

Mine Hill Strategic Plan 2020 – 2022

Prepared for:

**Mine Hill School District
Mine Hill, NJ**

Facilitated by:



**Mine Hill School District
Strategic Plan 2020 - 2022**

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Empowerment Solutions, LLC
Patrick Fennell, Founder/President

Strategic Plan Purpose

The Mine Hill School District Strategic Plan is a dynamic, active document that will guide decision-making at the school and District levels. Annually, the Strategic Plan will be aligned with the District's budget. The goals of the Strategic Plan are the focus and driving force of the District with all other plans, resources, programs and initiatives affecting the plan year supporting these goals.

Input into the District Strategic Plan includes analysis of student, school and District performance, a review of progress on last year's Strategic Plan, requirements of state and federal legislation, content from the state strategic plan and recommendations from District and school staff, focus groups, partners, stakeholders, research, as well as input from School Board members.

This District Strategic Plan is purposed to bring together the most important efforts that define student success. It is critical that everyone in the District understands

the Strategic Plan, finds their role in the plan and works to accomplish the goals of the plan in order to achieve the mission and vision of the Mine Hill School District.

Strategic Plan Process

The environment surrounding education is constantly changing. Successful Boards set aside time to set priorities, focus energy, identify resources and develop a process to achieve their mission. Establishing direction that is consistent with what the school does and whom they serve requires strategic thinking, cohesive decision-making and disciplined response. When the plan is developed it must be communicated effectively to ensure successful outcomes.

The strategic planning process incorporated two parts:

1. Preparing to Plan
2. Creating the Plan

Preparing to Plan Outline:

- I. Gather stakeholders who will be a part of the process
- II. Create a timeline for the planning
- III. Gather quantitative data (background information for the strategic plan)
 - A. Internal (inside the school)
 - B. External (outside factors)
- IV. Obtain feedback from different sources (community meetings, focus groups, staff surveys, community surveys)

Creating the Strategic Plan Outline:

- I. Organize data and feedback through a SWOT analysis (strengths, weaknesses, opportunities and threats)
- II. Confirm Mission and Vision
- III. Define priorities
- IV. Build out 3-year plan
- V. Define and identify objectives, measures, projects and resources

Mission and Vision Statements

The vision of the school is tomorrow focused, inspirational and aspirational. The vision speaks to what Canfield Avenue School wants to be.

Vision Statement – *We envision all learners maximizing their potential to be innovators, global thinkers and lifelong learners.*

The mission of the school is today-focused and speaks to the tactics, strategies and intention of the school to support the vision and achieve its purpose.

Mission Statement – *Through a variety of learning experiences, Canfield Avenue School students will be challenged to maximize their potential in a nurturing and supportive environment.*

Strengths, Development Areas, Opportunities and Threats

The following is based on feedback from all stakeholders through a community survey. The survey was developed based on feedback from focus groups facilitated by Patrick Fennell of Empowerment Solutions, LLC. Focus groups were conducted with current students, former students, teachers, support staff, Board members, members of the community, PTA and Latino parents.

Strengths

- Teachers (genuine interest, dedication, interaction)
- Dedicated staff / Support from staff
- Caring parents
- Small class sizes
- Relationships/Communication with teachers
- Technology programs offered
- Innovation time
- Differentiated education/ types of learning
- Safe and secure environment
- Shared services
- Up to date facilities / Ongoing improvements

Development Areas

- Alignment with Dover's yearly schedule
- Assist students who need extra support (Child Study Team, basic skills, emotional, speech, dedicated ESL)
- Lack of school-wide SECD program
- Gifted and talented program
- Healthier food options
- Extra-curricular activities / school sports
- Safety and Security
- Add 7th and 8th grade
- Parking and drop off
- STEAM lab

Opportunities

- Proactive planning to address the needs of a changing community demographic
- Increase representation/involvement on committees
- Strengthen the mental health of staff and students
- Family events throughout the year
- Computer access for some students at home
- Parent involvement, input and engagement
- Make the school available to other programs
- Increase communication to the community (outside of Canfield Avenue School)
- Volunteer events with the community
- Increase evening programs for parents (drugs, internet safety, relationships, etc.)
- Financial planning for playground area improvements and/or unexpected issues

Threats

- Merging of Mine Hill School District into another school district
- Reduced funding

District Priorities

School success requires prioritized action. The entire school community recognizes and acknowledges that all of the following focus areas are important and that none of them can be neglected. The following list represents the agreed-upon prioritization of actions to build upon current strengths and address development areas for the present and the future.

- 1 - *Quality of Teaching Staff and Aides*
- 2 - *Student Social and Emotional Development*
- 3 - *School Safety and Security*
- 4 - *Individualized/Differentiated Education for Each Child*
- 5 - *Access to Cutting Edge Technology*
- 6 - *Extracurricular Opportunities*
- 7 - *Facilities*

Goals, Objectives and Measurements

The following five (5) focus areas, goals, objectives and measurements have been created in alignment with identified strengths, development areas, opportunities, threats and district priorities.

SEL and Equity

Goal Statement: Enhance a supportive school environment that aligns disciplinary, social/emotional and academic practices with the diverse needs of our student population.

Year One

- Develop Culture and Climate Team
- Create adult and student surveys
- Evaluate data
- Prioritize actions based on the data
- Share survey results – Professional Development (PD) with staff members

Year Two

- Identify and develop a school wide SEL program
 - Specify needs of the changing demographic(s) in Mine Hill
 - Extend the partnership(s) with surrounding districts to assist students in transitions

Year Three

- Program implementation and assessment

Year 1 Measurements

- Established Culture and Climate Team by June 2020
- 50% or more completion rate for adult climate surveys
- 80% or more completion rate for student climate surveys
- Evaluate and prioritize data by June 2020

Student Achievement

Goal Statement: Develop and equip all students to achieve at their highest potential.

Year One

- Assessment of support services (Tiered Instruction-BSI (Basic Skills Instruction))

- Gather feedback regarding parent involvement and the potential needs of parents to help support students
 - Assess current parent engagement activities
 - PD for parents and staff

Year Two

- Advance the use of assessment data
- PD for parents and staff regarding student support services and supporting students at home
- Evaluate and develop programs for tiered intervention in the primary grade levels (grades K-3) (e.g. - RTI, BSI, Reading)
- Develop program criteria for entering and exiting programs

Year Three

- Implementation of support programs for struggling students in grades K-3

Year 1 Measurements

- Complete assessment of support services by June 2020
- Gather feedback regarding parent involvement and potential needs by June 2020
- Identify specific PD needs for parents and staff by June 2020

Technology

Goal Statement: Enhance the use of technology to engage students, support learning and increase academic growth.

Year One

- Research STEAM (Science, Technology, Engineering, Arts, Math) lab programs
- Begin the process of purchasing materials and renovating spaces for the program

Year Two

- Develop a STEAM program
 - Curriculum writing
 - Construction of STEAM Lab
 - Purchase materials
- Communication with the learning community (Parents, guardians, etc.)
- Pilot classes
- Obtain technical support and professional development

Year Three

- STEAM program implementation and assessment

Year 1 Measurements

- Establish a budget for purchasing materials and renovating spaces by May 2020
- Complete research for STEAM lab programs by June 2020

Safety and Facilities

Goal Statement: Create and maintain a physical environment that assists students and staff to be safe, effective and productive.

Year One

- Review Facility Assessment reports
- Prioritize construction projects
- Develop a three year facility plan
- 911 Inform installation and planning
- Continue HVAC project Phase II

Year Two

- Construction of security vestibule
- Implementation of 911 Inform
- Installation of additional security cameras
- Continue with Phase III of the HVAC project

Year Three

- Plan for future projects based on facility assessment and plan
- Assess 911 Inform program

Year 1 Measurements

- Prioritize construction projects upon completion and review of Facility Assessment reports by October 2020
- Complete three year facility plan by June 2020
- Complete HVAC project Phase II by June 2020
- Complete 911 Inform installation by June 2020

Community

Goal Statement: Expand the learning community by connecting with and engaging the non-school population of Mine Hill in order to increase exposure and explore shared partnerships.

Year One

- Assess current programs connected to the community
- Explore partnerships (e.g. - Town Hall, Mayor, local businesses)
- Provide opportunities for consistent feedback from the community

Year Two

- Take action upon viable programs and leverage community strengths for school success.
- Facilitate the community use of district spaces.
- Promote community awareness and access to school programs.

Year Three

- Continue to implement programs and explore best practices for community engagement in other places

Year 1 Measurements

- District representatives will attend at least three (3) town hall meetings
- Develop community needs survey by Fall 2020
- Extend community survey to non-school population by Fall 2020

* Measurement for each focus area will be developed in Year Two and Year Three based upon Year One progress and data. Data to be considered for each year include but are not limited to:

- Student achievement data
- Curriculum plans and audits
- Facilities plans and audits
- Technology plans and audits
- Budgets and long-term financial plans
- Program evaluations
- Enrollment projections
- Community demographics
- Focus group feedback

Appendix A - Demographics

2017 population = 3,593

Census 2010:

Population = 3,651

- 1,329 households
- **80.69%** *Caucasian/White,*
- **4.96%** *Asian,*
- **4.6%** *Black/African American,*
- **.41%** *Native American,*
- **.03%** *Pacific Islander,*
- **5.78%** *other race,*
- **3.53%** *two or more races*
- **23.01%** *Hispanic/Latino of any race*

31.8% of households had children under 18 years old

2010 Population Breakdown

- **22.6%** - *under 18*
- **7%** - *18-24 years old*
- **27.6%** - *25-44 years old*
- **30.6%** - *45-64 years old*
- **12.2%** - *over 65 years old*
- Median age = 40.3 years old

Appendix B – Focus Group Feedback

Focus Group Questions and Responses:

1. Think of your experiences with the Mine Hill School District. How would you describe the district based on your experiences?

Current Students (grades 4 – 6)

- Very kind...if you have a problem they pull you over to talk
- They think about students and teachers to make sure everyone is fine
- They try to make school fun (like spirit week)
- Good school
- Teachers are nice
- Some teachers leave students out
- Learning here is good...I've learned a lot
- Teachers give us a break with innovation

Teachers and Administrative Staff

- Close-knit school and community
- Care about each other
- Community-wise there is a lot of talk that can lead to miscommunication
- School is the center of Mine Hill...a lot of focus on the school
- High expectations
- Not a lot going on outside of the school
- Kids are constantly together...little exposure outside of the community
- Children are often labeled early on...difficult to break out of it (labels)
- Limited resources in the areas of subject-area supervisors, technology, curriculum writers and collaboration
- We wear multiple hats
- Shared services
- Limited money – used for focus of the day instead of investing in programs
- We have the ability to try new things
- We are thrown new things with little support
- The school has a lot on the ball
- Teachers work hard
- Teachers are invested in the district and students
- Supportive administration
- Full-time Superintendent has been impactful and important
- Teachers buy-in
- It is ok if you mess up or didn't go according to plan...very supportive
- We are given the freedom to try different things

- Importance of speaking up and sharing perspective
- Great place to work
- Small town district
- Very coddled
- Close knit
- There was a lot of administrative turnover – now administration is consistent
- Administration has gotten to know us
- See things happening (improvements: classroom upgrades, building upgrades, outside, maintenance)
- Teacher needs being met
- Requests being met
- Disjointed (office staff and teachers)
- Principal deals with both directly and plays both ends
- Principal tells everyone what they want to hear – it is the business office’s fault
- The Principal can’t make everyone happy
- Small district
- Need for nepotism policy
- Difficult to speak freely (unsure of who will share with whom)
- Town operates in a similar way (who knows who...can be mucky)
- Climate and morale have gone down because of it
- No one is speaking to it...it has grown exponentially
- Dedicated group of teachers
- Children are the bottom line
- Teachers work well together
- Some division created based on some teachers being the “go to” for feedback
- Positive and negative for being small
- Positive – focus on the kids, negative – not having as many students to connect to
- Kids are happy to expand yet feel alone
- Teachers are close-knit
- Ultimate community school
- Relies on the community and the community connects and identifies with the school
- Parents have the option to assist when students forget something
- Parents are active and volunteer
- Closeness of community
- Mission drives programs and philosophy
- Changes in expectations
- Frustrated by student needs not being met
- Need to prioritize special education and the impact/challenges on other students

Former Students

- Family
- Everyone works together
- Some issues take longer to get resolved (e.g. – cliques and tension)
- Education was good
- We were taught well

Parents

- Professional (administrators and teachers with parents)
- By the book
- Relatively consistent with handling issues
- Positive – fair and equal treatment
- Positive – education provided
- Frustration – lack of communication with administration
- Communication with teachers is good
- Frustrating – 1st grade there was a lack of help with issues my child was having
- I had a difficult time getting support for my child...took it in my own hands
- Went directly to the teacher...the teacher said they couldn't help or say anything (as a parent the teacher understood, as a teacher they were unable to help)
- Had my child tested
- We (parents) were not notified about the point system and incidents when they occur...must call and ask for a total
- We were not informed of the program
- Separation exists between parents, teachers and administration
- Must stay on top of my kids (parents)
- I want information directly from the school from administration, not my child or teachers only
- Constant in education of my child
- Love the openness

Board of Education

- Successful
- Good place to send my children
- Improving and growing
- Forward-focused school (type of education)
- The school is focused on children and their future

- Excited to try new things
- Buy-in is high
- Administration and staff pushes success
- Transition and positive change
- Really focused on the children
- Everyone is involved...it has become the norm
- The Board is catching up to the administration and supports them

Community

- Changes for the better (building, everyone working together)
- Engaging
- Kids enjoy coming here and have positive experiences
- Positive change in hiring teachers
- Happy with the current education
- Caring teachers

2. What do you see as the strengths of the Mine Hill School District? Development areas?

Current Students (grades 4 – 6)

- Most of the time, no bullying
- More attention (small amount of students)
- Promote kindness, respect, persistence and empathy
- Teachers don't have favorites...they address issues as they happen
- Wait to ensure everyone is at the same pace (teachers)
- Fun activities like field day
- Variety of clubs
- Teachers work hard to help us learn
- Education (the way we learn – use of technology)

Development Areas

- Different food (vegetarian options)
- Reduce wasted food
- Kids are separated (grades 1-3 and grades 4-6)
- Put specials in the middle of the school (reduce time to get to class)
- More supervision of older kids at recess
- Longer space between class time

- Longer lunch (increase ability to eat)
- Two school nurses (one nurse reduces availability)
- Have the ability to eat through recess
- Lockers are too close together
- More activities on inside days
- Have teachers come to students in the classroom instead of students going to teachers
- Provide tables in the gym...we have to sit on the floor

Teachers and Administrative Staff

- Good mix of teaching levels/experience (younger teachers, not quite tenured, mid-range, and those who came from other professions) provides different perspectives
- Good job hiring process (teachers are a part of decision-making)
- Development of new teachers
- Teacher support with different programs
- Expanding upon needs – take it to the next level (investment and resources)
- Opportunity to invest in places that are working
- “A little family”...we depend on each other
- Mixed grade level PLC’s (professional learning community) reduces barriers and silos
- PLC’s provide opportunities to purposefully create bonds
- Everything is close by
- Everyone (excluding shared services) is here in the building
- Do a lot together as a staff (e.g. – bowling, social activities)
- Innovative and creative thinking is encouraged
- We are encouraged to grow
- No pressure for testing
- Feel trusted in managing my class...not micromanaged
- Principal and Superintendent know students and families...strong relationships
- Teachers are willing to try new things
- We take elements of what works
- Freedom to try new things
- Options
- Ability to determine if something isn’t working
- Closeness
- Everyone looks out for each other

- Positive change because of full-time administration
- Feel secure
- Amazing aides
- Availability of community resources
- Staff knowledge, perspective and support
- Feel important and valued
- I'm never on my own
- Cultural diversity
- Communication is open and has improved with teachers and parents

Development Areas

- Basic skills instruction (BSI) for K-2nd ...only provided for tested grades
- Pullout for BSI is minimal (once per week every other week)
- Provide support earlier
- Parent role has changed – not always supportive
- More aides for areas of needed support
- Population is changing
- ESL (English as Second Language) up and down based on number of students who stay or leave the district
- More support is required for the emotional aspect of students (e.g. – interventions)
- What they come in with is deficient
- Outside student issues require training (more than a one-hour professional development session)
- Youth that struggle are underserved
- More support is required for students and staff
- Some parents are unaware or don't speak up (not a big enough voice)
- More proactive communication with shared services
- Improve timing of communication with shared services
- Importance of services forgotten about or taken for granted
- Student needs and information need to be heard and communicated openly
- Policies for staff and students need to be followed through and consistent...not always fair (e.g. – door duty)
- Other obligations not always enforced...don't always see a change in behavior
- BSI not a choice...provide the help necessary (not available to K-3)
- Population change requires an increase in ESL
- Increase staff resources
- Communication is inconsistent
- Improve the physical environment of the school (e.g. – building heat)
- Size of the school limits collaboration
- Need for STEAM (Science, Technology, Engineering, Arts and Math) lab
- Teacher divide

- Changes are possible for the better administratively (e.g. – favoritism with parents, safety, saying “no” to parents, lack of parental responsibility)
- Child study teams is a shared service
- More visible child study team with increased accountability (currently part-time and out of district)
- Financial challenges (money allocated to other areas should be provided for special education)
- Need to close disconnects (increase services for students and parents)
- Staff and Board of Education should be more representative of student body
- Special education
- Provide more extracurricular activities for students and families
- Students are too sheltered
- Do more to integrate Mine Hill and Dover students
- Access and eligibility for free and reduced breakfast and lunch
- Get PTA on the School Board for more collaboration and involvement

Former Students

- Knowing everyone
- Education
- Good teachers

Development Areas

- Problem-solving between individuals (student to student)
- Support from teachers to help resolve student-student issues (ongoing problems not resolved and continue to middle school)
- Increase sports (social interaction and teamwork opportunities)

Parents

- Teachers are top notch...put in extra effort and are consistent
- Choice district – melting pot with options for 7th and 8th grade
- Involvement (teachers/children/school)
- Small community where people get involved
- Don’t see a large amount of bullying
- Respectful of each other
- Provide specials (library, art, gym) that other schools don’t have
- PTA goes over and above to provide for students and create a safe, fun environment (e.g. - assemblies, fun nights, activities)
- Teacher’s Association provides scholarships and programs

- School sees the importance of family

Development Areas

- Security outside on the grounds of the school
- Parking lot cleanliness (dumpsters not secured)
- Advanced technological skills for students
- Provide a typing class
- Provide different programs (more variety and opportunities for younger students)
- Provide school-sponsored sports team/recreation
- Upgrade the gym and lighting

Board of Education

- Administration and teachers
- Development of academic program and consistent evaluation
- Parents (supportive of the school, classrooms and staff)
- Parents are purposeful to achieve the end goal and set a high bar the school has met or is on track to meet (sets the school apart)
- Creative about use of resources
- Students want to be here and step up to the challenge

Development Areas

- Full-day preschool
- Assign devices on a 1-to-1 basis (students are responsible for them all day)
- STEAM program
- Enhance public speaking
- Increase relationship skills (character development and social skills)
- Balance empathy with action for students (do something about issues and incorporate others in the process)
- Consistency of school-wide social and emotional learning/character development

Community

- Reputation (good school)
- Consistent administration provides continuity

- Uniform policy and attitude among staff
- Parents have positive things to say
- Kids like the food
- Unique programs (e.g. – 3-D printer, robotics)

Development Areas

- Parents of older students would like to know what is happening in the school on a consistent basis after their child leaves (improve public relations)

3. What is the most important thing the Mine Hill School District can do for youth and families in this community?

Current Students (grades 4 – 6)

- Email parents about important papers (things to be signed)
- Don't be too nice or too difficult (challenge us but be fair)
- Create opportunities to do things together in school (activities)

Teachers and Administrative Staff

- Close the gap with shared services, BSI and ESL
- Get teacher feedback and input in the creation of IEPs (Individualized Education Plan)
- Child Study Team (CST) should observe classroom behavior, get to know students and communicate with the right teachers
- Continue to provide small classes
- Increase support in the classroom
- Provide more training for aides
- Be consistent in the approach for special education
- Provide supports for behavioral and emotional issues (e.g. – weekly social and emotional lessons)
- Staff programs and do not attempt to “fit it” into the classroom
- Provide programs specific to needs of special education students...force fitting impacts other students in the classroom negatively
- Spend money on students and classrooms instead of furniture and cameras (e.g. – aides)
- Provide free family activities (e.g. – family game night) that are structured but not super-structured (events in the past have been highly attended by teachers)

- Stipend a position for family activities at night for different grade levels
- Reach seniors in the community
- Provide more information to families
- Create opportunities for parents with children to interact together
- Have a focus group to educate parents about their rights and their children's rights
- Strengthen the child study team (communication, drafting of IEP, improve availability of the child study team)
- No formal ESL program (Spanish teacher filling in and overwhelmed/slammed)
- The language and educational level of ESL students and number of students is disproportionate
- Communication is open and has improved between teachers and parents
- Provide more extracurricular activities for students and families
- Students have become sheltered...do more to integrate Mine Hill and Dover students

Former Students

- Provide mental issue support for depression, anxiety and other emotional challenges
- Be there and be supportive by creating safe spaces to talk

Parents

- Support teachers and PTA
- Close separation between the community and the district
- Increase teamwork between the town, the Board of Education and Administration
- Share new initiatives with parents whose children no longer attend the school
- More use of Swift-Link
- Create a newsletter
- Create more outreach programs (e.g. – open house for the community)

Board of Education

- Educate parents about assisting students at home
- Use school facilities for parents in addition to students
- Remove assumptions about what people know or like
- Open the school for adult education and community learners (e.g. – English as a second language, tax preparation, etc.)

- Full-day preschool for consistency, learning, growth and preparation for Kindergarten
- Open the school for things other than just school to build community, share interests and connect socially

Community

- Provide healthy eating in school
- Continue anti-drug programs and exposure to things that provide a positive influence
- Maintain the position that just because certain drugs are legal they aren't good for you
- Provide health screenings to ensure people's needs are met
- Connect families with resources identified through interaction with the student
- Recognize emotional needs and provide support without putting the spotlight on family members

4. What are the critical issues the district needs to face over the next 3-5 years? What changes would you like to see in our school/district?

Current Students (grades 4 – 6)

- Attitudes of students (kids not paying attention in class or need help)
- Teachers should approach students to help
- Teachers should talk to parents more and focus on what students are doing at home
- More gym equipment
- Group students so that work can get done (reduce disruptive and unproductive interactions)
- Less assumptions from teachers about productive work partners
- Communicate more about before and after school programs (they do not work with each other and blame each other)
- Phones and tablets get broken and people get blamed
- More emails sharing afterschool information
- Discipline at home
- Lunch detention (allow people the opportunity to talk and apologize)
- Limit the use of head phones (not used for true purposes)
- Should not be a lunch detention (excludes them)
- Tell students to put away things that don't belong instead of taking them

- Provide a chance for students to listen to music and work (if they are unproductive they lose the privilege)
- Increase of disrespect (students to teachers or substitutes)
- Talk to aides about being kind and the right attitude toward students with follow-up from the Principal
- Practice handwriting
- Stay at 6th grade, do not add 7th and 8th grade
- More work/homework done on the computer
- Be more respectful of aides
- Add 7th and 8th grade
- Add penmanship class
- Use Google Classroom and place copies of work to be printed out in the online classroom
- No judgment by teachers of students who do not complete work due to outside activities
- Create an afterschool program to do homework and have access to computers
- Have teachers plan tests for different days
- Some teachers are too difficult
- Building will be complete...no middle school needed
- Help students to transition
- Money trying to get a middle school is being wasted...use it for special education
- Train staff to handle behavioral issues
- Provide exposure for younger, less experienced teachers

Teachers and Administrative Staff

- Bigger ESL and BSI programs
- Revamp Project READ for Kindergarten, 1st and 2nd grade to be more appropriate and attainable
- Be consistent in following discipline policy
- Positively address school culture and climate by addressing how things are run...other offices have a say in the classroom that are not educators
- Money is driving decisions
- Buying "stuff" isn't always beneficial...sometimes it is about show only
- How do I work with students who have specific challenges? (e.g. – no access to technology at home)
- Process for ordering has changed...whose job should it be to find quotes, etc.?
- Have department heads to handle issues/concerns
- Have options and choices for students that are age appropriate
- I would like more direct communication between administration and teachers, not through other offices or the Board

- Bathrooms need to be redone
- All rooms that are used should be ventilated
- Improve BSI
- Continued teamwork between the Board and teachers
- Possibility of housing development...choice population stability
- Let 7th and 8th grade expansion go...use the lawyer fees for aides instead
- Create a working relationship with Dover
- Address shared services...takes months to have students classified
- Increase teacher support by having our own child study team
- Appreciated new furniture but student and teacher support should be the priority
- Teacher voice should have been considered concerning practicality and ability to use furniture (increases connection and teamwork)
- Add full-time positions
- Be mindful of growth and increasing classroom sizes
- Choice School Program...meet the needs of the population
- The impact of cutbacks (e.g. – aides)
- Aides are needed for younger classrooms
- Different levels of students requires support
- Tap into parents as a resource...parent volunteers could assist
- Consistency of expectations in the classroom is important
- I fear losing who we are as a district by not allowing class parties and cupcakes
- Combine BSI and ESL position
- The size of our district creates a fear of being absorbed
- We need a locked door between the rotunda and the office for security
- We need blinds that are more secure in the classroom

Former Students

- Create opportunity for 6th graders in Mine Hill to meet 6th graders in Dover for team building
- Create opportunities for 6th graders to meet middle school students before going to the middle school to: 1) get to know each other, 2) meet new teachers, 3) learn what to expect in middle school and 4) meet leaders of clubs/activities and learn expectations (not just a tour of the school)
- Provide an orientation for transition

Parents

- Decrease in student ratio could impact state funding because Mine Hill is a smaller district

- Address language barriers by offering meeting for parents who speak other languages
- Create flyers in English and Spanish
- Strengthen security

Board of Education

- Opening up the school could lead to security concerns
- Maintenance of the facility and equipment is important
- Development of teachers to increase happiness and be competitive
- Always need more money...create income with programs
- Community members have concerns about tax increases – particularly those without children attending school
- Be consistent with record keeping, planning and procedure in order for plans to move forward

Community

- Resolve the issue with 7th and 8th grade one way or another
- Having 7th and 8th grade in the Mine Hill district will bring challenges with support and providing the type of offerings Dover currently has
- There are smaller K-6 and K-8 districts throughout the state that are being targeted for elimination (taking away state aid or outlawing districts in towns under 5,000)
- Need to galvanize thoughts and create plans for stability
- If the district is targeted for elimination, the community should have the ability to choose where students go
- Address overall safety of students
- Complete air conditioning throughout the entire school

5. What else would you like the district to know as we plan together for the future?

Current Students (grades 4 – 6)

- Look on the computer history (some students not using the computer appropriately)
- More people helping (respected)
- Create a specific place for students to stay inside before school for bad or cold weather
- Have lunch outside more
- Allow students to choose colors for concerts (not just black and white)
- Encourage people to wash their hands after using the restroom

- Have other teachers helping outside
- Put walls in between bathroom urinals

Teachers and Administrative Staff

- Teachers should have input in decision-making with the PTA for assemblies (e.g. – topics and scheduling)
- Activities should align with policies (e.g. – nutrition program and food at school picnic)
- There should be consistency of answers from hierarchy and flow of information (business administrator vs. administrators) (e.g. – staffing decisions)
- Should be positive and friendly interaction and agreed upon policies for business and education
- Build rapport...changes in the way things are done has been different, but not in a positive way
- Clubs have been taken away and the money used for other things (e.g. – bonus for merit pay and not the benefit of students and their accomplishments)
- Provide in-school professional development
- Provide aides in Kindergarten who can perform the job duties and accept teacher input...prioritize bodies over things
- Increase pay to aides
- We appreciate the hands off approach without risk of punishment
- We are supported and can try new things
- There have been many changes...I feel as though I am constantly catching up...programs are good...need implementation/evaluation time
- Nepotism policy needed from the Board down to teachers
- Our district is a good place – looking to what is next (a desire to be better is healthy)
- Enhance communication
- Include all teachers when asking for input
- There is a level of over-communication with parents and a lack of responsibility at the parent level...should be a two-way partnership to educate
- Create time to plan and evaluate
- Attendance policy is not consistently enforced
- There is a need for teacher equality (teachers work hard yet bonuses go to administration...can't do anything about it because it is unionized and it negatively impacts morale)
- Overall, a great school to work with...teachers help each other
- We hear “We can't afford this” yet administrators get bonuses...teachers feel undervalued

- We get raises yet make less because of healthcare contributions
- Contract split for healthcare cost...it is deflating that they won't budge on the language in contract negotiations
- I would appreciate increased appreciation (Board and Administration) because we do a lot with a small staff

Former Students

- 7th and 8th grade should not be added to the district because it will make transition from a small school straight to High School difficult
- Students need exposure to "step up their game"

Parents

- Be purposeful in keeping up with other school districts (educationally and cohesiveness between the town and the school)
- Increase recreational sports because choice students may not be able to participate in out of district activities
- Amp up LEAD (Law Enforcement Against Drugs)
- Increase opportunities for students to have someone to talk to for guidance and emotional needs

Board of Education

N/A

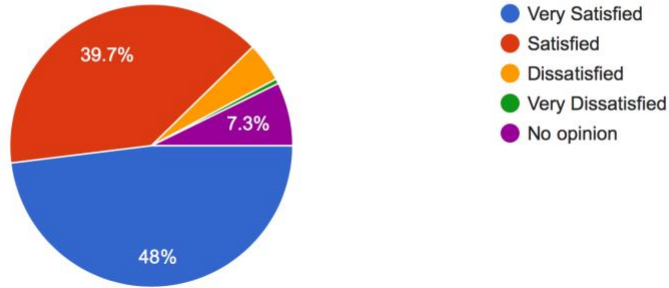
Community

- Share the history of Mine Hill with students
- Keep tax increases flat
- Identify new sources of funding and resources
- Make sure the state funding formula is being properly funded and distributed in an equitable manner

Appendix C – Community Survey Results

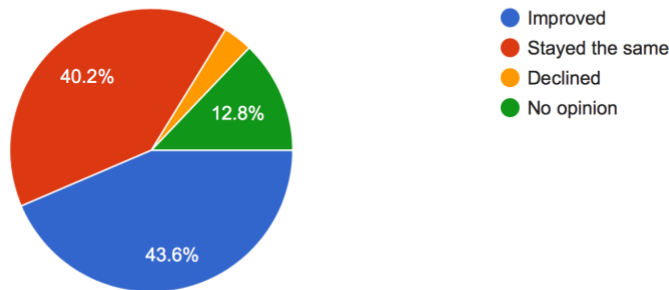
1. How satisfied are you with your experience in the Mine Hill School District?

179 responses



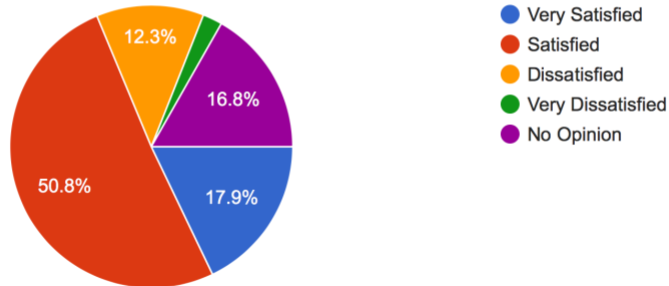
2. During the time you have been connected to Canfield Avenue School, do you think the quality of education has improved, stayed the same or declined?

179 responses



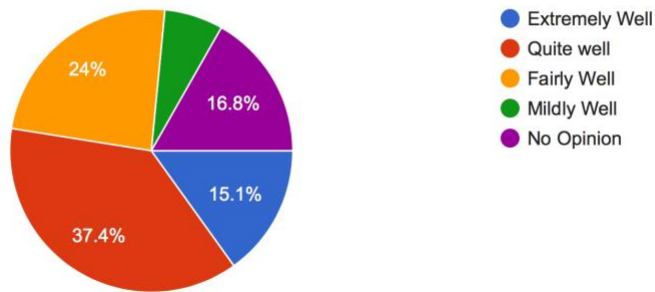
3. How satisfied are you with the variety of school-sponsored extracurricular activities at Canfield Avenue School?

179 responses



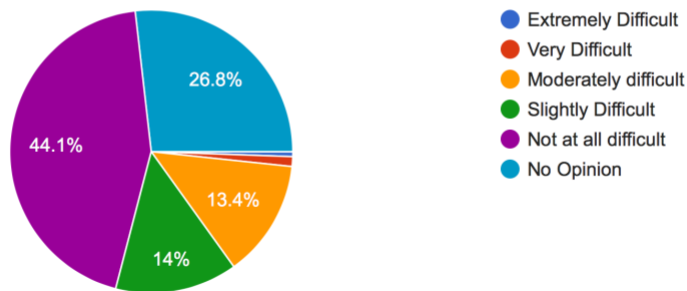
4. How well do the activities offered at Canfield Avenue School match the interests of students?

179 responses



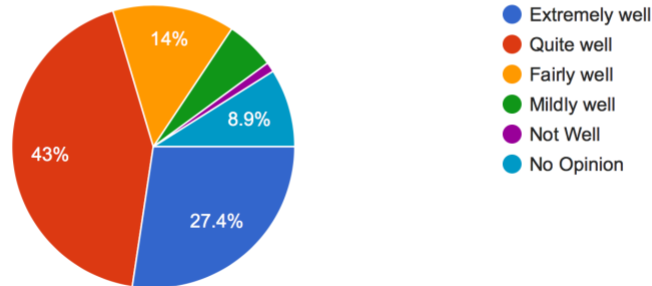
5. How difficult is it for students at Canfield Avenue School to balance extracurricular activities and academic responsibilities?

179 responses



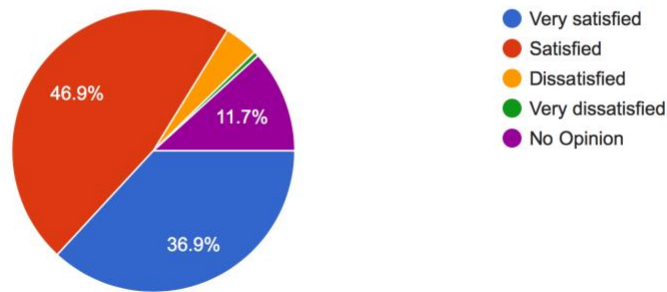
6. How well do you feel children at Canfield Avenue School are being prepared for the next academic year?

179 responses

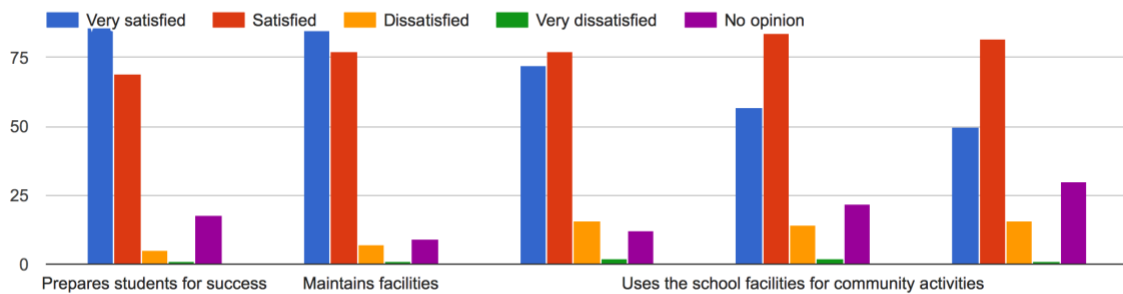


7. How satisfied are you with the technology provided to students at Canfield Avenue School?

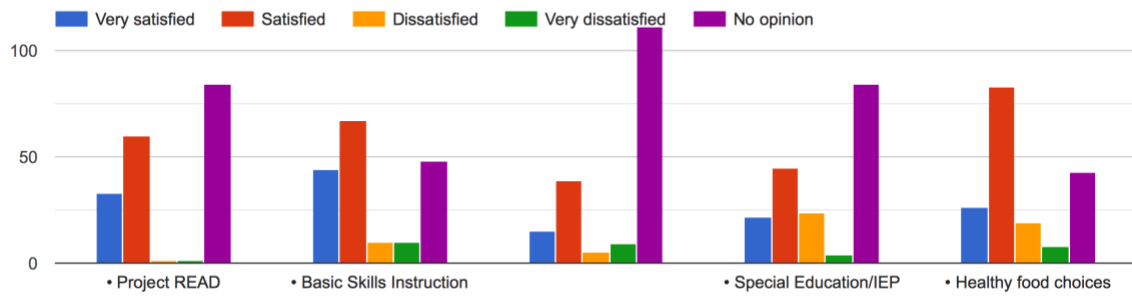
179 responses



8. How satisfied are you with how the Mine Hill School District:

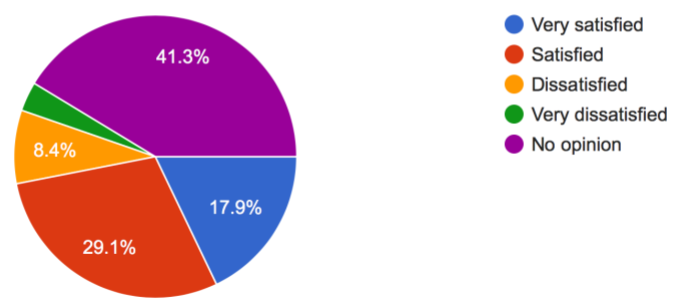


9. How satisfied are you with:



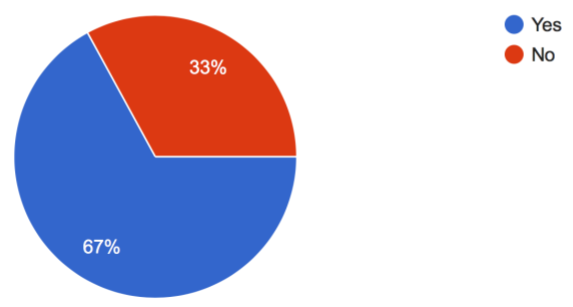
10. How satisfied are you with the transition and preparedness of students from Canfield Avenue School to the middle and high school level?

179 responses



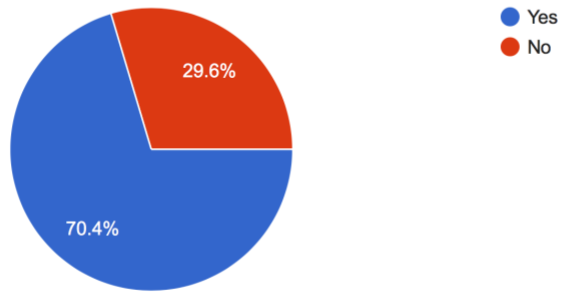
11. Would you like Canfield Avenue School to incorporate 7th and 8th grade?

179 responses



12. Would you like Canfield Avenue School to provide full-day preschool?

179 responses



13. Regarding student experience, what should the Mine Hill School District's key area of focus be in the next 3-5 years? Please rank the following list from 1-7. (1 = highest priority, 7 = lowest priority)

