuable, if not essential, for staff to be involved in developing the curriculum and for the instructional system to “fit together”, or be aligned.

2. It is recommended the district offer stakeholder's input on the teaching and learning structure, with special emphasis on the teaching staff and create a structure for the school organization that provides opportunities for collaboration. Where collaboration is not feasible—for example, one-person secondary departments—look for opportunities to collaborate outside the school district by developing relationships with nearby school programs, or consider collaborative relationships around other logical criteria.

Impact: This would provide benefits such as creative problem solving, peer-based accountability, and of course, collegial relationship-building. Granted, in a small school/district environment, collaboration opportunities may not be readily apparent, but it may be seen as a modeling opportunity, i.e., the district leadership arranging for its own collaborative experiences, thus demonstrating the benefits and priorities for the concept. In a small school/district, creative approaches will be the key to collaboration success. A benefit of staff collaboration is well documented in current educational literature. Foremost in the field is Dr. Richard DuFour, who had published several books and numerous articles under the heading of Professional Learning Communities (PLC's).

3. It is recommended the district continue to develop the MTSS structure at the elementary level and expand it to the secondary level.

Impact: This system would diagnose and serve all students at an appropriate, student-centered level. MTSS structure is perceived by many as a special education tool, and indeed, it complements the identification process for special needs students. To implement the MTSS process in less than the entire organizational range, is to fail to serve all the students.

Staff Development

1. It is recommended the district align staff development energies with district goals and academic needs.

Impact: This would enhance focused resources through an aligned professional development structure that serves the goals and priorities of the district. An integral part of the strategic planning and district goal-setting advocated throughout this review is incorporation of teacher learning and growth through targeted professional development.

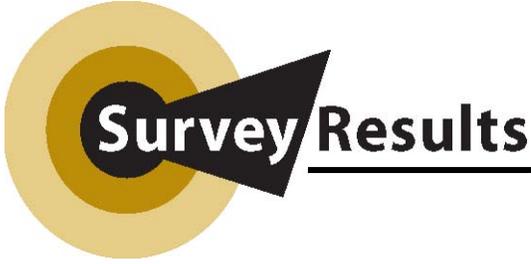
Technology

1. It is recommended the district develop a useable and active technology plan.

Impact: This would continue to sustain the priority of technological support for teaching and learning, a priority which continues to address real world goals for the learning process. Distracted by multiple demands on a diminished budget, the technology aspect of a strategic plan for the district should be a priority.

2. It is recommended the district align plan goals with district initiatives and academic programs.

Impact: This would enhance common core standards with appropriate technology, and the technology plan that directs technology acquisition, support and use should recognize the relationship between common core practices and technology use. With the advent of common core standards, the time is ripe to make certain that technology resources are aligned with the academic initiatives of the district. The tech plan should make this relationship clear and should be available as a ready reference for program planning and curriculum development.



St John-Hudson USD #350

St John-Hudson Board of Education Member and Administration Survey Results

1. Gender (optional)		
Male	57.1%	4
Female	42.9%	3

2. Ethnicity (optional)		
African American	0.0%	0
Caucasian	100.0%	7
Asian	0.0%	0
Hispanic	0.0%	0
Other	0.0%	0

3. How long have you been employed by the district or served on the Board of Education?		
Less than 1 year	0.0%	0
1-5 years	28.6%	2
6-10 years	28.6%	2
11-15 years	28.6%	2
16-20 years	14.3%	1
20+ years	0.0%	0

4. Overall, how satisfied are you with the quality of education students are receiving from the schools?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
4	3	0	0	7

5. How knowledgeable are the members of the Board of Education in the educational needs of students?				
Very knowledgeable	Knowledgeable	Not Knowledgeable	N/A	Response Count
1	5	1	0	7

St John-Hudson Board of Education Member and Administration Survey Results (cont'd)

6. How well does the Board of Education listen to the opinions and desires of others?				
Very well	Well	Not well	N/A	Response Count
2	4	1	0	7

7. How effective is the superintendent in providing leadership for the school district?				
Very effective	Effective	Not effective	N/A	Response Count
6	1	0	0	7

8. How well respected is the superintendent as a community leader?				
Very well respected	Respected	Not respected	N/A	Response Count
5	2	0	0	7

9. How effective are Central Office staff in supporting the educational program?				
Very effective	Effective	Not effective	N/A	Response Count
3	3	1	0	7

10. Please indicate how satisfied you are with the following educational programs and instruction for students in our schools.					
	Very satisfied	Satisfied	Not satisfied	N/A	Response Count
Reading	3	4	0	0	7
Writing	3	3	1	0	7
Mathematics	3	3	1	0	7
Science	5	1	1	0	7
Computer	1	4	2	0	7
Vocational (career and technology)	1	5	1	0	7
Advanced placement (high school)	0	3	3	1	7
Dual credit/college equivalency classes (high school)	0	1	6	0	7
Extracurricular programs	3	3	1	0	7

St John-Hudson Board of Education Member and Administration Survey Results (cont'd)

11. How effective is the counseling program in providing for the social and emotional needs of students?				
Very effective	Effective	Not effective	N/A	Response Count
1	5	0	1	7

12. How supportive are the schools in providing for students with special needs or those at risk of dropping out of school?				
Very supportive	Supportive	Not supportive	N/A	Response Count
2	4	1	0	7

13. How satisfied are you with the instructional materials and resources available to support the educational program (such as library materials, science labs, art and music resources)?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
3	3	1	0	7

14. Are you satisfied with the opportunities administrators are given in providing suggestions to improve the district program?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
2	5	0	0	7

15. How appropriate are the discipline practices at the school?				
Very appropriate	Appropriate	Not appropriate	N/A	Response Count
1	6	0	0	7

16. How knowledgeable are the teachers in the subject areas they teach?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
3	4	0	0	7

17. To what extent do the teachers care about their students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
6	1	0	0	7

St John-Hudson Board of Education Member and Administration Survey Results (cont'd)

18. How effective are the schools' support staff (secretary, aides, cafeteria staff, etc.) in supporting the educational program?				
Very effective	Effective	Not effective	N/A	Response Count
4	2	1	0	7

19. How often do schools communicate with parents about their children's progress?				
Weekly	Monthly	Quarterly	N/A	Response Count
4	2	1	0	7

20. How quickly are parents notified if a child is late or absent from school?				
Very quickly	Quickly	Not quickly	N/A	Response Count
1	4	0	2	7

21. How safe do students and faculty feel at school?				
Very safe	Safe	Not safe	N/A	Response Count
6	1	0	0	7

22. To what extent are drugs and alcohol a problem in this district?				
Not a problem	A small problem	Very much a problem	N/A	Response Count
1	5	1	0	7

23. How well do the schools provide for the health needs of students?				
Very well	Well	Not well	N/A	Response Count
4	2	1	0	7

24. How clean are the schools?				
Very clean	Clean	Not clean	N/A	Response Count
0	2	5	0	7

St John-Hudson Board of Education Member and Administration Survey Results (cont'd)

25. How well does the district respond to repairing and maintaining school facilities?				
Very well	Well	Not well	N/A	Response Count
0	2	5	0	7

26. How competitive are district salaries with similar positions in the job market?				
Very competitive	Competitive	Not competitive	N/A	Response Count
0	6	1	0	7

27. How effective is the orientation program for new employees to the district?				
Very effective	Effective	Not effective	N/A	Response Count
0	3	2	2	7

28. How effective is the district's employee recruitment program for attracting quality staff?				
Very effective	Effective	Not effective	N/A	Response Count
0	3	2	2	7

29. How satisfied are you with the district's process for teacher evaluations?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
0	3	4	0	7

30. How often does the district provide classified staff with a written evaluation?				
Yearly	Every 2-3 years	4 years or more	N/A	Response Count
4	3	0	0	7

31. How timely and appropriate is the counseling provided for employees who perform below the standard of expectation?				
Very timely and appropriate	Usually timely and appropriate	Not timely and appropriate	N/A	Response Count
0	4	3	0	7

St John-Hudson Board of Education Member and Administration Survey Results (cont'd)

32. How well does the district reward employees for superior performance?				
Very well	Well	Not well	N/A	Response Count
0	2	3	2	7

33. How effective is the district's staff development program for all teachers?				
Very effective	Effective	Not effective	N/A	Response Count
0	6	1	0	7

34. To what extent are administrators provided opportunities for staff development?				
Many opportunities	Some opportunities	No opportunities	N/A	Response Count
2	4	0	0	6

35. How well does the district's health insurance package meet employees' needs?				
Very well	Well	Not well	N/A	Response Count
1	6	0	0	7

36. Other than health insurance, how adequate are district benefits for employees?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	6	0	0	7

37. Overall, does the district have adequate funds to support a quality education for students?				
Very adequate	Adequate	Not adequate	N/A	Response Count
0	5	2	0	7

St John-Hudson Classified Staff Survey Results

1. Gender (optional)		
Male	13.6%	3
Female	86.4%	19

2. Ethnicity (optional)		
African American	4.5%	1
Caucasian	81.8%	18
Asian	0.0%	0
Hispanic	13.6%	3
Other	0.0%	0

3. How long have you lived in this school district?		
Less than 1 year	9.1%	2
1-5 years	27.3%	6
6-10 years	22.7%	5
11-15 years	18.2%	4
16-20 years	9.1%	2
20 + years	13.6%	3

4. Overall, how satisfied are you with the quality of education students are receiving from the schools?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
3	15	4	0	22

5. How knowledgeable are the members of the Board of Education in the educational needs of students?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
0	15	5	2	22

St John-Hudson Classified Staff Survey Results (cont'd)

6. How well does the Board of Education listen to the opinions and desires of others?				
Very well	Well	Not well	N/A	Response Count
1	9	9	2	21

7. How effective is the superintendent in providing leadership for the school district?				
Very effective	Effective	Not effective	N/A	Response Count
13	8	1	0	22

8. How well respected is the superintendent as a community leader?				
Very respected	Respected	Not respected	N/A	Response Count
8	12	0	2	22

9. How effective are Central Office staff in supporting the educational program?				
Very effective	Effective	Not effective	N/A	Response Count
3	16	2	1	22

10. Please indicate how satisfied you are with the following educational programs and instruction for students in our district.					
Answer Options	Very satisfied	Satisfied	Not satisfied	N/A	Response Count
Reading	6	14	2	0	22
Writing	4	10	7	1	22
Mathematics	3	15	4	0	22
Science	6	14	1	1	22
Computer	7	11	4	0	22
Vocational (career and technology)	2	8	9	3	22
Advanced placement (high school)	0	7	10	5	22
Dual credit/college equivalency classes (high school)	0	8	11	3	22
Extracurricular programs	1	14	5	2	22

St John-Hudson Classified Staff Survey Results (cont'd)

11. How effective is the counseling program in providing for the social and emotional needs of students?				
Very effective	Effective	Not effective	N/A	Response Count
1	11	7	3	22

12. How supportive are the schools in providing for students with special needs or those at risk of dropping out of school?				
Very supportive	Supportive	Not supportive	N/A	Response Count
4	11	5	2	22

13. How satisfied are you with the educational materials and resources available to students in our schools (such as library materials, science labs, art and music resources)?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
4	10	5	1	20

14. Are you satisfied with the opportunities classified staff have in providing suggestions to improve the school?				
Very satisfied	Satisfied	Not satisfies	N/A	Response Count
1	12	8	1	22

15. How appropriate are the discipline practices at the school?				
Very appropriate	Appropriate	Not Appropriate	N/A	Response Count
0	13	6	3	22

16. How effective are the building principals in providing leadership for their schools?				
Very effective	Effective	Not effective	N/A	Response Count
3	11	4	2	20

17. To what extent do the building principals care about students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
9	9	1	1	20

St John-Hudson Classified Staff Survey Results (cont'd)

18. How knowledgeable are the teachers in the subject areas they teach?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
7	12	1	0	20

19. To what extent do the teachers care about their students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
8	11	0	1	20

20. How safe do students and faculty feel at school?				
Very safe	Safe	Not safe	N/A	Response Count
5	13	1	0	19

21. To what extent are drugs and alcohol a problem in this district?				
Not a problem	A small problem	Very much a problem	N/A	Response Count
1	10	9	0	20

22. How well do the schools provide for the health needs of students?				
Very well	Well	Not well	N/A	Response Count
3	16	1	0	20

23. How clean are the schools?				
Very clean	Clean	Not clean	N/A	Response Count
1	5	14	0	20

24. How well does the district respond to repairing and maintaining school facilities?				
Very well	Well	Not well	N/A	Response Count
1	5	14	0	20

St John-Hudson Classified Staff Survey Results (cont'd)

25. How competitive are district salaries with similar positions in the job market?				
Very competitive	Competitive	Not competitive	N/A	Response Count
1	10	7	2	20

26. How effective is the orientation program for new employees to the district?				
Very effective	Effective	Not effective	N/A	Response Count
0	8	7	4	19

27. How effective is the district's employee recruitment program for attracting quality staff?				
Very effective	Effective	Not effective	N/A	Response Count
0	7	9	4	20

28. How often does the district provide classified staff with a written evaluation?				
Yearly	Every 2-3 years	4 years or more	N/A	Response Count
5	7	0	8	20

29. How timely and appropriate is the counseling provided for staff who perform below the standard of expectation?				
Very timely and appropriate	Usually timely and appropriate	Not timely and appropriate	N/A	Response Count
0	4	5	11	20

30. How well does the district reward classified staff for superior performance?				
Very well	Well	Not well	N/A	Response Count
2	5	9	4	20

31. How effective is the district's staff development program for classified staff?				
Very effective	Effective	Not effective	N/A	Response Count
0	10	8	2	20

St John-Hudson Classified Staff Survey Results (cont'd)

32. How well does the district's health insurance package meet employees' needs?				
Very well	Well	Not well	N/A	Response Count
1	5	6	8	20

33. Other than health insurance, how adequate are district benefits for employees?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	11	5	3	20

34. Overall, does the district have adequate funds to support a quality education for students?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	12	7	0	20

St John-Hudson Parent Survey Results

1. Gender (optional)		
Male	16.7%	6
Female	83.3%	30

2. Ethnicity (optional)		
African American	0.0%	0
Caucasian	97.2%	35
Asian	0.0%	0
Hispanic	0.0%	0
Other	2.8%	1

3. How long have you lived in this school district?		
Less than 1 year	5.6%	2
1-5 years	5.6%	2
6-10 years	19.4%	7
11 years or more	69.4%	25

4. Are you the parent/guardian of a child enrolled in the district?		
Yes	75.0%	27
No	25.0%	9

5. Overall, how satisfied are you with the quality of education students are receiving from the schools?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
12	15	8	0	35

6. Are you satisfied with the opportunities that parents have to get involved in the school (volunteer, parent organizations)?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
15	14	4	2	35

St John-Hudson Parent Survey Results (cont'd)

7. Does the Board of Education allow for sufficient time for public input at meetings?				
Very sufficient	Sufficient	Not sufficient	N/A	Response Count
3	17	10	6	36

8. How well does the Board of Education listen to the opinions and desires of parents and patrons?				
Very well	Well	Not well	N/A	Response Count
2	13	15	6	36

9. How effective is the superintendent in providing leadership for the school district?				
Very effective	Effective	Not effective	N/A	Response Count
15	13	3	5	36

10. How well respected is the superintendent as a community leader?				
Very well respected	Respected	Not respected	N/A	Response Count
13	14	3	6	36

11. Please indicate how satisfied you are with the following educational programs and instruction for students in our schools.					
	Very satisfied	Satisfied	Not satisfied	N/A	Response Count
Reading	14	14	5	3	36
Writing	13	12	8	3	36
Mathematics	17	9	8	2	36
Science	16	14	3	2	35
Computer	14	11	8	3	36
Vocational (career and technology)	5	10	13	7	35
Advanced placement (high school)	1	5	19	10	35
Dual credit/college equivalency classes (high school)	2	7	18	9	36
Extracurricular programs	11	12	8	5	36

St John-Hudson Parent Survey Results (cont'd)

12. How satisfied are you with the educational materials and resources available to students in our schools (such as library materials, science labs, art, and music resources)?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
11	20	4	0	35

13. How effective are the building principals in providing leadership for their schools?				
Very effective	Effective	Not effective	N/A	Response Count
10	17	8	0	35

14. To what extent do the building principals care about the students' needs?				
Very caring	Caring	Not Caring	N/A	Response Count
18	10	6	1	35

15. How helpful are the schools' support staff (secretary, aides, cafeteria staff, etc.) to parents and students?				
Very helpful	Helpful	Not helpful	N/A	Response Count
13	17	5	1	36

16. How satisfied are you with the counseling program in providing for the social and emotional needs of students?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
7	10	10	9	36

17. How quickly are parents notified if a child is late or absent from school?				
Very quickly	Quickly	Not quickly	N/A	Response Count
5	16	7	7	35

18. How useful is the information the schools give you about the academic growth of your children?				
Very useful	Useful	Not useful	N/A	Response Count
9	16	6	4	35

St John-Hudson Parent Survey Results (cont'd)

19. How regularly do the schools communicate with you about your children's progress?				
Very regularly	Regularly	Not regularly	N/A	Response Count
5	21	7	3	36

20. How supportive are the schools in providing for students with special needs or those at risk of dropping out of school?				
Very supportive	Supportive	Not supportive	N/A	Response Count
9	12	4	10	35

21. How knowledgeable are the teachers in the subject areas they teach?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
18	13	1	3	35

22. To what extent do the teachers care about their students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
17	13	3	2	35

23. How appropriate are the discipline practices at the school?				
Very appropriate	Appropriate	Not appropriate	N/A	Response Count
6	16	10	1	33

24. How safe do your children feel at school?				
Very safe	Safe	Not safe	N/A	Response Count
15	16	1	2	34

25. To what extent are drugs and alcohol a problem in this district?				
Very much a problem	A problem	Not a problem	N/A	Response Count
10	15	8	2	35

St John-Hudson Parent Survey Results (cont'd)

26. How well do the schools provide for the health needs of your children?				
Very well	Well	Not well	N/A	Response Count
14	12	4	5	35

27. How clean are the schools?				
Very clean	Clean	Not clean	N/A	Response Count
9	6	19	1	35

28. Overall, does the district have adequate funds to support a quality education for students?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	14	16	3	34

St John-Hudson Student Survey Results

1. Gender (optional)		
Male	60.5%	52
Female	39.5%	34

2. Ethnicity (optional)		
African American	4.7%	4
Caucasian	65.1%	56
Asian	0.0%	0
Hispanic	20.9%	18
Other	9.3%	8

3. What is your current grade level?		
Freshman	21.7%	18
Sophomore	30.1%	25
Junior	20.5%	17
Senior	27.7%	23

4. How long have you been a student in this school district?		
1st year student	1.2%	1
1-5 years	17.4%	15
6-10 years	25.6%	22
11-13 years	55.8%	48

5. Overall, how satisfied are you with the quality of education you are receiving from the schools?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
23	54	6	3	86

St John-Hudson Student Survey Results (cont'd)

6. How well does the Board of Education and administration listen to students about improving the school program?				
Very well	Well	Not well	N/A	Response Count
7	42	25	12	86

7. How effective are the building principals in providing leadership for their schools?				
Very effective	Effective	Not effective	N/A	Response Count
17	54	10	4	85

8. To what extent do the building principals care about students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
22	55	4	4	85

9. How knowledgeable are the teachers in the subject areas they teach?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
41	41	4	0	86

10. To what extent do the teachers care about students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
25	52	9	0	86

St John-Hudson Student Survey Results (cont'd)

11. Please indicate how satisfied you are with the following educational programs and instruction for students in our schools.

	Very satisfied	Satisfied	Not satisfied	N/A	Response Count
Reading	31	47	7	1	86
Writing	26	51	8	1	86
Mathematics	36	36	13	1	86
Science	48	35	2	0	85
Computer	31	44	8	3	86
Vocational (career and technology)	17	44	13	12	86
Advanced placement (high school)	15	42	12	16	85
Dual credit/college equivalency classes (high school)	16	41	15	14	86
Extracurricular programs	32	40	10	3	85

12. How satisfied are you with the educational materials and resources available to students in our schools (such as library materials, science labs, art and music resources)?

Very satisfied	Satisfied	Not satisfied	N/A	Response Count
20	47	18	1	86

13. How satisfied are you with the counseling program in providing for the social and emotional needs of students?

Very satisfied	Satisfied	Not satisfied	N/A	Response Count
18	41	9	18	86

14. How supportive are the schools in providing for students with special needs or those at risk of dropping out of school?

Very supportive	Supportive	Not supportive	N/A	Response Count
17	43	18	8	86

15. How helpful are the schools' support staff (secretary, aides, cafeteria staff, etc.) to parents and students?

Very helpful	Helpful	Not helpful	N/A	Response Count
12	55	13	6	86

St John-Hudson Student Survey Results (cont'd)

16. How often do the schools communicate with your parent/guardian about your school performance?				
Weekly	Monthly	Quarterly	N/A	Response Count
11	23	37	14	85

17. How appropriate are the discipline practices at the school?				
Very appropriate	Appropriate	Not appropriate	N/A	Response Count
10	58	11	6	85

18. How safe do you feel at school?				
Very safe	Safe	Not safe	N/A	Response Count
29	52	3	1	85

19. To what extent are drugs and alcohol a problem in this district?				
Very much a problem	A small problem	Not a problem	N/A	Response Count
7	17	54	8	86

20. How well do the schools provide for your health needs?				
Very well	Well	Not well	N/A	Response Count
16	53	12	5	86

21. How clean are the schools?				
Very clean	Clean	Not clean	N/A	Response Count
14	63	7	1	85

St John-Hudson Teacher Survey Results

1. Gender (optional)		
Male	25.0%	5
Female	75.0%	15

2. Ethnicity (optional)		
African American	0.0%	0
Caucasian	90.9%	20
Asian	0.0%	0
Hispanic	0.0%	0
Other	9.1%	2

3. How long have you been employed by the district?		
Less than 1 year	8.3%	2
1-5 years	12.5%	3
6-10 years	20.8%	5
11-15 years	8.3%	2
16-20 years	16.7%	4
20+ years	33.3%	8

4. Overall, how satisfied are you with the quality of education students are receiving from the schools?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
8	13	2	1	24

5. How knowledgeable are the members of the Board of Education in the educational needs of students?				
Very knowledgeable	Knowledgeable	Not knowledgeable	N/A	Response Count
0	14	8	2	24

St John-Hudson Teacher Survey Results (cont'd)

6. How well does the Board of Education listen to the opinions and desires of others?				
Very well	Well	Not well	N/A	Response Count
1	7	13	2	23

7. How effective is the superintendent in providing leadership for the school district?				
Very effective	Effective	Not effective	N/A	Response Count
13	10	0	0	23

8. How well respected is the superintendent as a community leader?				
Very well respected	Respected	Not respected	N/A	Response Count
11	10	0	3	24

9. How effective are Central Office staff in supporting the educational program?				
Very effective	Effective	Not effective	N/A	Response Count
4	17	2	1	24

10. Please indicate how satisfied you are with the following educational programs and instruction for students in our schools.					
	Very satisfied	Satisfied	Not satisfied	N/A	Response Count
Reading	12	10	0	2	24
Writing	2	10	10	2	24
Mathematics	8	14	0	2	24
Science	7	11	4	2	24
Computer	6	11	6	1	24
Vocational (career and technology)	3	15	4	2	24
Advanced placement (high school)	0	6	12	6	24
Dual credit/college equivalency classes (high school)	0	10	10	3	23
Extracurricular programs	8	13	2	0	23

St John-Hudson Teacher Survey Results (cont'd)

11. How effective is the counseling program in providing for the social and emotional needs of students?				
Very effective	Effective	Not effective	N/A	Response Count
1	14	7	2	24

12. How supportive are the schools in providing for students with special needs or those at risk of dropping out of school?				
Very supportive	Supportive	Not supportive	N/A	Response Count
3	15	4	2	24

13. How satisfied are you with the instructional materials and resources available to support the educational program (such as library materials, science labs, art and music resources)?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
6	14	4	0	24

14. Are you satisfied with the opportunities for input that teachers have in the decisions made about the educational needs of their students?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
5	14	5	0	24

15. How appropriate are the discipline practices at the school?				
Very appropriate	Appropriate	Not appropriate	N/A	Response Count
1	17	6	0	24

16. How effective are the building principals in providing leadership for their schools?				
Very effective	Effective	Not effective	N/A	Response Count
2	13	7	0	22

17. To what extent do the building principals care about students' needs?				
Very caring	Caring	Not caring	N/A	Response Count
10	12	0	0	22

St John-Hudson Teacher Survey Results (cont'd)

18. How effective are the schools' support staff (secretary, aides, cafeteria staff, etc.) in supporting the educational program?				
Very effective	Effective	Not effective	N/A	Response Count
2	18	2	0	22

19. How often do schools communicate with parents about their children's progress?				
Weekly	Monthly	Quarterly	N/A	Response Count
9	4	7	2	22

20. How safe do students and faculty feel at school?				
Very safe	Safe	Not safe	N/A	Response Count
6	14	1	1	22

21. To what extent are drugs and alcohol a problem in this district?				
Not a problem	A small problem	Very much a problem	N/A	Response Count
0	14	7	1	22

22. How well do the schools provide for the health needs of students?				
Very well	Well	Not well	N/A	Response Count
6	14	1	1	22

23. How clean are the schools?				
Very clean	Clean	Not clean	N/A	Response Count
0	9	13	0	22

24. How well does the district respond to repairing and maintaining school facilities?				
Very well	Well	Not well	N/A	Response Count
0	5	16	1	22

St John-Hudson Teacher Survey Results (cont'd)

25. How competitive are district salaries with similar positions in the job market?				
Very competitive	Competitive	Not competitive	N/A	Response Count
0	10	10	2	22

26. How effective is the orientation program for new employees to the district?				
Very effective	Effective	Not effective	N/A	Response Count
1	2	15	4	22

27. How effective is the district's employee recruitment program for attracting quality staff?				
Very effective	Effective	Not effective	N/A	Response Count
0	6	9	7	22

28. How satisfied are you with the district's process for teacher evaluations?				
Very satisfied	Satisfied	Not satisfied	N/A	Response Count
1	14	4	3	22

29. How timely and appropriate is the counseling provided for teachers who perform below the standard of expectation?				
Very timely and appropriate	Usually timely and appropriate	Not timely and appropriate	N/A	Response Count
1	5	9	7	22

30. How well does the district reward teachers for superior performance?				
Very well	Well	Not well	N/A	Response Count
0	1	16	5	22

31. How effective is the district's staff development program for all teachers?				
Very effective	Effective	Not effective	N/A	Response Count
2	15	4	1	22

St John-Hudson Teacher Survey Results (cont'd)

32. How well does the district's health insurance package meet employees' needs?				
Very well	Well	Not well	N/A	Response Count
3	12	3	4	22

33. Other than health insurance, how adequate are district benefits for employees?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	14	3	3	21

34. Overall, does the district have adequate funds to support a quality education for students?				
Very adequate	Adequate	Not adequate	N/A	Response Count
1	13	8	0	22



School Profile Information

St John-Hudson USD #350

2011-2012 STUDENT DEMOGRAPHIC CHARACTERISTICS*

St John-Hudson, Peer Group, Region, State

DISTRICT		ENROLLMENT	% ETHNICITY				% ECO	% DIS
			CA	AF	HI	O		
St John-Hudson		318	75.47	≤	22.64	≤	55.97	23.27
Peer Districts	Minneola	267	85.02	≤	12.36	≤	47.19	15.36
	Clifton-Clyde	307	94.14	≤	≤	≤	42.35	19.87
	St Francis	295	89.49	≤	9.15	≤	46.44	15.93
	Burlingame	332	97.89	0	≤	≤	47.29	21.30
Region Average		1,060	79.99	≤	14.29	≤	52.81	15.87
State Median		571	67.40	7.29	17.14	8.17	48.77	13.66

LEGEND	
CA	Caucasian
AF	African American
HI	Hispanic
O	Other
≤	Less than or equal to 5%
% ECO	Percentage of students eligible for free and reduced lunches
% DIS	Percentage of students eligible for special education services

* **Source:** www.ksde.org

ENROLLMENT TRENDS*
St John-Hudson, Peer Group, Region, State

DISTRICT		2001-2002	2011-2012	% GAINED/LOST
St John-Hudson		454	318	-30.0
Peer Districts	Minneola	267	267	0
	Clifton-Clyde	332	307	-7.5
	St Francis	403	295	-26.8
	Burlingame	351	332	-5.4
Region Average		1,092	1,060	-2.9
State Totals		468,391	482,799	+3.1

* Source: www.ksde.org

2011-2012 DISTRICT STUDENT-TEACHER RATIOS*

St John-Hudson, Peer Group, Region, State

DISTRICT		F.T.E ENROLLMENT	K-12 TEACHERS	STUDENTS PER ONE TEACHER
St John-Hudson		301.5	27	11.2
Peer Districts	Minneola	263	18.2	14.5
	Clifton-Clyde	288.5	27	10.7
	St Francis	286	26.2	10.9
	Burlingame	315.2	26.7	11.8
Region Average		996.9	70	12.7
State Totals		456,000.5	30,119.7	15.1

* **Source:** www.ksde.org

READING/MATH PROFICIENCY TRENDS*

St John-Hudson, Peer Group, Region, State

DISTRICT		2011-2012		2010-2011		2009-2010	
		% READING	% MATH	% READING	% MATH	% READING	% MATH
St John-Hudson		86.6	84.5	88.5	87.7	85.5	82.0
Peer Districts	Minneola	91.5	89.6	93.1	95.9	93.7	91.5
	Clifton-Clyde	78.7	69.1	95.8	94.4	96.1	95.5
	St Francis	92.5	91.9	96.7	95.4	97.3	91.2
	Burlingame	96.8	92.9	91.5	93.6	92.4	93.4
Region Average		90.9	86.1	90.2	87.0	89.7	86.3
State Average		87.7	86.1	87.0	85.4	86.3	83.6

* Source: www.ksde.org

AVERAGE TEACHER SALARY TRENDS*

(Including Fringe Benefits)

St John-Hudson, Peer Group, Region, State

DISTRICT		2011-2012	2011-2012 Rank	2010-2011	2010-2011 Rank	2009-2010	2009-2010 Rank
St John-Hudson		50,966	85	48,150	166	49,418	125
Peer Districts	Minneola	45,570	221	50,386	95	50,442	89
	Clifton-Clyde	46,534	208	45,193	237	45,081	231
	St Francis	49,355	130	48,963	144	48,034	162
	Burlingame	44,983	230	44,068	250	42,875	260
Region Average		48,070	162	47,908	163	48,164	170
State Median		48,956	NA	48,974	NA	48,671	NA

* Source: KASB Research Department

BASE TEACHER SALARY TRENDS*

(Including Fringe Benefits)

St John-Hudson, Peer Group, Region, State

DISTRICT		2011-2012	2010-2012 Rank	2010-2011	2010-2011 Rank	2009-2010	2009-2010 Rank
St John-Hudson		37,516	158	37,316	147	36,224	182
Peer Districts	Minneola	39,238	82	39,238	73	38,938	67
	Clifton-Clyde	36,978	184	35,883	213	35,883	193
	St Francis	40,400	56	3,600	89	36,920	147
	Burlingame	38,911	96	38,180	105	38,065	94
Region Average		36,183	176	36,655	175	37,578	180
State Median		37,863	NA	37,377	NA	36,920	NA

* Source: KASB Research Department

TWENTY YEAR SALARY TRENDS FOR TEACHERS*

(Including Fringe Benefits)

St John-Hudson, Peer Group, Region, State

DISTRICT		2011-2012	2011-2012 Rank	2010-2011	2010-2011 Rank	2009-2010	2009-2010 Rank
St John-Hudson		921,515	143	917,515	134	895,675	154
Peer Districts	Minneola	907,927	162	907,927	148	901,922	145
	Clifton-Clyde	865,067	221	843,174	235	843,174	232
	St Francis	945,927	111	909,927	145	876,327	179
	Burlingame	883,995	193	859,400	211	857,100	208
Regional Average		894,507	182	891,060	175	869,248	177
State Median		921,615	NA	910,823	NA	901,244	NA

* **Source:** KASB Research Department

2011-2012 ADMINISTRATIVE STAFF RATIOS PER 1000 STUDENT*

St John-Hudson, Peer Group, Region, State

DISTRICT		HEAD COUNT ENROLLMENT	ADMIN. STAFF	RATIO
St John-Hudson		318	3	9.4
Peer Districts	Minneola	267	3	11.2
	Clifton-Clyde	307	2.5	8.1
	St Francis	295	2	6.8
	Burlingame	332	2.8	8.4
Region Totals		1,048	7.3	6.9
State Totals		482,798	2,435.6	5.0

* **Source:** www.ksde.org

2011-2012 BUILDING CUSTODIAN SALARY DATA*
St John-Hudson, Peer Group, Region

DISTRICT		Starting Salary (Per Hour)	Average Salary (Per Hour)	Fringe Benefits
St John-Hudson		9.50	12.45	5,316
Peer Districts	Minneola	10.00	11.90	4,920
	Clifton-Clyde	9.30	9.51	4,048
	St Francis	8.00	8.49	**
	Burlingame	9.25	10.47	6,411
Region Average		9.06	10.78	4,414.

* **Source:** KASB Department

** The KASB report did not contain the selected data for this school district.

*** Data was collected on 23 region school districts. Of these 23 districts, 16 reported fringe benefit amounts for their building custodians. These amounts ranged from \$6,572 to \$400. The region average was calculated using only the 16 school districts who reported fringe benefit amounts.

2011-2012 BUS DRIVER SALARY DATA*

St John-Hudson, Peer Group, Region

DISTRICT		Regular Route (Per Hour)	Average Salary (Annual)	Fringe Benefits
St John-Hudson		11.87	**	**
Peer Districts	Minneola	**	12,000	**
	Clifton-Clyde	11.67	7,466	577
	St. Francis	**	9,481	9,481
	Burlingame	**	7,266	**
Region Average		13.73	10,172	3,184

* **Source:** KASB Department

** The KASB report did not contain the selected data for these school districts.

*** Data was collected on 23 region school districts. Of these 23 districts, 10 reported fringe benefit amounts for their bus drivers. These amounts ranged from \$6,572 to \$348. The region average was calculated using only the 10 school districts who reported fringe benefit amounts.

2011-2012 FOOD SERVICE EMPLOYEE SALARY DATA*

St John-Hudson, Peer Group, Region

DISTRICT		Starting Salary (Per Hour)	Average Salary (Per Hour)	Fringe Benefits
St John-Hudson		8.00	9.62	**
Peer Districts	Minneola	10.00	11.08	4,920
	Clifton-Clyde	**	10.26	646
	St Francis	7.75	9.63	**
	Burlingame	8.50	10.63	6,411
Region Average		8.86	11.13	4,085

* **Source:** KASB Department

** The KASB report did not contain the selected data for this school district.

*** Data was collected on 23 region school districts. Of these 23 districts, 13 reported fringe benefit amounts for their food service employees. These amounts ranged from \$4,990 to \$2,441. The region average was calculated using only the 13 school districts who reported fringe benefit amounts.

2011-2012 HIGH SCHOOL HEAD COACH SALARY DATA*

St John-Hudson, Peer Group, Region

DISTRICT		Football	Volleyball	Boy's Basketball	Girl's Basketball	Track	Cross Country	Cheer-leading
St John-Hudson		4,186	3,542	4,508	4,508	3,864	3,220	2,576
Peer Districts	Minneola	3,775	3,775	3,775	3,775	3,775	1,373	2,059
	Clifton-Clyde	3,464	3,015	4,062	4,062	4,276	879	**
	St Francis	3,672	3,672	3,672	3,672	3,672	**	1,702
	Burlingame	3,284	3,318	3,426	3,426	3,284	**	2,763
Region Average		4,348	3,883	4,266	4,282	3,564	2,747	2,678
Region Salary Range		6,666 to 2,643	6,000 to 2,643	6,302 to 2,643	6,302 to 2,643	6,302 to 1,527	4,497 to 1,710	5,941 to 1,175

* **Source:** KASB Department

** Information unavailable

2011-2012 HIGH SCHOOL ACTIVITY SPONSORSHIP SALARY DATA*
 St John-Hudson, Peer Group, Region

DISTRICT		Forensics	Drama	Band	Vocal	Student Council	Yearbook	Academic Bowl
St John-Hudson		1,610	1,288	**	**	1,610	1,610	1,610
Peer Districts	Minneola	1,373	858	1,716	1,030	1,030	1,373	1,887
	Clifton-Clyde	1,507	**	1,979	**	**	**	1,507
	St Francis	**	**	3,672	2,070	**	1,535	**
	Burlingame	**	650	2,243	683	350	1,073	650
Region Average		2,349	1,974	3,150	2,665	1,076	1,775	1,392
Region Salary Range		4,578 to 565	4,280 to 734	5,885 to 964	4,051 to 882	2,516 to 345	4,847 to 529	3,942 to 587

* Source: KASB Department

** Information Unavailable

2011-2012 TRANSPORTATION REPORT*

St John-Hudson, Peer Group, Region, State

DISTRICT		COST PER PUPIL	DISTRICT SQUARE MILES
St John-Hudson		1,059.95	308.3
Peer Districts	Minneola	358.01	292
	Clifton-Clyde	721.22	255
	St Francis	1,021.34	640
	Burlingame	546.78	74
Region Average		922.53	262.8
State Total		556.41	286.8

* **Source:** www.ksde.org

2011-2012 MILL LEVY RATES AND VALUATION *

St John-Hudson, Peer Group, Region, State

DISTRICT		MILL TOTAL	VALUATION **
St John-Hudson		50.96	37,915,000
Peer Districts	Minneola	59.82	21,603,000
	Clifton-Clyde	40.21	22,947,000
	St Francis	40.05	28,445,000
	Burlingame	48.42	11,259,000
Region Average		51.44	57,015,000
State Median		51.62	36,352,000

* **Source:** www.ksde.org

** Valuation is rounded to the nearest \$1,000.

2011-2012 OPERATING EXPENDITURE PERCENTAGES*

St John-Hudson, Peer Group, Region, State

DISTRICT		Instruction	Pupil Support	Instructional Support	General Administration	School Administration	Operation/Maintenance	Transportation	Other Support	Food Services
St John-Hudson		66.54	.54	3.36	4.15	7.82	10.44	2.74	.48	3.93
Peer Districts	Minneola	59.08	2.31	1.82	4.89	7.78	10.68	3.55	1.90	7.99
	Clifton-Clyde	65.49	2.15	.95	3.76	6.12	8.94	5.95	1.16	5.47
	St Francis	66.60	.79	1.88	5.26	3.76	8.55	4.69	0	8.47
	Burlingame	64.70	1.15	1.77	4.13	6.25	10.92	3.01	1.78	6.39
Region Average		63.04	2.72	2.67	4.78	5.88	9.91	4.29	2.03	5.06
State Average		61.92	4.80	3.92	2.58	5.81	9.72	3.91	2.38	4.86

* Source: www.ksde.org

Operating Expenditure definitions on the following page

Operating Expenditure Data Table Definitions

Instruction	Activities dealing directly with the interaction between teachers and students.
Pupil Support	Activities designed to assess and improve the well-being of students and to supplement the teaching process.
Instructional Support	Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.
General Administration	Activities concerned with establishing and administering policy for operating the LEA. Include only board of education staff, board secretary/clerk staff, staff relations and negotiations staff, the superintendent's staff, assistant superintendents, area directors, and the superintendent.
School Administration	Activities concerned with overall administrative responsibility for a school. Include only the staff of the office of the principal (including vice principals and other assistant), full-time department chairpersons and the principal. This would also include secretarial, clerical and coordination of instructional activities staff.
Operation/Maintenance	Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes such things as maintenance of buildings and grounds, repairing equipment, utilities, building insurance and security staff.
Transportation	Activities concerned with conveying students to and from school, as provided by state and federal law. This includes trips between home and school, and trips to and from school activities.
Other Support	All other support services not classified elsewhere.
Food Services	Activities concerned with providing food to students and staff in a school or LEA. This service area includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.



Resource List

St John-Hudson USD #350

FACILITIES PROTOCOL RESOURCE LIST

*A partial list of resources for Team Members and Districts for research-based recommendations and decision-making
Updated 12/2012*

Facilities Protocol - References	Facilities Protocol - Summary of Content
National Clearinghouse for Educational Facilities (http://www.ncef.org/)	Information resources for people who plan, design, build, and maintain K-12 schools. Provided by the U.S. Department of Education.
Energy Education Website (http://www.energyeducation.com/)	Energy Education creates and helps implement customized, comprehensive people-driven energy conservation programs for K-12 school districts through cost avoidance measures.
APPA – Leadership in Educational Facilities (http://appa.org/)	The gathering place for those engaged in the field of educational facilities management, and dedicated to the ongoing evolution of its professionals into influential leaders in education.
ISSA (http://www.issa.com/)	The world’s most recognized cleaning association. ISSA has tools to reinforce value to customers by promoting cleaning as a necessary investment in better health, a better environment, and a better bottom line.
KSDE School Finance (http://www.ksde.org/Default.aspx?tabid=119)	Provides data that is beneficial to school boards, school administrators, legislators, and others who may be interested in the educational programs of local public school districts.
Unemployment Insurance Service (http://unemployment-services.com/)	Provides unemployment cost control and unemployment claims management to employers.
Hays Companies (http://www.hayscompanies.com/services/risk-management/risk-management-consulting.html)	Risk management consulting services
<u>Custodial Staffing Guidelines for Educational Facilities</u> , APPA, Leadership in Educational Facilities	Square footage and assignment standards
<u>Facilities Management and Maintenance, Key Strategies from NewSchools’ Portfolio Ventures</u> , June, 2008 (http://www.newschools.org/)	A variety of practices and approaches that nonprofit charter school management organizations (CMOs) have put in place to manage and maintain their school facilities.
Planning Guide for Maintaining School Facilities, School Facilities Maintenance Task Force National Forum on Education Statistics and the Association of School Business Officials International (ASBO®) (http://nces.ed.gov/pubsearch)	This <i>Planning Guide</i> is designed for staff at the local school district level, where most facility maintenance is planned, managed, and carried out. This audience includes school business officials, school board members, superintendents, principals, facilities maintenance planners, maintenance staff, and custodial staff.

HUMAN RESOURCES PROTOCOL RESOURCE LIST

*A partial list of resources for Team Members and Districts for research-based recommendations and decision-making
Updated 12/2012*

Human Resources Protocol - References	Human Resources Protocol - Summary of Content
www.shrm.org	This is the “Society for Human Resource Management” website. It is an excellent source for all HR documents, procedures, compliance issues, etc. that can be subscribed to for a \$180 annual fee or \$29 for a 24 hour access. Anytime it is recommended to update or create job descriptions, develop a classified salary schedule, evaluate handbooks, etc. this source could be recommended. It might even be beneficial to give HR team members 24 hour access in order to familiarize themselves with all that is available on this website.
www.dol.gov	This is the Department of Labor website that can answer compliance questions relating to HR.
www.kasb.org	Kansas Association of School Boards offers numerous workshops throughout the year relating to relevant issues regarding HR. These workshops are generally cost effective. The list of topics for workshops can be obtained from this website.
Certified Human Resources Specialist Course through Michigan State University	Particularly for larger districts that might have a significant travel budget, attending this course is an excellent way for HR Directors, particularly those new to the position, to understand all aspects of HR. Upon completing the week long course and passing the test, participants are awarded their CHRS certification. The course costs around \$2300. Most participants are from the business community but HR issues are the same regardless of where one works.
www.forbes.com	This website offers ideas for a variety of HR issues. These articles are typically up-to-date and many of them are research based. Most often they are business related but certainly applicable to school districts, as well.
www.wikihow.com/Improve-Employee-Morale	Good article that is a starting point for addressing employee morale issues.

Human Resources Protocol - References	Human Resources Protocol - Summary of Content
<p><u>Employee Morale: Driving Performance in Challenging Times</u>, David Bowles and Cary Cooper</p>	<p>This book was recommended to me as a good source for improving employee morale but I have not read it. I would not recommend it unless someone on the team was familiar with it or I had a chance to read it myself first.</p>
<p>http://svap15586.ksde.org/k12/k12.aspx</p>	<p>KSDE Website K12 reports</p>
<p>http://dpi.wi.gov/tepd/standards.html</p>	<p>ISLLC evaluation standards Explanation of the Interstate School Leaders Licensure Consortium, a project of the Council of Chief State School Officers</p>
<p>Buckingham & Clifton; Now, Discover Your Strengths, 2001, The Free Press, Simon & Shuster</p>	<p>A resource to help leaders determine their dominant strengths to optimize the operations and moral of an organization.</p>
<p>Rodd Wagner and James K. Harter, Ph.D, 12: The Elements of Great Managing, 1999, The Gallop Press</p>	<p>This book is a resource for managers to inspire top performance in their employees by generating enthusiasm, unite disparate personalities and focusing on a common mission.</p>

LEADERSHIP PROTOCOL RESOURCE LIST

*A partial list of resources for Team Members and Districts for research-based recommendations and decision-making
Updated 12/2012*

Leadership Protocol - References	Leadership Protocol - Summary of Content
Chrislip, David D. The Collaborative Leadership Fieldbook, Jossey-Bass	A guide to developing a collaborative process including: analyzing the setting for collaboration, determining a collaborative strategy, identifying and convening stakeholders, designing a constructive process, managing the process, building capacity in the system, and moving to action.
Senge, Peter The Dance of Change, Currency Doubleday	How to create a learning organization. Identifying and managing the organizational learning cycle.
Heifetz, Ron, Grashow, Alexander, and Linsky, Marty, The Practice of Adaptive Leadership, Harvard Business Press	What is adaptive leadership? The theory behind adaptive leadership is discussed. A practical approach to diagnosing systemic issues in your organization, how you mobilize individuals in the system to act differently and understanding that you are a part of the system and must consider deploying yourself in a different manner to make lasting improvements in the system.
Kegan, Robert and Lahey, Lisa, Immunity to Change, Harvard Business Press	Insights into why it is so difficult for individuals and organizations to change. How competing commitments on both the individual and organizational level contribute to an immunity to change.
www.kansasleadershipcenter.org	Theory, principles, and competencies to foster leadership as an activity. Leadership skills focused on educating people on how to engage more effectively in making progress on deep, daunting, systemic challenges facing a community or organization.
http://www.kasb.org/	The website for the Kansas Association of School Boards has resources for leadership development and other research topics.
Websites for state educational organizations, such as KASSP, KAESP and KSSA	These organizations have leadership resources and research topics. They also have links to their national organizations.

TEACHING & LEARNING PROTOCOL RESOURCE LIST

*A partial list of resources for Team Members and Districts to reference for research-based recommendations and decision-making
Updated 12/2012*

Teaching & Learning Protocol - References	Teaching & Learning Protocol - Summary of Content
www.ksde.org/kscommoncore - resources	This is the entry portal to the Kansas State Department of Education's website supporting the Common Core Standards.
http://wiki.warren.kyschools.us/groups/wcpscommoncorestandards/	This website from Warren County Public Schools in Kentucky is reported to be a useful reference for applying CCS to the classroom.
www.dpi.state.nc.us/acre/standards/	North Carolina's website providing resources and support for implementing CCS. Reported by practitioners to be a useful site.
www.seconline.org	This is a website hosted by the Council of Chief State School Officers [this is the organization that spearheaded development of the Common Core Standards] developed to assist schools in determining which of the CCS's are being implemented in their classrooms. This site can be reached through the Kansas State Department of Education website.
Wiggins, G. & McTighe, J. <i>Understanding by Design</i> , 2 nd Edition (2005), Association for Supervision and Curriculum Development	In the evolution of standards-based instruction, this book is considered a groundbreaking guide. McTighe has published several books on his "by Design" (UbD) strategy including applications to staff development, instructional design, and, most currently, Common Core Standards.
Wiggins, G. & McTighe, J. <i>Unpacking the Common Core Standards Using the UbD Framework. (DVD)</i> , (2012) Association for Supervision and Curriculum Development	In the face of a paucity of reference books supporting the implementation of the Common Core Standards, this DVD may be useful to practitioners. It is brand new (published in 2012) but comes from a recognized leader in standards-based curriculum development.
http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Common_Core_Standards_websites6.pdf	McTighe has assembled an expanding list of references (mostly websites) that support local implementation of Common Core Standards.
A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition by Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian and Kathleen A. Cruikshank (Dec 29, 2000)	Bloom's taxonomy outlining the sequence of higher level cognitive skills has been revised/up-dated to keep up with the development of recent curriculum changes. This publication should be very useful for those schools that are adopting common core standards.
<u>Basic Principles of Curriculum and Instruction</u> by Ralph W. Tyler (1949)	This is the seminal work on which the concepts of outcomes-based curriculum—leading currently to common core standards—is built.

Teaching & Learning Protocol - References	Teaching & Learning Protocol - Summary of Content
<u>Mapping the Big Picture</u> by Heidi Hayes Jacobs (1997)	Jacobs was an early guide into the process of curriculum mapping. This book is still an essential resource to those addressing development of a curriculum designed to respond to the common core standards.
http://www.kansasmtnss.org/resources.htm	The Kansas MTSS Research Base found on this website provides many resources that are research-based.
www.promisingpractices.net	The Promising Programs Network review programs that support academic, behavioral and social issues that impede student success. At-risk students are targeted in these prevention and intervention programs.
http://hub.mspnet.org/index.cfm/library/list/keyword_id-1780	The MSP website provides a wealth of up-to-date research and information on professional development and teaching and learning topics. The website is geared to STEM research, however much of the research is applicable to all subjects.
Garet, Michael S., et al. "What Makes Professional Development Effective? Results From a National Sample of Teachers." <i>American Educational Research Journal</i> 38.4 (2001): 915-945.	Research of best-practices of professional development according to results from a teacher survey.
Harmon, Hobart L., et al. "Changing teaching practices in rural schools." <i>Rural Educator</i> 28.2 (2007): 8. Retrieved 11/2012 from http://www.pittstate.edu/dotAsset/202756.pdf	Teaching and professional development research targeting unique issues in rural school districts.
http://www.learningforward.org/standards/learning-communities#.UL4VleRbboJ	A website (formerly National Staff Development Council, NSDC) reviewing and publishing professional development research.
Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved 11/2011 from http://ies.ed.gov/ncee/edlabs	A brief summary of the research on elements of professional development that impact student learning. While there are not a lot of controlled studies addressing this issue, there are studies using pre- and post-test data that provide insights.
Croft, A., Coggshall, J. G., Dolan, M., Powers, D. E., & Killion, J. (2010). Job-embedded professional development: What it is, who is responsible, and how to get it done well. <i>Issue Brief (April)</i> . Retrieved 12/2012 from http://www.learningforward.org	A review of several forms of effective professional development, including action research, case discussions, coaching, critical friends groups, data teams/assessment development, examining student work, lesson study, mentoring, portfolios, study groups, professional learning communities and individual plans.