Educational Master Planning Guide

“Meeting the Needs of the 21st Century Student”

A Visioning Document Created by a Representative Group of Rondout Valley CSD Stakeholders

Presented June 14, 2011

To The

Rondout Valley CSD Board of Education
The learning organization
...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Peter Senge, 1990
The Fifth Discipline: The Art and Practice of Leading Organizations
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Educational Master Planning Committee

Thank you to the following individuals who participated in the process. Their commitment to the enlarged Rondout Valley CSD is evidenced by the giving of their time and willingness to be actively engaged in exploring data, research and ideas in a collaborative and respectful manner. The breadth of perspectives that are represented by the committee provided for rich conversation and the development of a shared vision and set of recommendations.

Beth Alter, Parent
Rosario Agostaro, Superintendent
Laura Ayasse- Principal, Kerhonkson Elementary School
Jane Bullowa- Ulster BOCES
William Cafiero- Principal, Marbletown Elementary School
Teresa Carlucci- Parent/PTF President, Marbletown Elementary School
Breanna Costello- Trustee, Board of Education
Andrew Davenport- Principal High School
Sheryl Delano- Teacher, Middle School /RVF President
Michelle Donlon- Assistant Superintendent for Curriculum & Instruction
Dana Fulmer- Parent
Daniel Gagnon- Rondout Valley Business Association
Virginia Glynn- Special Education Teacher, Middle School
Mike Gonzales- Parent
Fran Hertz- Teacher, High School
Patti Habersaat- Community Resident
Amy Husten- Parent
Gail Hutchins- President, Board of Education
Kelley Iacabaccio- Teacher, Middle School
Elissa Jury- Teacher, High School
Meg Maisch - Teacher, High School
Ann Marrott - Ulster County Community College
Erin Mccloskey - Rondout Valley Education Foundation
William Oliva - Trustee, Board of Education
Carl Pezzino - Community Resident/Rondout Valley Scholarship Committee
Patricia Robbins - Principal, Rosendale Elementary School
Mary Roosa - Parent
Nicole Rosa - Parent/President, Middle School PTA
Kirsten Ruglis - Facilitator
Timothy Wade - Deputy Superintendent
William Zimmer - Principal, Middle School
Introduction
By
Superintendent Rosario Agostaro

This comprehensive *Educational Master Plan* for the Rondout Valley Central District incorporates institutional change that is responsive to students’ academic and personal development needs. It is the result of much discussion, assessment, collaboration and envisioning of the district’s future since the Educational Master Planning Committee’s beginning in June 2010. The ultimate outcome of the group was to determine the actions necessary to create district enhancements in order to maximize student learning. To stay viable, we must translate our dreams into solid educational master plans which provide road maps for the future. There is a critical need to reinvest and recommit to our purpose to become a premier educational institution. Successful, healthy growth in our school district requires a unified dedication to core values, to a common sense of purpose, and to flexibility and responsiveness to new times and needs.

Our students will benefit from this Master Plan by graduating from our district with the knowledge, skills, abilities and dispositions needed to succeed and thrive as adults. Every student should have interesting, rigorous and relevant classes that prepare them for entrance to institutions of higher education. In addition, our students will need a range of analytic and workplace skills.

This document is intended to function as a living document and should be continually revisited, edited and modified in the years to come. The committee believes that it will serve to guide and focus our educational program, enhance student learning, and assist the Board of Education’s decision making and planning process.

I wish to acknowledge the countless hours of analysis, discussion, and collaboration on the part of a dedicated team of district administration, faculty, staff, parents, community members, and out-of-district educators. Their hard work and efforts are reflected in this summary document.
OVERVIEW

The overarching goal must be to improve achievement by increasing rigor and expectations.

The Educational Master Planning Committee has worked diligently to identify crucial district priorities and provide numerous recommendations. The examples below are not meant to be limiting, but rather provide clarification of the committee’s thinking around the priorities.

The **guiding principles** by which the exploration and work were undertaken are: provide a foundation of knowledge based upon current research; use multiple sources of local data to inform participants; and establish a group culture of collaboration.

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**Key Targets to Drive Our Education Planning**

- Collaborative learning & teaching
- Real world applications/processes
- Infusion of technology
- Inquiry & critical thinking
- Speaking & writing in a variety of forms
- Consistency of social-emotional supports & behavioral expectations
There is ample evidence all around us of the many changes the 21st Century has brought to our lives. We live in a more competitive, yet more interdependent world. We recognize the urgent need to reconsider, revitalize and reconstruct the educational process for our students. With this concept in mind, we believe that the creation of an Educational Master Plan (EMP) will lead the District into the 21st Century and refocus our educational philosophy and practice. The world is changing and so must education. The top priority of the committee is the core belief that all students have the right and the ability to succeed.

The business community has noted that there is a noticeable gap between what students are learning in school and what they need to be successful in work and life. Central to America’s ability to maintain its innovative leadership in the 21st Century will be a highly skilled, highly educated workforce. All Americans must benefit from a world-class education system so that they may fully participate in both the modern workforce and society at large.

There is an abundance of research on the necessary ingredients of successful schools and school districts in the 21st Century. For our purposes in this plan we are using information and data developed by the Partnership for 21st Century Skills. The organization brings together the business, community, education leaders, and policy makers to define a powerful vision to ensure every student’s success as citizens and workers in the 21st Century. The Partnership encourages schools, districts, and states to advocate for the infusion of 21st Century skills into education and provide tools and resources to help facilitate and drive the change. The Partnership developed a framework of skills necessary for success in the 21st Century.

What elements must we address in order for our students to be successful in the 21st Century?

- Emphasize depth over breadth of subject, project-based learning, and critical thinking as opposed to memorization of facts. An interdisciplinary approach is also paramount.
• Creativity, critical thinking, problem solving, communication, and collaboration are important skills.
• Students must engage in high quality thinking so that they can function both critically and creatively; and we must hold high expectations for all learners.
• Higher order thinking strategies are utilized in all teaching and learning.
• Innovation has a social component, including leadership, teamwork, and interpersonal skills. Research shows that students who work in groups learn better.
• The full community needs to learn how technology is shaping today’s youth. Its influence on the workplace has been undeniable and profound. It is critical then, that the workers of tomorrow develop the ability to use not just today’s technologies but be skillful enough and adapt to the technologies of tomorrow, in other words, that they be technologically literate.
• Students need to be adaptable to changing times. They need to show initiative and resourcefulness and be accountable for their actions.
• We must target skills such as flexibility, adaptability, initiative, self-direction, social and cross cultural skills, productivity, accountability, leadership, and responsibility, all to foster a perspective that leads to life-long learning.
The Education Master Planning Committee commenced its work in June 2010 to develop a “roadmap” to guide the planning process and serve as change agents in identifying core priorities that would infuse necessary change and spark a cycle of continuous improvement for the educational success of our students (refer to the diagram on the following page). The Superintendent identified five pillars that would serve as the framework for the discussion:

- Academic program
- Communication
- Technology
- Social-Emotional learning
- Workplace competencies

The Committee followed by identifying the “traits, characteristics, and dispositions” that Rondout Valley graduates should possess (provided in the list below):

- Critical thinker
- Skilled reader and writer
- Proficient writer
- Sense of self
- Risk taker
- Possess work place skills
- Community-minded/aware
- Citizenship
- Problem solver
- Self-motivated
- Ethical
- Confident
- Kind
- Have content knowledge and persuasive skills
- Respectful
- Able to articulate information and needs
• Passionate about the possibilities of life
• Commitment to a healthy lifestyle
• Passionate about something specific
• Understand, accept and empathize with diverse populations
• See opportunities and have the skills to work towards goals
• Appreciative
• Competent communicator
• Creative thinker
• Lifelong, self-directed learner
• Team player
• Independent

An extensive cross-walk of the 1998 Strategic Plan and current Comprehensive District Education Plan (CDEP) was conducted which led to the clarification and understanding of our past and current approach to educational programming.

Five work groups, centered on areas of improvement, were established to research and discuss critical priorities that would need to be addressed to drive the District forward and be measured annually. The recommendations provided in this plan will be presented to the Superintendent of Schools and the Rondout Board of Education. Actions to address the identified priorities will be forwarded to the Comprehensive District Education Planning Committee and utilized in the development of specific objectives and goals at the district and building level.
Educational Master Planning Committee’s

List of Priorities

PILLAR – Academic Program

1. Have a stimulating and challenging academic programs and activities that address all levels of competencies.
2. Have students prepared for either competitive future schooling and/or workplace employment.
3. Have the Board of Education and administration are responsible for ensuring that our resources are used in the most effective way possible in order to achieve the highest academic performance for all students.
4. Have the development and support of Professional Learning Communities (PLCs) as a means of driving school improvement initiatives within each district school.
5. Create a culture of higher aspirations.

PILLAR – Communication

1. Recognize that competent communication involves a multifaceted skill set: listening, speaking, writing and reading.
2. Develop the life-long skill of Respectful Inquiry.
3. Utilize technology to facilitate communication instead of becoming a barrier to communication.
4. Have students develop the ability to access and determine what type of communication is most appropriate to express intent.
5. Have a K-12 transition plan in place for every student regarding workforce career preparation and/or future educational goals.

PILLAR – Technology

1. Utilize technology to assess student achievement.
2. Utilize the structure of a professional learning community to identify and prioritize needs in the integration of technology.
3. Have embedded opportunities for performance-based application of student knowledge.
4. Promote increased connectivity and accessibility to technology in the community.

**PILLAR – Social Emotional Learning**

1. Understand, appreciate and respect individual and cultural diversity, including but not limited to gender, race, ability, etc.
2. Recognize and honor diverse learning styles.
3. Implement a culturally sensitive curriculum and a climate of equity.
4. Adopt a district-wide philosophy that promotes responsible behavior, shared-decision making, and high expectations for all.
5. Provide and identify opportunities for student counseling needs and support services in both the school and enlarged community.

**PILLAR – Workplace Competencies**

1. Ability to work successfully in teams.
2. Understand that choices lead to consequences (no decision is a decision).
3. Constant update of technological skills.
4. Develop critical thinking skills.
5. Set high, consistent standards and expectations for all learning levels.

The next several pages will list mechanisms or examples to address the identified priorities in each core areas.
<table>
<thead>
<tr>
<th>Priorities</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORKPLACE COMPETENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>Ability to work successfully in teams.</td>
<td>Develop cooperative learning and group dynamics skill sets, incrementally at all grade levels using creative thinking, problem solving and analytical skills.</td>
</tr>
<tr>
<td>Understand that choices lead to consequences (no decision is a decision).</td>
<td>Every student graduates with a goal, a plan and a resume for workplace or technical school or college or the armed forces.</td>
</tr>
<tr>
<td>Constant update of technological skills.</td>
<td>Integrate current technology as it develops, both hardware and software applications, in classroom instruction at all levels (spreadsheet, word processing, presentation graphics, research and communication applications).</td>
</tr>
<tr>
<td>Develop critical thinking skills.</td>
<td>Team projected design, implementations and evaluation of results, at every grade level.</td>
</tr>
<tr>
<td>Set high, consistent standards and expectations for all learning levels.</td>
<td>Measure standards such as consistent, high level work product, goal completion, ethical constancy, respect for educators and peers.</td>
</tr>
<tr>
<td></td>
<td>Goal of everyone performing at the “honors” level, but end grade inflation.</td>
</tr>
<tr>
<td><strong>SOCIAL-EMOTIONAL LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Understand, appreciate and respect individual and cultural diversity, including but not limited to gender, race, ability, etc.</td>
<td>Investigate available programs that address diversity.</td>
</tr>
<tr>
<td></td>
<td>Invest in and implement programs for both staff and students district-wide through professional development and/or trainings, workshops or conferences.</td>
</tr>
<tr>
<td>Recognize and honor diverse learning styles.</td>
<td>Investigate and explore research and literature on student learning styles.</td>
</tr>
<tr>
<td></td>
<td>Provide learning style inventory for staff and students to highlight awareness and promote student advocacy.</td>
</tr>
<tr>
<td></td>
<td>Identify possible tools to measure student learning styles.</td>
</tr>
<tr>
<td>Implement a culturally sensitive curriculum and a climate of equity.</td>
<td>Assess each school’s culture to determine overall attitudes toward safety, equity, behavioral and academic expectations.</td>
</tr>
<tr>
<td></td>
<td>Identify and address areas of concern through professional development.</td>
</tr>
<tr>
<td>Adopt a district-wide philosophy that promotes responsible behavior, shared decision making, and high expectations for all.</td>
<td>Develop good character education programs district-wide to help make sound moral decisions, and behave in an ethical and responsible manner. Use data to assess program effectiveness. Bring existing programs to full implementation in all schools district-wide.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Provide and identify opportunities for student counseling needs and support services in both the school and enlarged community.</td>
<td>Identify internal and external resources for therapeutic needs encompassing family needs that impact academic success. Communicate available programs through website, informational meetings, and newsletters to staff, students and community.</td>
</tr>
</tbody>
</table>

## COMMUNICATIONS

<table>
<thead>
<tr>
<th>Recognizing that competent communication involves a multifaceted skill set: listening, speaking, writing and reading.</th>
<th>To articulate a K-12 curriculum that includes opportunities to communicate as defined by the NYS standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop the life-long skill of Respectful Inquiry.</td>
<td>Facilitate/develop grade level opportunities K-12 to practice and experience understanding, acceptance and empathy with diverse populations.</td>
</tr>
<tr>
<td>Utilize technology to facilitate communication instead of becoming a barrier to communication.</td>
<td>Utilize numerous forms of technology to enable articulation of information and needs.</td>
</tr>
<tr>
<td>Ability to access and determine what type of communication is most appropriate to express intent.</td>
<td>Bridge existing communication gaps to establish definitive lines of communication that address student expectations and outcomes for achievement.</td>
</tr>
<tr>
<td>K-12 Transition Plan in place for every student regarding workforce career preparation and/or future educational goals.</td>
<td>Development of a student transition plan to ensure all students receive a comprehensive education and support system based on their future career goals for either higher education or work force preparation.</td>
</tr>
</tbody>
</table>

## TECHNOLOGY

| Utilize technology to assess and report student achievement. | Develop an e-portfolio for Rondout Valley students. Supplement local written formative and summative assessments with computer-based assessments. |
| Develop a monitoring system that can be accessed by parents, teachers and administrators (i.e. Parent Portal, Performance Tracker) | Identify grade level specific technology skills.  
Establish professional learning timeframes to engage staff in sharing of knowledge.  
Identify professional development needs in the area of technology integration. |
|---|---|
| Utilize the structure of a professional learning community to identify and prioritize needs in the integration of technology. | Identify grade level specific technology skills.  
Establish professional learning timeframes to engage staff in sharing of knowledge.  
Identify professional development needs in the area of technology integration. |
| Performance-based application of student knowledge. | Utilize real-world applications in cross-curricular activities.  
Develop enrichment activities that are technology-rich.  
Identify and research best practices to develop performance based activities at multiple levels.  
Engage professionals in collaborating with students and teachers in authentic work. Utilize multiple streams of communication.  
Provide community-based initiatives that synthesize content expertise to solve problems. |
| Promote increase connectivity and accessibility to technology in the community. | Extended school day opportunities that provide access to technology.  
Identify other opportunities (businesses, higher education, faith-based organizations) to provide accessibility.  
Establish a cadre of parents that serve as ambassadors to promote technology literacy.  
Provide job training and workplace competencies for community members. |

**ACADEMIC PROGRAM**

<table>
<thead>
<tr>
<th>Stimulating and challenging academic programs and activities that address all levels of competencies.</th>
<th>Project-based, interdisciplinary, integrated approach; team teaching; enrichment opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students prepared for either competitive future schooling and/or workplace employment.</td>
<td>Start taking to higher performing schools to see what their practices are relative to student success and incorporate those effective practices in our school district; monitor implementation at all levels.</td>
</tr>
<tr>
<td>The BOE and Administration are responsible for ensuring that our resources are used in the most effective way possible in order to achieve the highest academic performance for all students.</td>
<td>Accountability system should be developed to ensure frequent and ongoing evaluation of the effectiveness of all district-wide programs.</td>
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</tr>
<tr>
<td>Development and support of Professional Learning Communities (PLCs) as a means of driving school improvement initiatives within each district school.</td>
<td>School schedules need to allow time for teachers to meet and work collaboratively. Add something on continued education for teachers outside the district, to stay abreast of current teaching best practices.</td>
</tr>
<tr>
<td>Create a culture of higher aspirations.</td>
<td>Implement challenging and diverse curricula so that all graduating students have the ability to write effectively, think critically, have quantitative analytical skills.</td>
</tr>
</tbody>
</table>
As we prepare this document it is evident that education finds itself in the midst of a tremendous demand for change. Issues of accountability, establishing national standards, and increasing access within strict financial restraints are forcing us to examine many of our fundamental methods of operating. Still, we could choose to remain with what is comfortable but we have chosen to strive relentlessly forward.

Despite the fact our students typically come to us with a wide variety of backgrounds, interests, abilities, dispositions and goals, they all share a common dream of using education to achieve their life and career goals.

The purpose of this summative document is to inform the Board of Education and Superintendent of the work that was accomplished by the Educational Master Planning Committee. This representational group of the Rondout Valley CSD community explored current educational research and ideas, achievement and perceptual data from our schools and district, the 1998 Strategic Plan and Comprehensive Educational Plan. Workgroups pursued more in-depth study, presented to the larger group, and areas of focus and recommendations were developed. The outcome is a set of priorities and examples in five areas- academic program, technology, communications, social-emotional learning, workplace competencies- that can be used to enhance the thinking and proactive approach to the educational program planning for which Rondout Valley CSD is known. It is the intent of the group that the current CDEP committee will in fact be “grown” to be inclusive of some of this team’s members and continued dialogue and planning will result in a set of measureable actions that will develop students with the attributes and qualities of the 21st century Rondout Valley CSD graduate. The Board and Administration can use these goals to inform their decision-making and support of the district and schools.

Again, I wish to acknowledge the dedication of the numerous committee members who willingly spent many hours of their time to the task at hand. This level of dedication will guarantee the future of those most precious to us – our children.

Respectfully,

Rosario Agostaro
Superintendent of Schools
Appendix A: Meeting Agendas

~ AGENDA ~

EDUCATIONAL MASTER PLANNING

Date: Monday, June 21, 2010

Time: 5:00 p.m. – 7:00 p.m.

Location: Ulster County Community College Clinton Building, St. John Conference Room

Action Note-Taker:

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Timeframe &amp; Process</th>
<th>Facilitator (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Welcome</td>
<td>15 minutes</td>
<td>Rosario Agostaro</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
<td></td>
<td>Kirsten Ruglis</td>
</tr>
<tr>
<td></td>
<td>“What are we about?”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purpose/Outcome:

- To establish the purpose of the Strategic Planning Team.
- To begin work as a collaborative group.
- Participants will understand their role and responsibility as a team member.

B. Video

- “Say Something”

Purpose/Outcome:

- To set the context for the conversation.
- Have team members begin to individually and collectively engage in the process.

C. Small Group Work: Current Research Articles

- “Think, Write, Pair, Share”
- “Pair Square”
  - CISCO- Executive Action Plan
  - iKids in the New Millennium
  - Social and Emotional Learning
  - Diploma Counts
  - HHJ- Chapter 1
  - Reboot Education

Purpose/Outcome:

- To enhance the Teams’ understanding of current educational research.
- Have team members begin to individually and collectively engage in the process.
<table>
<thead>
<tr>
<th>D.</th>
<th>Small Group Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Guiding Question”</td>
</tr>
<tr>
<td></td>
<td>“What are the characteristics of a Rondout Valley Central School District graduate?”</td>
</tr>
<tr>
<td></td>
<td>“Think, Pair Square”</td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To begin the process of developing a comprehensive picture of what the education of RVCSD students should include.
- To recognize and value the input of all stakeholder groups in the conversation.
- Have team members consider multiple perspectives and a broad base of ideas.

<table>
<thead>
<tr>
<th>E.</th>
<th>Educational Master Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graphic</td>
</tr>
<tr>
<td></td>
<td>Homework- Definitions</td>
</tr>
<tr>
<td></td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To make connections between the groups work today and the process toward developing a framework to guide the education of RVCSD students in the 21st century.
- Have participants understand the value of this team as a learning community and as a collaborative process.

<table>
<thead>
<tr>
<th>F.</th>
<th>Article- “Cipher in the Snow”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Read, “Last Word”</td>
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<tr>
<td></td>
<td>10 Minutes</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To provide a “think-about”- this work is about ALL students and their futures.

<table>
<thead>
<tr>
<th>G.</th>
<th>Closure</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**Next Meeting:**
- **Date:** Monday, August 23, 2010
- **Location:** TBD
- **Time:** 5:30-7:30
# AGENDA #

**EDUCATIONAL MASTER PLANNING**

- **Date:** Monday, August 23, 2010
- **Time:** 5:30 p.m. – 7:30 p.m.
- **Location:** RVCSD - District Office, Board of Education Meeting Room

<table>
<thead>
<tr>
<th>Action Note-Taker:</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td><strong>A.</strong> Welcome</td>
</tr>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
</tr>
<tr>
<td>To review the purpose of the Strategic Planning Team.</td>
</tr>
<tr>
<td>To work as a collaborative group.</td>
</tr>
<tr>
<td><strong>B.</strong> Current Research</td>
</tr>
<tr>
<td>The Global Achievement Gap - Chapter 5, Tony Wagner</td>
</tr>
<tr>
<td>Small group discussion - Most Important Point (MIP)</td>
</tr>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
</tr>
<tr>
<td>To set the context for the conversation.</td>
</tr>
<tr>
<td>To understand research-based thinking.</td>
</tr>
<tr>
<td>Have Team members begin to individually and collectively engage in the process.</td>
</tr>
<tr>
<td><strong>C.</strong> Video</td>
</tr>
<tr>
<td>Tony Wagner - Harvard GSE</td>
</tr>
<tr>
<td>Whole group comments.</td>
</tr>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
</tr>
<tr>
<td>To enhance the Teams' understanding of current educational research.</td>
</tr>
<tr>
<td><strong>D.</strong> Video</td>
</tr>
<tr>
<td>2 Million Minutes</td>
</tr>
<tr>
<td>Whole group conversation, thoughts.</td>
</tr>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
</tr>
<tr>
<td>Have Team members consider multiple perspectives and a broad base of ideas.</td>
</tr>
<tr>
<td><strong>E.</strong> Small Group Work:</td>
</tr>
<tr>
<td>F. Data Study</td>
</tr>
<tr>
<td>---------------</td>
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<tr>
<td>Perceptual:</td>
</tr>
<tr>
<td>- All Team members will review perceptual data in small groups, identify key points and report out.</td>
</tr>
<tr>
<td>Academic:</td>
</tr>
<tr>
<td>- Small groups will review individual academic data sets and report out</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To understand current data sets and implications for informing decision-making.
- To have participants understand the value of this Team as a learning community and as a collaborative process.

<table>
<thead>
<tr>
<th>G. Student Roadmap</th>
<th>15 minutes</th>
<th>Kirsten Ruglis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does a RVCSD “Student Roadmap to Success” look like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify work group choices. (Rank sheet)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To provide an overview and have the Team understand and consider the depth and breadth of the components necessary to educate our children.
- To set the stage for the work groups in September.
- To have the workgroups define the Pillars in the Superintendent’s Educational Master Plan.

➤ **Next Meeting:**

**Date:** Monday, September 27, 2010

**Location:** RVCSD, District Office, Board of Education Meeting Room

**Time:** 5:30 p.m. - 7:30 p.m.
**AGENDA**

**EDUCATIONAL MASTER PLANNING**

**Date:**  Monday, September 27, 2010

**Time:**  5:30 p.m. – 7:30 p.m.

**Location:**  RVCSD - District Office, Board of Education Meeting Room

### Action Note-Taker:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Timeframe &amp; Process</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Welcome</td>
<td>5 minutes</td>
<td>Rosario Agostaro</td>
</tr>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To clarify the role of the Educational Master Planning Committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To work as a collaborative group.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B.</strong> &quot;Big Picture&quot; Task and Process of the Committee</th>
<th>10 minutes</th>
<th>Rosario Agostaro, Kirsten Ruglis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make explicit connections to the RVCSD 1998 Strategic Plan and Comprehensive District Education Plan (CDEP).</td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
<tr>
<td>• Work in groups that crosswalk past documents/ideas with current thinking and realities.</td>
<td>10 minutes</td>
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<td>• Committee members will participate in one of five (5) work groups to explore current data and research.</td>
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<td>• Using the desired state for a RVCSD graduate, work groups will make recommendations to the Superintendent, Board of Education and CDEP Team.</td>
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<td><strong>Purpose/Outcome:</strong></td>
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<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
<tr>
<td>• To value prior thinking and bridge existing plans into the needs of the 21st century RVCSD graduate.</td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
<tr>
<td>• To adopt a continuous improvement model for how RVCSD will do its work.</td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
<tr>
<td>• Have committee members individually and collectively engage in the process by participating in work groups (Academic Program, Technology, Workplace Competencies, Social-Emotional Learning and Communication).</td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
<tr>
<td>• Develop recommendations that will guide the RVCSD and schools toward accomplishing established expectations and outcomes for optimal student achievement for all students.</td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C.</strong> RVCSD Graduate</th>
<th>5 minutes</th>
<th>Michelle Donlon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
<td>5 minutes</td>
<td>Michelle Donlon</td>
</tr>
<tr>
<td>• Review the previously developed definition.</td>
<td>5 minutes</td>
<td>Michelle Donlon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D.</strong> Identify the current charge of the Work Groups :</th>
<th>10 minutes</th>
<th>Kirsten Ruglis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Outcome:</strong></td>
<td>10 minutes</td>
<td>Kirsten Ruglis</td>
</tr>
<tr>
<td>• Create a definition for the characteristics of the five (5) dimensions of the Educational Master Plan.</td>
<td>10 minutes</td>
<td>Kirsten Ruglis</td>
</tr>
<tr>
<td>• Understand the “Wiki” for use in organizing and communicating</td>
<td>10 minutes</td>
<td>Kirsten Ruglis</td>
</tr>
</tbody>
</table>
- Utilize the Strategic Plan Summary and CDEP Action Plan as resource/foundation for the work.
- Explore additional research and resources.
- Identify gaps and strengths.
- Make recommendations to inform future decision-making.

**Purpose/Outcome:**
- To understand the scope of the work for the next three (3) sessions.

**E. Small Group Work:**

- Define your Educational Master Plan dimension.
- Demonstration of the “Wiki”.
- Cross walk the Strategic Plan Summary document.
  - Using the Summary, select from all five (5) strategies those action steps correlated/related to your groups Educational Master Plan dimension.
  - Use the district-level analysis as a starting point for understanding implementation status of the Strategic Plan strategies.
  - Independently identify the levels of importance of these strategies to you.
  - Have a discussion and collectively come to consensus on a group score. (in-place and importance)
- Cross walk the CDEP Action Plan document.
  - Using the Action Plan, select the strategies that address your groups Educational Master Plan dimension.
  - Identify the CDEP strategies that respond to the Strategic Plan actions.

**Purpose/Outcome:**
- To develop a comprehensive understanding of current practices and recommendations for enhancing the Educational Master Plan.

**F. Report Out**

- 10 minutes

**Purpose/Outcome:**
- To have participants understand the value of this Team as a learning community and as a collaborative process.

**G. Next Steps**

- 5 minutes

**Purpose/Outcome:**

- Next Meeting:
  - Date: Monday, October 25, 2010
  - Location: RVCSD, District Office, Board of Education Meeting Room
  - Time: 5:30 p.m. - 7:30 p.m.
# AGENDA

## EDUCATIONAL MASTER PLANNING

**Date:** Monday, October 25, 2010  
**Time:** 5:30 p.m. – 7:30 p.m.  
**Location:** RVCSD - District Office, Board of Education Meeting Room

### Action Note-Taker:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Timeframe &amp; Process</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Welcome</strong></td>
<td>5 minutes</td>
<td>Rosario Agostaro</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**
- To value the input and work of all Committee members.  
- To encourage and support conversations representing constituent views of the RVCSD.  
- To understand current work and research to inform decisions.

<table>
<thead>
<tr>
<th><strong>B. RVCSD Roadmap (Graphic)</strong></th>
<th>10 minutes</th>
<th>Rosario Agostaro</th>
<th>Kirsten Ruglis</th>
</tr>
</thead>
</table>
| - Review the Educational Master Planning process.  
- Work in groups that crosswalk past documents/ideas with current thinking and realities.  
- Committee members will participate in one of five (5) work groups to explore current data and research.  
- Using the desired state for a RVCSD graduate, work groups will make recommendations to the Superintendent, Board of Education and CDEP Team. |

**Purpose/Outcome:**
- To clarify the role of the Educational Master Planning Committee.  
- To work as a collaborative group.  
- To value prior thinking and bridge existing plans into the needs of the 21st century RVCSD graduate.  
- To adopt a continuous improvement model for how RVCSD will do its work.  
- Have committee members individually and collectively engage in the process by participating in work groups (Academic Program, Technology, Workplace Competencies, Social-Emotional Learning and Communication).  
- Develop recommendations that will guide the RVCSD and schools toward accomplishing established expectations and outcomes for optimal student achievement for all students.

<table>
<thead>
<tr>
<th><strong>C. Work Groups:</strong></th>
<th>90 minutes</th>
<th>Michelle Donlon</th>
<th>Kirsten Ruglis</th>
</tr>
</thead>
</table>
| - Cross walk the [Strategic Plan Summary](#) document.  
  o Using the Summary, select from all five (5) strategies | | | |
those action steps correlated/related to your groups Educational Master Plan dimension.
- Use the district-level analysis as a starting point for understanding implementation status of the Strategic Plan strategies
- Independently identify the levels of importance of these strategies to you.
- Have a discussion and collectively come to consensus on a group score. (in-place and importance)

- Cross walk the **CDEP Action Plan** document
  - Using the Action Plan, select the strategies that address your groups Educational Master Plan dimension.
  - Identify the CDEP strategies that respond to the Strategic Plan actions.

**Purpose/Outcome:**
- To develop a comprehensive understanding of current practices and recommendations for enhancing the Educational Master Plan.

**D. Website Resources:**
- [http://www2.ed.gov/about/contacts/gen/othersites/compceners.html](http://www2.ed.gov/about/contacts/gen/othersites/compceners.html)
- [http://www.marzanoresearch.com/site/](http://www.marzanoresearch.com/site/)
- [http://www.casel.org/](http://www.casel.org/)
- [http://www.edutopia.org/social-emotional-learning](http://www.edutopia.org/social-emotional-learning)
- [http://www.allthingsplc.info/](http://www.allthingsplc.info/)

**F. Report Out**
- 10 minutes
- Kirsten Ruglis

**Purpose/Outcome:**
- To have participants understand the value of this Team as a learning community and as a collaborative process.

**G. Next Steps**
- 5 minutes
- Rosario Agostaro
  - Kirsten Ruglis

**Purpose/Outcome:**
- Next Meeting:
  - Date: Monday, November 22, 2010
  - Location: RVCSD, District Office, Board of Education Meeting Room
  - Time: 5:30 p.m. - 7:30 p.m.
**AGENDA**

**EDUCATIONAL MASTER PLANNING**

Date:  Monday, November 22, 2010

Time:  5:30 p.m. – 7:30 p.m.

Location:  RVCSD - District Office, Board of Education Meeting Room

### Action Note-Taker:

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Timeframe &amp; Process</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Welcome</td>
<td>5 minutes</td>
<td>Rosario Agostaro</td>
</tr>
</tbody>
</table>

### Purpose/Outcome:
- To value the input and work of all Committee members.
- To encourage and support conversations representing constituent views of the RVCSD.
- To understand current work and research to inform decisions.

### B. Work Groups

- Use the desired state for a **RVCSD graduate** as a framework for identifying priorities and making recommendations
- Review the RVCSD 1998-2001 Strategic Plan and Comprehensive District Education Plan 2009-10 (CDEP) to understand community thinking and current instructional plan.
- Continue to work in groups that crosswalk past documents/ideas with current thinking and realities.
- Identify a maximum of five (5) priorities that represent the work groups' thinking and create statements.
- Develop actionable items that reflect the priority statements.
- Embed these statements on the Priorities/Recommendations template on the Wiki.

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Timeframe</th>
<th>Facilitator (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work Groups</td>
<td>105 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
</tbody>
</table>

### Purpose/Outcome:
- Committee members will participate in one of five (5) work groups to explore current data and research.
- To clarify the role of the Educational Master Planning Committee.
- To work as a collaborative group.
- To value prior thinking and bridge existing plans into the needs of the 21st century RVCSD graduate.
- To adopt a continuous improvement model for how RVCSD will do its work.
- Have committee members individually and collectively engage in the process by participating in work groups (Academic Program, Technology, Workplace Competencies, Social-Emotional Learning and Communication).
- Develop recommendations that will guide the RVCSD and schools toward accomplishing established expectations and outcomes for optimal student achievement for all students.

### D. Website Resources:
| G. | Next Steps | Purpose/Outcome |
|----|------------|-----------------
|    | - Have all work group templates on Wiki.  
|    | - All committee members will review templates prior to meeting on December 13.  
|    | - Be prepared to present work group priorities/recommendations to full committee.  
|    | - Educational Master Planning Committee will come to consensus on final priorities/recommendations to present to the Superintendent, Board of Education and CDEP team. | - To complete task of Educational Master Planning Committee. |

Next Steps:

- **10 minutes**  
  - Rosario Agostaro  
  - Michelle Donlon  
  - Kirsten Ruglis

Purpose/Outcome:

- To complete task of Educational Master Planning Committee.

Next Meeting:

- **Date:** Monday, December 13, 2010
- **Location:** RVCSD, District Office, Board of Education Meeting Room
- **Time:** 5:30 p.m. - 7:30 p.m.
# Educational Master Planning

**Date:** Monday, December 13, 2010  
**Time:** 5:30 p.m. – 7:30 p.m.  
**Location:** RVCSD - District Office, Board of Education Meeting Room

## Agenda

<table>
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<tr>
<td><strong>A. Welcome</strong></td>
<td>10 minutes</td>
<td>Rosario Agostaro, Kirsten Ruglis</td>
</tr>
</tbody>
</table>

**Purpose/Outcome:**  
- To value the input and work of all Committee members.  
- To encourage and support conversations representing constituent views of the RVCSD.  
- To understand current work and research to inform decisions.  
- Review the agenda.  

<table>
<thead>
<tr>
<th><strong>B. Report Out</strong></th>
<th>90 minutes</th>
<th>Kirsten Ruglis, Work Group Members</th>
</tr>
</thead>
</table>

- After referencing the desired state for a RVCSD graduate, the 1998-2001 Strategic Plan, the Comprehensive District Education Plan 2009-10 (CDEP) and current research/literature, identify priorities and make recommendations.  
- Identify a maximum of five (5) priorities that represent the work groups’ thinking and create statements.  
- Develop actionable items that reflect the priority statements.  
- Groups will chart their priorities (correlating action steps)  
- Committee members will “dot” vote using rank order to come to consensus on three (3) to five (5) priorities/action steps to recommend to the Superintendent, Board of Education and CDEP Committee that will inform them of the work of the Educational Master Planning Committee.  

**Purpose/Outcome:**  
- To work as a collaborative group and have committee members individually and collectively engage in the process by participating in work groups (Academic Program, Technology, Workplace Competencies, Social-Emotional Learning and Communication).  
- To value prior thinking, explore current data and research and bridge existing plans into the needs of the 21st century RVCSD graduate.  
- To adopt a continuous improvement model for how RVCSD will do its work.  
- To develop recommendations that will guide the RVCSD and schools toward accomplishing established expectations and outcomes for optimal student achievement for all students.  

<table>
<thead>
<tr>
<th><strong>C. Next Steps</strong></th>
<th>20 minutes</th>
<th>Rosario Agostaro</th>
</tr>
</thead>
</table>
| Board of Education presentation  
| Closure              |                      |
### Purpose/Outcome:

- To develop a plan to communicate the priorities and recommendations to the RVCSD community including the BOE, Superintendent and CDEP Committee.
- To recognize and value the hard work of the Educational Master Planning Committee.
Appendix B: Analysis of Rondout Valley High School Class of 2010 Senior Survey

Rondout Valley High School Class of 2010 – Senior Survey

1) What is your gender?
   ▪ 47% Male
   ▪ 53% Female

2) What is your race/ethnicity?
   ▪ 87% White
   ▪ 2% Multi-racial
   ▪ 2% Indian or Alaska Native
   ▪ 9% Other

3) Have you ever or currently receiving special education or 504 services?
   ▪ 16% Yes
   ▪ 84% No

4) What are your plans in the next two years?
   ▪ 11% Full time employment & not enroll in further education at this time
   ▪ 43% Enroll in a 2-year college
   ▪ 46% Enroll in a 4-year college

5) ACADEMIC SUPPORT
   Helped to enhance my grades in class (select all that apply)
   ▪ 14% AIS
   ▪ 11% TSS
   ▪ 3% NHS Tutoring
   ▪ 47% After school help with individual teachers
   ▪ 81% Study Halls

   Helped to enhance Regents scores on exams on my state exams (select all that apply)
   ▪ 10% AIS
   ▪ 3% TSS
   ▪ 3% NHS Tutoring
   ▪ 55% After school help with individual teachers
   ▪ 48% Study Halls
6) Approximately how many hours do you spend reading in a typical week (assigned reading for class)?

<table>
<thead>
<tr>
<th></th>
<th>0 hours</th>
<th>1 hour</th>
<th>2 to 3 hours</th>
<th>4 to 5 hours</th>
<th>6 to 7 hours</th>
<th>8 to 10 hours</th>
<th>11+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33%</td>
<td>20%</td>
<td>28%</td>
<td>4%</td>
<td>6.5%</td>
<td>2%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

7) Approximately how many hours do you spend reading in a typical week (personal reading not for class)?

<table>
<thead>
<tr>
<th></th>
<th>1 hour</th>
<th>2 to 3 hours</th>
<th>4 to 5 hours</th>
<th>6 to 7 hours</th>
<th>8 to 10 hours</th>
<th>11+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>19%</td>
<td>45%</td>
<td>13%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

8) I am good at (students can select more than one subject):
   - 57% Math
   - 59% English
   - 37% Social Studies
   - 43% Science

9) How do you spend your time outside of school? (Select all that apply)
   - 49% Doing homework or getting ready for class
   - 70% Using a computer
   - 60% Talking or text-messaging on the phone
   - 21% Doing volunteer work
   - 77% Hanging out/socializing with friends
   - 40% Watching television
   - 36% Playing video games
   - 34% Reading for fun
   - 49% Exercising or participating in sports

10) I believe school prepared me to use technology to improve my information-gathering skills, and for completing school-related as we as personal research.
    - 73% Yes
    - 27% No
11) In what school-sponsored, extra-curricular activities did you participate during high school?  
(Select all that apply)
- 33% Musical groups (band, orchestra, chamber groups, choral groups, etc.)
- 23% Dramatic arts (dance, theater, musical theater, etc.)
- 56% Athletic teams (including cheerleading, intramurals)
- 33% Scholastic clubs (foreign language, Science Olympiad, forensics, NHS, etc.)
- 0% Career & technical education clubs (DECA, FFA, VICA, etc.)
- 21% Community service clubs (Key club, etc.)
- 18% Political action groups (Synthesis, etc.)
- 8% Student government/student representation on school or district committees
- 8% Student publications (newspaper, yearbook, etc.)

12) Rondout Valley High School has a School-to-Work program. In which experiences or work-based programs did you participate in school-to-work during high school? (For each statement, select ALL that apply).

**Job shadowing (observing workers at their work place) - select all that apply**
- 11% During school year
- 3% During summer
- 86% Did not participate

**Work experience for course credit – select all that apply**
- 12% During school year
- 0% During summer
- 88% Did not participate

**Mentorship/internship (developing job skills – not for course credit) – select all that apply**
- 9% During school year
- 3% During summer
- 89% Did not participate

**Part-time/full-time employment – select all that apply**
- 46% During school year
- 39% During summer
- 46% Did not participate

**Community service – select all that apply**
- 49% During school year
- 27% During summer
- 41% Did not participate
13) For each of the responses described below, please select the choice that best reflects how often you had that experience at this high school. (For each statement, select ONE choice)

Teachers and administrators communicated with my family regarding my education and career development.
- 9% Frequently
- 41% Sometimes
- 50% Almost never

Opportunities existed to apply what I was learning to complex real-world issues or problems.
- 14% Frequently
- 57% Sometimes
- 29% Almost never

Opportunities existed to work with other students on projects that seemed worthwhile.
- 17% Frequently
- 64% Sometimes
- 19% Almost never

The school environment is safe from physical and emotional violence.
- 32% Frequently
- 44% Sometimes
- 24% Almost never

14) Think about how well prepared you feel for what follows high school. Please grade your high school on how well you think it prepared you: (For each question, select ONE grade)

For employment
- 11% A
- 40% B
- 31% C
- 13% D
- 5% F

For further education
- 27% A
- 51% B
- 18% C
For a healthy personal life

- 23% A
- 34% B
- 30% C
- 7% D
- 7% F

15) Did you have at least one adult staff member you could go to with a troubling issue or crisis?
   - 84% Yes
   - 16% No

16) Teachers held high standards and expected quality work from students.
   - 18% Excellent
   - 49% Good
   - 29% Average
   - 0% Below Average
   - 4% Needs Significant Improvement

17) The High School provided adequate support in order to help meet high academic standards.
   - 7% Excellent
   - 43% Good
   - 45% Average
   - 0% Below Average
   - 5% Needs Significant Improvement

18) RVHS provided an atmosphere of mutual respect for all.
   - 9% Excellent
   - 11% Good
   - 47% Average
   - 20% Below Average
   - 13% Needs Significant Improvement

19) RVHS staff provided information and counseling for selecting a path to follow after graduation.
   - 10% Excellent
   - 34% Good
   - 34% Average
   - 11% Below Average
   - 11% Needs Significant Improvement
20) RVHS provided a drug and alcohol-free environment at school.
   - 6% Excellent
   - 17% Good
   - 35% Average
   - 20% Below Average
   - 22% Needs Significant Improvement

21) RVHS provided a drug and alcohol-free environment at extra-curricular events.
   - 11% Excellent
   - 22% Good
   - 36% Average
   - 13% Below Average
   - 18% Needs Significant Improvement

22) School expectations, guidelines and consequences for misbehavior were clear.
   - 7% Excellent
   - 41% Good
   - 39% Average
   - 9% Below Average
   - 4% Needs Significant Improvement

23) School experiences helped me to choose to give back, in some way, to the school and community.
   - 7% Excellent
   - 33% Good
   - 33% Average
   - 16% Below Average
   - 11% Needs Significant Improvement

24) RVHS prepared me to be a creative thinker and problem-solver.
   - 9% Excellent
   - 31% Good
   - 33% Average
   - 20% Below Average
   - 7% Needs Significant Improvement

25) RVHS helped prepare me to be an effective communicator.
   - 5% Excellent
   - 23% Good
   - 43% Average
   - 20% Below Average
   - 9% Needs Significant Improvement

26) RVHS helped me to become proficient in technology skills.
   - 7% Excellent
   - 20% Good
   - 41% Average
   - 23% Below Average
   - 9% Needs Significant Improvement
27) How would you consider overall “School Spirit” in the high school?
   - 5% Excellent
   - 18% Good
   - 27% Average
   - 25% Below Average
   - 25% Needs Significant Improvement

28) Overall, staff members helped to make required learning exciting.
   - 10% Excellent
   - 38% Good
   - 26% Average
   - 19% Below Average
   - 7% Needs Significant Improvement

29) Overall, how would you rate RVHS as a learning environment?
   - 5% Excellent
   - 40% Good
   - 44% Average
   - 9% Below Average
   - 2% Needs Significant Improvement
This survey contains several statements designed to gather information about your school experience, in order to give us information which we may use to structure and improve over time. Please mark the number which best represents your sense of the importance of the statement, as well as the number which best represents the frequency or intensity with which you encounter that experience in your daily life. All students will take this survey online. Thank you for helping us out!

The following categories relate to how you feel, both about school, learning in general, and the connections you find between what you do in school and your life outside of the school day.

**The scale of values for importance:**

- 5 = Most important
- 4 = Very important
- 3 = Somewhat important
- 2 = Not very important
- 1 = Unimportant

**The scale of values for the frequency:**

- 5 = Always
- 4 = Frequently
- 3 = Occasionally
- 2 = Rarely
- 1 = Never
<table>
<thead>
<tr>
<th>Feelings About School</th>
<th>Importance</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is an enjoyable place to be.</td>
<td>3.55</td>
<td>3.45</td>
</tr>
<tr>
<td>I look forward to coming to school.</td>
<td>3.38</td>
<td>3.07</td>
</tr>
<tr>
<td>My teachers care about me.</td>
<td>4.21</td>
<td>3.86</td>
</tr>
<tr>
<td>My teachers know me well.</td>
<td>3.97</td>
<td>3.69</td>
</tr>
<tr>
<td>I feel safe in school.</td>
<td>3.97</td>
<td>3.59</td>
</tr>
<tr>
<td>I have opportunities in class and through projects to express myself.</td>
<td>3.83</td>
<td>3.52</td>
</tr>
<tr>
<td>I feel understood by my classmates.</td>
<td>3.76</td>
<td>3.43</td>
</tr>
<tr>
<td>I feel respected in school.</td>
<td>3.86</td>
<td>3.38</td>
</tr>
<tr>
<td>I like learning new things in school.</td>
<td>3.93</td>
<td>3.76</td>
</tr>
<tr>
<td>I like learning new skills/things outside of school.</td>
<td>4.52</td>
<td>4.38</td>
</tr>
<tr>
<td>I feel challenged enough in school.</td>
<td>3.89</td>
<td>3.69</td>
</tr>
<tr>
<td>I have someone in my life that encourages me to do well in school.</td>
<td>4.31</td>
<td>4.38</td>
</tr>
<tr>
<td>Getting good grades is important to me.</td>
<td>4.17</td>
<td>4.14</td>
</tr>
<tr>
<td>Graduating from high school is important to me.</td>
<td>4.54</td>
<td>4.52</td>
</tr>
<tr>
<td>I feel my schoolwork prepares me for work and life after graduation.</td>
<td>3.69</td>
<td>3.38</td>
</tr>
<tr>
<td>School gives me opportunities to be useful in the community.</td>
<td>3.72</td>
<td>3.10</td>
</tr>
<tr>
<td>I have opportunities to present my work to people outside of school in the “real world”.</td>
<td>3.62</td>
<td>2.76</td>
</tr>
</tbody>
</table>