

VISIONING AND STRATEGIC PLANNING

BELIEF STATEMENTS

- We believe all students deserve a quality education.
- We believe all students deserve a safe learning environment based on mutual respect.
- We believe Brown Deer is a community that embraces cultural diversity and values inclusion.
- We believe our students will experience a dynamic, challenging, and technology-infused curriculum, enhanced with the arts and extra-curricular activities.
- We believe collaboration among staff, students, parents and community will result in measurable student success.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
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- Partnerships with different grade levels working together – MS students work on projects with elementary students.
- Quality of Education
- Project Lead the Way (PLTW)
- Kids that have gone on to prominent universities
- Multicultural Arts Center (MAC) – sold out performances
- Fine Arts Programming
- Teachers committed to students
- Foundation of quality committed parents
- Creative and Innovative staff based on professional and personal interests.
- Course Selection at HS: Advanced Placement (AP) and Remedial
- Location to Milwaukee and rural areas.
- Small community allows everyone to know people and allows teachers to know students.
- Community partnerships: Lowes, YMCA, Badger Meter, Johnson Controls etc.
- Manageable Class Size
- Student diversity – melting pot
- Community diversity
- Choices of extra curricular activities
- Technology access
- PEP Grant – athletic equipment
- School student leadership teams

- Lack of different parents that are involved
- Lack of communication from HS administration to parents
- Discipline
- Lack of effective leadership
- Enforcement, following of discipline guidelines
- Lack of student engagement
- Aging facilities
- Perception that we are a “hood” school, ghetto (other students from other districts)
- Perception of lack of safety
- Divided community
- Standardized test scores
- Lack of connecting with birth to 3 parents
- Small size of village-impact to spending costs
- Community identity
- Diversity – negative perception
- Outdated text books (i.e. Social Studies, those outside Reading & Math)

- More course selections middle school.
- Extending technology use to students for bringing own laptops or devices
- Involving kids in the community through community service and internships.
- Mentoring
- Intergenerational
- Using community experts to share their craft.
- Reading Buddy program – seniors with kids.
- Expand shared collaboration with staff, aligning curriculum.
- Engage more parents – redefine involvement
- Further closing the achievement gap
- Interventions to better meet student needs, special needs.
- Teaching to student strengths (21st century learning)
- Allow community more access to facilities and revenue generation
- Developing a variety of instruction methods.
- Reduce property tax burden.

- Conflicting values of parenting; some have priorities for school, others do not
- Respecting others; lack of respect to self, authority, property
- Aging facilities threaten learning, changing BD perception, divided community
- Mobility of students in and out district
- Students – How do we compare?
- Impact of external perception of our diversity
- Understanding the needs of school without taking pot shots
- Negativity from newspaper*
- Negativity/complaints without solutions
- Economy
- Declining enrollment causing larger class sizes

Strengths

KEY of Repetitive Responses

Blue = Student Support/Resources
 Green = Financial
 Red = Fine Arts
 Orange = Extra Curricular
 Brown = Facilities/Campus
 Purple = Parents/Community
 Fuchsia = BD Staff
 Turquoise = Curriculum
 Navy Blue = Diversity
 Gray = Technology

Weaknesses

KEY of Repetitive Responses

Blue = Student Achievement
 Green = Financial
 Red = Discipline
 Orange = Negative Perception
 Brown = Facilities/Campus
 Purple = Parents
 Fuchsia = Staff
 Turquoise = Curriculum
 Navy Blue = Diversity
 Gray = Technology

Opportunities

KEY of Repetitive Responses

Blue = Student Support/Resources
 Green = Going Green
 Orange = Extra Curricular
 Brown = Facilities/Campus
 Purple = Community
 Navy = Parents
 Fuchsia = Staff/teaching methods
 Turquoise = Curriculum
 Gray = Technology

Threats

KEY of Repetitive Responses

Blue = Student Migration
 Green = Financial/“Going Green”
 Red = Fine Arts
 Orange = Negative Press
 Brown = Facilities/Campus
 Purple = Parents/Community
 Fuchsia = Teaching Methods
 Turquoise = Diversity
 Gray = Technology

Group 2

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Diversity in student population and support of school. • Leadership in district; caring and dedicated superintendent. • Highly qualified teachers and caring teachers. • One campus. • Recent renovations: MAC and Science Labs • Extra curricular programs: Amt and Type • Partnerships with businesses. • Number and variety of course offerings outside of core. • Technology improvements: SMART Boards, more computers • An effective facilities manager • An exceptional Director of Finance who communicates well with community. • Competitive, popular athletic program. • MAC has helped develop Fine Arts Programs • Highly qualified principals and staff, guidance counselors. • PTO at Dean and MS very strong • STEP program • Positive Coordination between district and village • High School Pool – not every district has one. • Transparent budget development process. • Community engagement is very strong. • Website communicates well to parents, community and Highlights newsletter. • 4K program • Internship programs for high schools students • Encouraging staff development. • School Liaison Officer • Bus Transportation • Community Scholarship Program 	<ul style="list-style-type: none"> • Stagnant and declining enrollment • Effects of early release days on students and families • Achievement gap • Dwindling gifted and talented programs • Deteriorating facilities – the Dean Question? • Lack of dedicated librarians in each school • Negative perception of schools in community. • High level of taxes • More online learning • Effects of financial mismanagement of recent past. • Dwindling parent involvement – no HS PTO • Too much consolidating of programs like summer school • One foreign language • Low WKCE/ACT test score results • Lack of Dean Road sidewalk • Lack of secure entrance to HS • Traditional calendar 	<ul style="list-style-type: none"> • Partnerships with community to build on with YMCA etc. • Lowe's grant for Dean School garden. • Grants: local, state, national • Increased Parental Involvement • STEP program • Cooperative relationships with neighboring School Districts. • Relationship with CESA 1 regarding transformation of education. • Encouraging staff development • Space on Campus to expand. • Exposing students to wide variety of career paths, • Using District facilities for community programs: Rec Dept. • Scholarship Programs for higher education • Website for district and other communications • Untapped Technology: Video conferencing and learning • Student Internships 	<ul style="list-style-type: none"> • Parents who choose to send students to other schools (private, parochial, open enrollment) • Deteriorating facilities* • Modular classroom lease expires in 2013 • Negative perception of school district and community as portrayed in the media* • Skyrocketing costs of compensation and benefits • Loss of future funding for school liaison officers • Cost and logistics of keeping up with technology

Group 3

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Reasonable class size • Exploration classes at MS • MS-HS Tech Ed national certification • Nationally board certified teachers • Identifying and serving students at each end of spectrum • Updated educational technology • High Interest Day and Fun Fair • Students have ability to work and study with many different types of people. • One campus. • Outside grants • Dedicated teachers and administrators • Size allows for students to try many activities. • MAC • Science Labs • Forensics at MS • DECA and ABS • SMART team • PLTW – nationally certified • Dean and HS garden • Small school size – HS • Full offering of fine arts at elementary level. • We are persons and not a name • Athletic Program • Band and Orchestra • Expanding theater program • Strong willingness to come together • Volunteerism, STEP • Mentors from Trinity Community Church • Wide variety of AP classes • Safety • Senior students get a huge amount of scholarship money 	<ul style="list-style-type: none"> • Test performances of students • Physical age of facilities • Temporary classrooms • Public Relations – information communications • Transiency • Are we using parents to the best degree to increase communication? • Teacher communication with parents needs to be more immediate. • Need to teach financial literacy – not enough opportunity to learn this. • Lack of respect on the part of parents • Lack of school spirit. • Some faculty disengagement towards students needs – accountability –not showing up for student appointments. • Inappropriate faculty conversations with students. • Truancy – Is the system efficient as it needs to be? Do we need to figure something else out.? • The working relationship between the school board and teachers union. • Lack of staff training for violence prevention. • Village and School District need to find a way to explain taxing structure. (individual assessments vs. everyone covering) • Small size – cost per student could be excessive, limits opportunities • Needy non-residents that use up resources (professional babysitting) • Lack communication – board needs to do a better job of getting out student information about behavior, special education, cost-benefit analysis. • Lack of student respect for others and their property. 	<ul style="list-style-type: none"> • Change perception of our schools. • Size allows us to focus on students. • Educate public about safety. • Better PR • Expansion on world language. • Incorporation of technology to a deeper level. • Skyward greater usage. • More co-op with other districts. • Dissemination of information to public • Older students can help younger easily. • District could have better looking facilities. • Building for elementary education • Integrate community more into school. • Make school center of community – part of everyday life. • Permanently fixed pool. • Greater enhancement of outdoor campus. • Enhancing football field and sound system. 	<ul style="list-style-type: none"> • Challenge of being a first ring suburb • Published police contacts in paper* • Organized (vocal) negativity* • Financial capacity • Perception that Brown Deer is a dangerous community • 20% student population is non-resident • Mandated services • Federal and State funding is down • Drug usage is up in schools with the drug use we read about in the paper at other schools • With the possibility of violence/weapons going up, staff needs to be trained

Group 4

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> ● Inclusivity to Diversity of school community. ● Investments in facilities. ● One campus district ● Economic Diversity ● K4 Program ● Committed teachers ● Vast array of Technology ● Commitment to Arts. ● Safe Schools. ● Community to Schools events. ● Parents have opportunities to have a voice. ● HS students tutoring at Dean ● Teacher Mentorship Program ● Strong IMC's in all three schools. ● Student Leadership Team ● Connects & Website ● Strong Guidance ● Family Literacy Program ● Strong P.T.O. at Dean and MS. ● STEM: PLTW and Gateway ● Communication school to family ● Lighthouse Project ● Community members serve on all board committees ● Sports Programs ● Stakeholder Collaboration ● Good cadre of committed community members. ● AP courses ● Student attendance at Board Meetings ● Practical coursework ● HS Internships ● Partnership with Park and Rec ● Y daycare on campus ● Scholarships ● EEN Support Services ● Peer Tutoring ● Scantron ● Data driven decision making ● SMART Team ● STEP Program ● Accessibility of Administration ● Business Partnerships ● DECA and ABS ● PEP Grant ● MS Writing Comp. Winners ● Environmental Education ● Green and Healthy School Initiative 	<ul style="list-style-type: none"> ● Time clock mentality based on teacher contract ● Lack of staffing resources for curriculum development ● Lack of encouragement for curricular development ● Inflexible letter grading system ● Hungry kids ● Below average test scores in Math and Reading ● Mentoring of younger teachers – missing best practices ● Too much emphasis on summative assessment ● Students not being challenged ● Too difficult to remove a tenured teacher. ● Too much detail in CONNECTS – cumbersome ● Unreliable grades don't reflect student progress – compliance grades ● Fear of being labeled a racist. ● Lack of diversity among staff. ● Aged facilities ● Dysfunctional custodial team ● Lack of support from home ● Lack of responsiveness to parent requests ● Lack of home practice ● Lack of appropriate homework ● Weak culture of learning ● Failure to tap into student strengths. 	<ul style="list-style-type: none"> ● Improving standardized test scores. ● Improving Community Perceptions of School. ● Communications: internal and external ● Commitment to 21st Century Learning ● Magnet School ● Increase integration of technology in curriculum ● Build a culture of learning. ● Include parents ● Student responsibility for learning. ● Enhance green space on campus. ● Improve facilities and connectedness. ● Building Community Support ● Curriculum improvement: across schools, interdisciplinary, individualized. ● Social Media ● Improve students' communication and social skills. ● Improve work ethic ● Increase extra curriculars at MS and Dean: Destination Imagination ● Green and healthy schools initiative. 	<ul style="list-style-type: none"> ● Perception of over-taxing ● Too much credibility given to CRG* ● Flat enrollment; aging community ● Lack of confidence in passing a referendum for building improvement ● High mobility* ● Achievement gap ● Failure to engage minority community ● Concern that compensating employees is at risk; administrative roll-over ● Under-achievement of capable African-American students

Group 5

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Diversity: Community and students • Teaching staff is dedicated, caring and knowledgeable. • Tight-knit community. • K4 Program • Size of District is manageable. • Single Campus: physical improvements, athletics, upkeep to grounds, HS renovations. • Million dollars in scholarships • High participation rates in extra curriculars • Number of extra curriculars offered. • MAC • Core parents group who are involved. • Fun Fair 	<ul style="list-style-type: none"> • Facilities – age and space • Accountability for administrators regarding test scores and objectives to improve. Who holds them accountable and what is the measure of that? Same rules apply to staff and students. • Money we pay substitute teachers • Half day work day – Early release days – communication to parents about that. • Communication within district with alumni and out of district with ESL families or non English speaking parents. • Test scores WKCE and ACT • Perception that test scores are lower • Achievement gap could turn into opportunity • Parent apathy- involvement and engagement • Expectation of involvement post graduation • Expectation of status quo • Financial 	<ul style="list-style-type: none"> • Facilities • Involving more parents and community • PEP Grant • Lowe's Grant • Academic Improvement – students taking ACT • IEP students at MS • Communications within district and community • Sharing ideas and successes. • Mentoring teachers • Tell the positive stories – Media • Science Dept at HS – upgrade MS science dept. • Energy built from renovations • Look at Open Enrollment value: are they driving test scores down, do we send more money on improving them. • Market ourselves to outbound students – exit interviews. • Alumni – bring them back to tell their story • Share best practices with other districts. • Kids Hope • STEP program – tap senior expertise • Kiwanis • Middle School – match Dean Program in teaching to where students are for math. Use STEP program or NHS students to tutor. • Best Buddies • Spanish Class – move away from computer. 	<ul style="list-style-type: none"> • Continued insistent negative vocal/written attacks* • Poverty • High taxes • Family demographics • Lack of education • Language barriers • Cultural barriers • Does board unanimously have best interest of students in mind • Recognition for all levels of achievement; the whole bell curve • Extended school year opportunities • Don't take advantage of diversity; how are we using it • Lack of diversity training for staff • Perception of "ghetto" district; teach self-respect • Hiring practices • Include interested parents in process of hiring • Positions are filled last minute (including subs) • Market to BD community for hiring • Morale of staff is questionable; are they inspired? • Hold staff accountable for creating a positive environment

Group 6

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Focus on student achievement at the Administrative Level • Reading Program begins at elementary programs • PLTW – engineering • Theater and physical education expansion • STEP program • Diversity of student body. • Diversity of Village • Smaller District • Willingness to change • Focus on Healthy Living and whole wellness • Broad Curriculum for size. • Broad extra curriculars for size • Opportunity for students to be in a variety of activities. • Elementary school younger staff in terms of tenure more open to change. • Staff – overall range of age and experience • Campus – single location • Geographic location: close proximity to metro Milwaukee • Cultural opportunities, business partnerships • Caring and Committed district team. 	<ul style="list-style-type: none"> • Small leadership staff • Staff not willing to change • Low number of guidance staff • Large class sizes • Learning outside of classroom • Number of foreign language choices • Technology • Support of students with more challenging family dynamics. • Community in transition • Infrastructure – aging buildings • High taxes for residents • Test scores on state wide tests. • Varying community sentiment • Lack of communication in explaining test scores • Marketing of school district • Bitter financial history • Low diversity of staff. • Hiring and tenure practices. 	<ul style="list-style-type: none"> • Ability and willingness to change due to the size of our community. • More children involved in student activities • Openness to change • Increase diversity of staff • Partnership with others. • Ecological Campus: Path and stream • Communicate Strengths • Work to create and model an inclusive environment. • Get it right – everyone – students and staff engaged in learning. • Expand Theatre to Middle and Elementary schools 	<ul style="list-style-type: none"> • Funding; tax levy • Community in transition • Continuing PEP after expiration of grant • Community values education • Test scores • All surrounding communities are richer • Bitter history; financial • Top notch staff • Learning impacted by large classes

Group 7

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • Diversity among students and the community population • Dedicated Staff • RTI • No Feeder Schools • Inclusion for special education • District Size • Access to teachers and administration • Class Size • Variety of class offerings • Elementary PTO • STEP Program • Kids Hope • HS Mentors • Collaboration with community businesses. • Professional learning communities, building leadership team • Campus layout • MAC and Science labs – new facilities • PLTW – DECA • Falcon Express • Sports offerings and booster club • Dedicated support staff • Amount of facility use by community in evening. • New Teacher mentoring program • District is attractive to others. 	<ul style="list-style-type: none"> • Lack of HS volunteers • Elementary facilities • No room for growth – space, elementary • CRP consistently • Staff not representative of student diversity • Differentiation to meet needs of students • Kids in the middle academically don't get enough attention • Kids in gifted high and low don't get enough attention. • Less parent involvement as students age • Lose kids before they hit 5th grade – starter community • Strategically/effectively use gym spaces • Shrinking budget • Facility needs with small tax base • Achievement gap and lack of AYP for special ed. • Students understanding of WKCE importance • Meaningfulness of instruction to their life. • Lack of individual student advocates • Credit requirements rigid in structure – adaptation of schedule to credit requirements. • Senior year is a joke academically. • Summer credit lab is not effective. 	<ul style="list-style-type: none"> • Technology • RTI and PBIS layers of intervention (academic and behavioral) • Strategic Planning • Differentiation of lessons and instruction • Community outreach • Engaging students in the learning process • More collaborative union • Closing the achievement gap • Re-examine school day calendar • Creating positive community with students in the classroom. • Involvement in district level committees – new members • Expanding extracurricular activities specifically in lower levels (k-8) • Breakfast – elementary level. 	<ul style="list-style-type: none"> • Negativity, bullying by adults in regards to the district • Negative media/PR* • Students' needs require more administrative oversight (especially at Dean) • Class disruption from students with more intense needs • Continuing increase of SP Ed students affect on the budget • Students don't understand what education contributes to their future • Social media (Facebook, cell phones) • Student bullying • Tardiness/truancy/absences • Managing community groups and expectations • Leases soon to expire on modular units at Dean • Parent apathy (academically)

Student Leadership Team

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> • HIP – Fine Arts • Own place to shine • Clubs and activities • Block schedules • Half Days • Technology • Safe place to be who you are • Fun fair – multiage • Teacher's support • Lunch choices • Resources for projects 	<ul style="list-style-type: none"> • Test scores (State) • Grades (weekly grade checks, more) • Consistency • Boring teachers • Supporting failing students • More intervention • Time • Now allowing students after school • Not using IMC after school • Flexibility with grading unsuccessful assessment • Re-teaching skills • Communication • Rules • Study Hall Commons • More student engagement 	<ul style="list-style-type: none"> • SLT • PEP Grant • New Activities • PLTW • SMART Team (MSOE) • Business Students • Community Service • DECA/FBLA • Solo Ensemble • Field Trip • College Trips 	<ul style="list-style-type: none"> • Unmotivated students • Kids who don't care about Education • Negative image • Kids not participating in activities

Education in 2020

Group 1

- Classroom furniture will be different.
- Technology more prevalent.
- Year round school.
- Campus Trail
- Schedule flexibility
- Project based learning
- Teachers will have different schedules.
- School will be centerpiece of community.
- Student assessments will be proficient based concept mastery.
- Concern for social aspect that tech can cause.
- Community service learning required.
- Higher Education partnerships.
- Not by age groups.

Group 2

- More collaborative learning within and with other districts including online, MATC and area businesses.
- Schools may need to address academic issues as well as social, behavioral, medical and moral development with parents and community resources.
- Outsource special services.
- Trend towards "green" energy efficiency affects decision making.
- New or major renovations of buildings – consolidation.
- Technology – increasing dependence.
- Continued challenge to fund our schools.
- Increased course offerings – more specialized.

Group 3

- Increased technology services hosted off site: skyward, email, content of curriculum
- Still have physical plant but set-up will be different for collaboration.
- Integration of off-site sources that will be integral to education: required internship and social services.
- More global participation.
- More individualized teaching and learning.
- Maybe coming back to having to teach face to face interactions (boomerang effect).
- Individual codes for tracking, safety, timeliness.
- Continued need to place emphasis on phy-ed.
- Need to become bilingual.
- Outsourcing for some educational needs.

Group 4

- Student led, teacher facilitating project based learning, greater fluidity.
- Birth to 3?
- No textbooks.
- Curriculum integration.
- Personalized learning.
- Student data funding for educational changes
- Learning paths, concern about segregating skill levels
- Wrap around scheduling
- No letter grades
- Modular based education
- Not a strict lunch time
- District consolidation
- Portfolios
- Traditional classes and traditional grades ?
- Personal electronics in classroom for education.
- Info past classroom walls.
- Virtual field trips
- Engaged partnering.
- "Off-screen" time for learning.

Group 5

- Virtual classrooms more prevalent.
- Computer based learning.
- Textbooks obsolete.
- Multi lingual or technology based translations
- School Choice.
- School districts become facilitators of education.
- Ala Carte education.
- Funding for education will have to change.
- Could become more competitive.
- Students and parents will have to be more responsible for their education.
- Common core standards will be more important.
- Achievement based grading system.
- Poverty will play a more important role in education. Families can't afford the technology.
- Additional need for paraprofessionals for IEP's.

Group 6

- Technology greatly used in the classrooms
- Buildings will be upgrade or replaced.
- More emphasis on physical well being and healthy foods.
- Individualized learning (flexible)
- Grading students
- Project based learning is highly used.
- More online and hybrid classes.
- More community learning.
- Continued push for secondary education.
- Students will need to compete globally not just regionally.
- Campus Ecology will be utilized.

Group 7

- Online text books
- "kindle" like technology
- Each student using an Ipad type technology
- Push back into arts/socially geared curriculum
- More collaborative learning and student centered instruction.
- Consolidation of some districts.
- Changes in schedules and school calendars.
- Closer connections with students and post High School life (businesses, college, work et)
- Rid of desks.
- Multiage classrooms. Differentiation & fluctuating ability groups.
- Still a need for a physical school building.
- More community partnerships with childcare (YMCA, Boys & Girls Club etc)
- Need for power to support technology (electricity, etc.)

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Competition

Group 2

Why Home School?

- High expectations. They feel they can do better than traditional schools.
- Ability to meet GT needs.
- Complete control over education.
- **Special needs students get attention they need.**
- Prefer private school but funding is an issue. Public school doesn't meet their requirements.
- **Moral and religious groups don't feel public schools meet their needs.**
- Life skills building movement. (farming, sustainable living)
- **Fear of exposure to diversity, negative social issues and drugs.**
- **Specialized education (music, theatre, literacy etc.)**
- Resources available to assist online virtual learning – social support networks.
- **Perceptions of our District drive people to look elsewhere for education options.**

Group 3

Why Choose Parochial or Private Schools?

- Parents choose for religious reasons.
- **Smaller class size.**
- Parents are alumni and its tradition.
- Private recruit for HS sports.
- **Advertise in the media.**
- Give scholarship money – use endowments.
- Better facilities
- **Family feel volunteering required.**
- **Perception of safety.**
- **Parents are given the idea that education is better.**
- **Advertise their history**
- Being told students will be better prepared for post secondary education.
- **Uniforms – school identity.**
- Nice Buildings
- They brand – have a mission and stay focused.
- **Unique offerings.**
- **Flexibility of programs.**
- Status
- School Foundation

Which of these can we do?

- **Advertise**
- **Work towards requiring parent volunteering.**
- **Advertise history of the district – 1st district to be fully integrated.**
- **Uniforms**
- **Brand – Mission – Stay focused.**
- **Start an educational foundation that is unique to Brown Deer needs and strengths.**

Group 4

Charter Schools

They offer:

- **Smaller class Size**
- Specialization
- Greater responsiveness
- **Greater parental commitment**
- Exclusivity
- Exemption from testing
- **Greater Flexibility**
- Emphasis on innovation
- Differentiated teaching approaches
- **Greater Teacher to student ratio**
- Greater control over curriculum
- Greater personal relationships
- An alternative to public education
- Greater Branding – uniforms to image
- **Advertising is targeted at parents**
- Location

Why Virtual Schools?

- No Open enrollment seats.
- **Flexibility, personalized level of curriculum**
- **Schedule flexibility calendar and time of day.**
- Pacing
- Collaborative Learning
- **More course offerings**
- Availability – they give you a computer
- Financial incentives given to families
- **Perception of Safety**
- Growing number of kids that do not want traditional setting. Students that do not fit in.
- Previous bad experience.
- **Marketing push.**
- Engagement
- Comfort
- Targets both gifted and struggling students.
- Faster graduation time
- **Good for families that move frequently.**

Group 6

Why do students leave Brown Deer for other public schools?

- **Specialized programs such as ACT, College Bound – Rufus King, Language Emersion**
- Perception of value – competitive in school and college prep
- **Bigger schools means more clubs and opportunities**
- **Athletics**
- Perception that they will have a higher chance to get into college and be successful
- **Family Tradition**
- Perception
- Racism
- **Parent job location**
- Social issues at school – fit in better at other areas
- Exclusivity
- Transit families
- **AP classes**
- More peaceful environment
- Quickly changing demographics in Brown Deer.

Group 7

Why Drop Out?

- Huge lack of meaningfulness
- Lack of students' success in formative years
- Teacher proficiency
- Relationship management – Student – Teacher
- Need advisories and student advocates.
- Help students effectively deal with bullying.
- Overwhelming feeling academically
- Short Term thinking
- Relevant curriculum
- Work experience – alternative opportunities for credit outside of classroom

Competition
<u>KEY of Repetitive Responses</u>
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Purple = Community
Navy = Parents
Fuchsia = Staff/teaching methods
Turquoise = Curriculum
Gray = Technology
Olive = Negative Perception

<u>External Analysis</u>	
<u>Technology - Groups 1 and 2</u>	
<p>Positives:</p> <ul style="list-style-type: none"> • Ease of analyzing student data • Allows for formative assessment • Opportunity for collaborative learning – distance, real time • Allows for consolidated, cooperative course offerings • Email provides recorded history, accountability, may provide more communication, kids may open up via email with things they won't say face to face • Enables parents to receive information regarding student results fast • Increased facility security • Online learning to expand course offerings • Should allow for flexible class scheduling • Tech to provide cost savings, efficiency • Automated phone notices save money and improve speed of notices • Online high school transcripts save postage and staff resources • Ease of providing engagement • Diverse learning methods • Diverse tool – power points, spreadsheets, websites • Different ways to demonstrate learning • Resource of knowledge • New developments • Ease of access • Building tech provides energy and cost savings • Allows teaching of current events • Helps teachers stay up to date • Video conferencing opportunities • Flexibility of delivering education • Enable personalized education 	<p>Negatives:</p> <ul style="list-style-type: none"> • Social media use by students inappropriately; causes discipline issues • Student not knowing how to use tech for learning • Staff less familiar with tech than students • Cost • Speed; it outdates • Difficulty in proving DPI mandated data • Lessening of interpersonal communications • Challenge of educating students in the proper use of tech – text language, which mode of communication • BD is not teaching email etiquette • Online predators • Increased tech use requires more tech support • Current facilities are not structured for current tech needs. • Tech as a crutch – curriculum and school philosophy should drive tech. • Dependency on tech - if tech outage occurs it brings a halt requiring backup and contingency planning • Investment to expand online learning • Do not currently have IS curriculum • Lack of knowledge of tech advancements • Speed of obsolescence • Providing tech to families without tech • Mistakes are recorded forever

<u>Perceptions, Legacy of Racism, MPS, Demographics, Changing BD – Group 3</u>	
<p>Positives:</p> <ul style="list-style-type: none"> • We can choose to overcome the legacy of racism and adapt to changes. • Our position gives us the opportunity to grow and develop into a healthier, diverse village and school district. • Opportunity to advertise neighborhood events going on • Possibility of having an actual community center • Many village residents have been here more than 20 years. • Teachers and coaches actively address issues with our kids. • Teach kids to be ambassadors – dress up. • Opportunity to be ahead of the curve • We can be educational leaders. • We can be the model of how things work well. • Opportunity for BD administrators to educate administrators in other districts. • Community where many can be comfortable • We can lead as a community. • Need to obtain and strengthen the distinct identity of Brown Deer (branding). • Older adults have a big value that they can bring to the schools – tutoring, base wisdom, historical perspectives. 	<p>Negatives:</p> <ul style="list-style-type: none"> • Sometimes long term residents are unable to move forward in a changing village. • Haven't had our recent (10 yr) grads advertise what BD has done for them. • Need more diversity in administration, teachers. • Perception is that we are MPS. • Some parents are trying to illegally enroll MPS students in BD. • Other schools are ignorant about our kids. • Known as a "ghetto school" • Perception is that the more diverse a community, the more crime and problems you have. • Other communities don't have opportunities to interact with our kind of widespread diversity. • Haven't taken it to the next level of why we want to live and go to school in this diverse community • Some BD students leave for other districts.

Test Standards – Group 4	
Positives: <ul style="list-style-type: none"> • WKCE – gives lots of student data; a growth model will be better for BD; based on new common core standards; has helped us look critically at our special ed students; helps drive/reassess curriculum/standards • Global competition – look past our district; pushing reform; think “out of the box” 	Negatives: <ul style="list-style-type: none"> • Accuracy • Accountability/consequences • Over reliance?/importance • Lack of globalization of standards

Mandates – Group 4	
Positives: <ul style="list-style-type: none"> • IDEA – Special Ed Act and RTI – new requirements • WKCE – lots of student data; future growth model will be better for BD • Hours spent in school – good that kids are in school • Safety and Security – good if presented properly • WI has adopted the <u>National Common Core Standards</u>. • Must have certified librarian for the district • PE mandate – great for kids' health • Mentoring program for new teachers 	Negatives: <ul style="list-style-type: none"> • IDEA implementation – training and resources; time and staff • Current WKCE is too broad/not growth oriented • K4 funding is being halted • Charter school certification – by local school boards; cherry picking of students • Students in school 180 days/hours – complacency? • Security – cost versus perception; burden of training • 1 certified librarian per district • Reduction in curriculum standards (global competition) leading to uneven playing field between countries • PE – <u>X</u> minutes/year/student – external vs. internal time; measurement inflexible • Districting – reduces creativity between districts; economies of scale • Mentoring Program for new teachers – funding and costs; time and resources • Medication Distribution/Regulation – training resources and costs • North Shore Fire Department – over regulation reduces creative environment • Health (food), waste

Funding and the Economy – Group 6	
Positives: <ul style="list-style-type: none"> • State has a strong commitment for funding education. • Increase in adults going back to school (secondary education) to increase their skill sets • State government (WI) is doing much better than many others • Everything is cheaper, especially for stable buyers – leads to leverage buying power 	Negatives: <ul style="list-style-type: none"> • Unpredictable at the margins • Budgeting is difficult in unpredictable financial years – Is the organization an efficient size for proper spending? • Don't have the flexibility to spend what we have the way that we need to • We can always use more funding. • Funding for building repair, security, etc. is needed • In a market restricted to high health care costs (SE WI) • Staff paid on same scale regardless of performance • Pay structures are very rigid. • Funding should be focused on areas of need – moving towards this to being a reality. • State is in big financial trouble. • Harder for people to pay their property taxes – more than 1/3 on fixed incomes • Hard economic times lead to students being underfed, supported, etc.; can lead to increased mobility of students • Unemployment, transitioning economy, loss of lifetime employment • Affordability of secondary education

How Does Poverty Impact BD – Group 2 and 7

Positives:

- Compassion
- Diversity & experiences
- Exposure
- Differentiate instruction
- More money for lunch
- Opportunity to break poverty cycle with strong education
- Different ways to deliver services to families
- Teachable opportunity for health/nutrition
- Promoting BadgerCare and community and health department
- Engagement with social service agencies
- Bussing is helpful.
- Parents of students in poverty could be very influential in the schools in a positive way.
- Be proactive about providing services
- Welcome and accept families in poverty and be public about extending help
- Model work ethic
- Eliminate poverty stereotypes
- "Need based aide"
- Need outreach
- Ask delicate questions to help people
- Separate person from the situation
- Great teaching opportunities
- "Never let a good crisis go to waste".
- Find specific needs, don't generalize.
- We are the agent of change

Negatives:

- Lack of experiences
- Lack of teacher preparation
- Lack of resources – Maslow's hierarchy of needs: food, clothing, bullying/belonging
- Lack of parent support
- Threat of homelessness
- Nutritional situation – breakfast program, nutritional, afternoon snack, healthy lunch
- Behavior based on lack of needs
- Increased poverty and foreclosures affects the tax base
- Transient/disruption and sense of belonging
- Less healthcare
- Field trip participation
- Extra-curricular activities are difficult – prevents students from being part of school community
- Lack of honesty due to embarrassment/pride
- Lack of participation on PTO, etc. due to prioritization forces lack of parent involvement
- Foster children's needs must be met.
- Passing referendums, planning long term leads to financial concerns
- How do we provide services and expand what we offer when families are concerned about money and can't afford tax increase, etc.?