

Strategic Challenges

Strategic Challenges

1. Special Education - The consistent number of high special education students (due to move-ins) and lack of reading achievement of those special education students (data that drove this was enrollment trends and ISAT/PSAE test data).
2. Curriculum Development and Assessment – curriculum development, alignment, implementation (including formative feedback for staff) and staff accountability in the area of curriculum. The need for benchmark assessment development that is aligned to state assessment and the alignment of classroom assessments to standards based instruction (this was derived from building level comments from staff and administrative knowledge, and staff and parent surveys).
3. Poverty Students – we are seeing a steady increase in free and reduced lunch students and a lower performance in reading achievement for those students compared to non-poverty students.
4. Staff – The changing demographics of our teaching staff has begun to impact achievement. We see this through increases in teacher absences, steady increases in maternity leaves and retirements. To compound this we have seen substantial absences and maternity leaves in key math and reading positions.
5. Lack of Student and Parent Engagement and Skill Development – The lack on parent involvement with some parent groups (low income) and lack of the parents supporting their student’s academic achievement, lack of feeling of community/involvement
6. Technology – research indicates that technology is one area of focus for high performing poverty students. We are lacking across the district in the area of technology because of funding issues.
7. Lack of knowledge, support and accountability in the Workforce in the areas of reading and special education

8. Long Term Funding Issues – this addresses the fact that we have added over 27 new staff for new programs in the last six years and a concern that we will not be able to add more programs so we must look for ways to evaluate current programs and improve those programs and processes. We also rely heavily on the general state aid as a substantial funding source because of slower EAV growth. Long term state funding is questionable (this was derived from long term financial projections)
9. Increased requirement in terms of college level achievement at the high school level and how does our graduate requirements, etc. align to those requirement (this came from the state requirements, no child left behind requirements, etc.)
10. Communication and marketing for the district. We are in a competitive environment in the Springfield area. Our data shows that except for Springfield, we have a higher (in most cases much higher) number of low income, special education, poverty students, and a much lower operating expenditure per student than district we are compared against and for those we compete for students with. We are also trying to be very aggressive at supporting residential growth in our district, which is very competitive. Along with that, our communication numbers across the district are not a level that we would want to see. (this challenge was derived from funding analysis, parent survey data, and demographic data).
11. Birth to 3 Program
12. Instructional Time During the Day