

Moorhead Area Public Schools

Internal Stakeholder Process Results

Executive Summary

On January 19, 2007, meetings were held in all buildings to gather information from all internal stakeholders regarding the vision and priorities of the district. Facilitators in all buildings used the Chainsaw Planning Process developed by Dr. Bruce Miles to gather data from all employees as a part of the district's strategic-planning process.

Outcome Diagnosis: Positives and Less than Positives

The Outcome Diagnosis worksheet was completed individually and then in small groups of three. Employees had 15 minutes to identify outcomes from the last five years in each of the four quadrants:

- Outcomes the district had *intended* to do that were *positive*,
- Outcomes the district had *intended* to do that were *less than positive*,
- Outcomes that were *unintended* that were *positive*, and
- Outcomes that were *unintended* that were *less than positive*.

Each larger group developed a list of positive and less than positive outcomes, which were compiled by building. Several common themes were identified by the buildings:

- *Positive, intended* outcomes were the new schools and building updates, school growth, collaboration and professional development, technology, and curriculum focus.
- *Positive, unintended* outcomes were enrollment growth, No Child Left Behind and emphasis on curriculum, and coaching.
- *Less than positive, intended* outcomes were larger buildings, larger class sizes, scheduling and communication among staff due to larger buildings and less time.
- *Less than positive, unintended* outcomes were state funding, building maintenance / design, scheduling, less staff camaraderie / communication, need for additional staff, and No Child Left Behind, star ratings and testing.

Vision Statements

In small groups of three, employees developed their vision, defined by the Chainsaw Planning Process as a new, perfect destination, for the Moorhead Area Public Schools. The questions "Where do we want to be?" and "What do we hope to become?" helped focus the vision statements. All of the vision statements were written on sheets hanging on the wall. Each person was given three dots with which to vote allowing employees to vote multiple times for one vision or a single time for multiple vision statements.

The vision statements for each building are:

- Moorhead High School: "Ensure excellence in education and co-curricular by developing a three way (staff, student, parent) link in the educational development of children of all social and economic backgrounds."
- Red River Area Learning Center / West Central Juvenile Center: "We work together to provide equitable opportunities in order to encourage students to achieve their potential academically and socially for lifelong learning."
- Horizon Middle School: "Provide support, resources, small class sizes, technology, time for staff so that they can provide opportunities for the diverse needs of all students as they grow academically, developmentally and socially. The 'average' student often falls through the cracks."

- Robert Asp Elementary: “We will strive to meet the needs of all children by providing diverse and relevant learning opportunities, while developing positive relationships.”
- Ellen Hopkins Elementary: “Moorhead Area Public Schools will work together to achieve excellence in education, arts, and athletics within our diverse community so that our students will be successful and responsible citizens of a global society.”
- S.G. Reinertsen Elementary: “We will work together with our families and the community to maximize all students’ learning by providing an adaptable environment to help students become productive citizens and independent lifelong learners.”
- Adult Basic Education: “To provide learners with educational opportunities to acquire and improve academic skills necessary to be self-sufficient and to participate effectively as productive workers, family members and citizens with a sense of social responsibility.”
- Bus Drivers and Maintenance: “To provide academic excellence inclusive of learners and staff in partnership with business community to promote good citizenship to lead the world.”
- Early Childhood: “We will collaborate among school and community to utilize resources to enable all students to achieve their highest potential in academic learning and community involvement.”

Priorities

Following the vision statement selection, employees then completed the priority exercise. In the small groups of three, employees identified between four to six priorities for the next 18 months. These priorities were all listed on sheets on the wall eliminating duplication. Each person was again given three dots with which to vote, allowing employees to vote multiple times for one priority or a single time for multiple priorities. The final results were each group’s top six priorities. If there were multiple groups at a building, then the priorities for each building were compiled resulting in the top priorities for each building.

Moorhead High School

- Re-evaluate block schedule.
- Improve follow through and consistency of our school rules.
- Reduce class size in core areas.
- Reduce student free time (require more credits).
- Critical Reading Program (software, funding, materials).
- Better communication between staff and administration.

Red River Area Learning Center / West Central Juvenile Center

- Maximize learning opportunities for students who don’t fit the mode of traditional students.
- After school activities.
- Updated technology, equitable for all.
- Lower staff to student ratio (lower class size).
- Continue communications / relationship between community, higher education, parents and schools.
- Make career planning / life skills a required class.

Horizon Middle School

- Reduce class size (make 15 sections with 25 students in a classroom).
- Make reading a required class taught by a licensed reading teacher.
- Maintain fully staffed teams, exploratory in all grades.
- Better communication (district to building to staff; administration to staff).
- Building and district discipline plans with clear, consistent consequences enforced.
- Additional principal, counselor and support staff.

Robert Asp Elementary

- Reduce class size.
- Full day kindergarten.
- Reduce assessment requirements.
- More scheduling flexibility (lunch, recess, academic).
- More support staff.
- Funding for support staff (social workers, paras, maintenance).

Ellen Hopkins Elementary

- Reduce class size.
- Improve support for classroom teachers and reduce class size.
- Explore all day kindergarten.
- Social emotional needs of students and staff are met.
- Diversify block scheduling (hope to find new ways to organize time).
- Training for staff in responsive classroom, analyzing data, utilizing assessments and technology.

S.G. Reinertsen Elementary

- Lower class size.
- Staff community building (congeniality, establish a “hub,” staff meetings, neighborhoods, leadership vs. management).
- Relationship building – students and staff (respect / discipline).
- Adequate staff (paras, Title, literacy, admin, secretary, coach, Reading Recovery, etc.).
- Create a safe environment (i.e. discipline plan).
- All day, every day kindergarten.

Adult Basic Education

- Build a stronger connection among all education entities within the district.
- Improve and increase technological awareness through more hands-on training.
- Provide more trainings that allow staff to choose which sessions they will attend.
- Increase awareness of the home environment from which the students come and gain an understanding of how this environment affects their learning.

Bus Drivers and Maintenance

- Safety in parking around schools (ice removal, etc.).
- Enforcement of dress code.
- Add support staff (custodians, secretaries, security).
- Better incentive for hiring of bus drivers.
- Crowding in schools.
- Fix the water fountain.

Early Childhood

- Improve playground at Probstfield.
- E-mail address EC-12.
- Develop early childhood curriculum.
- Develop coordinated screening for vision and hearing.
- Consistent social for early childhood.
- All day kindergarten.

Food Service

- More subs for food service and paras.
- Challenge youngsters at the top of their class.
- Health insurance paid (at least a major portion of it).
- Enforce rules (cell phone use, eating outside of cafeteria).
- Dress code.
- Competitive pay.

Probstfield Center for Education

- Technology (keeping current).
- Small class sizes and small learning communities.
- Staff cooperation / support / sense of community.
- Residential growth.
- Improve test scores.
- Care and maintenance of buildings.

Data Reduction Session: Administrative Cabinet

The compilation of all the vision statements for all the buildings was used by the Administrative Cabinet during the data reduction session with Dr. Miles on January 25, 2007. Each small group of three cabinet members selected the group's top three vision statements from the entire list. Those were posted and the same voting process as used by employees was used. The Administrative Cabinet selected this vision statement as its top choice:

- "We will work together with our families and the community to maximize all students' learning by providing an adaptable environment to help students become productive citizens and independent lifelong learners."

The compilation of all the priorities for all the buildings was used by the Administrative Cabinet during the data reduction session. Each small group of three cabinet members selected the group's top four to six priorities from the entire list. Those were posted and the same voting process as used by employees was used. The Administrative Cabinet selected these priorities:

- Increase range of instructional strategies available to meet diverse student needs.
- Explore all-day kindergarten.
- Reading program.
- Safe environment (discipline).
- Adequate support staff.
- Community connections, building relationships.