2011

Yellow Springs Exempted School District - Class of 2020 Initiative
Strategic Plan
A Message from the School Board

The wellbeing of Yellow Springs is integrally related to the health and vitality of our public schools. Because of their importance to our children, families, and village as a whole, it is essential that we ensure the schools' continued success. Right now, our schools are facing extraordinary educational and economic challenges that, if not addressed, will become magnified and could jeopardize the schools and community. For this reason, the school board and leadership determined it was critical to engage the school and community in a strategic planning process. The result is the “2020 Plan”– a program that lays out six core priorities for sustaining a vibrant Yellow Springs school system.

Central to the 2020 Plan is the understanding that we must: 1) transform our approach to teaching and learning so current and future students will be ready for the continually changing demands of the future; 2) achieve financial security in order to weather economic crises like we are facing now.

Building upon the excellent work of past and current teachers, the plan incorporates other best practices in K-12 education. Furthermore, the program strongly emphasizes, prioritizes and promotes our culture of collaboration, professional development, community engagement, and fundraising—all crucial to our future. Ultimately, this plan is a guide for creating an environment that helps all of our students become successful learners and responsible citizens.

The board has charged the school leadership and every one of our hard working teachers and staff members to forge the plan into a practical operational structure with sustainable operating expenses and a realistic timeline for implementation over the next few years. Any startup costs will be financed largely through fundraising, while other associated expenses will be covered by our annual budget. The board will do all we can to ensure the plan’s successful implementation.

We are thankful for the hundreds upon hundreds of villagers who made valuable contributions to the development of the 2020 plan, and especially to the Steering Committee for their tireless commitment to the process. This is truly the community’s program for the future of our public schools, and we are honored to adopt it!

Sincerely, The Yellow Springs Board of Education

Sean Creighton
Sylvia Ellison (term begins 01/01/12)
Richard Lapedes (term ends 12/31/11)
Benji Maruyama
Aida Merhemic
Angela Wright
A Message from the Superintendent of Schools

A key ingredient in any great organization’s success is its ability to dream big dreams and set a clear vision for its future. Our community has courageously begun walking this challenging journey together. Along with students, teachers, staff members, parents and community, our school board has led a thoughtful process that resulted in the 2020 Plan: a clear set of six strategic priorities and associated goals for the future of our beloved schools.

It is hard to conceive of another time in our lives when the need for a compelling vision and action plan for our children’s future was more needed. With the greatest economic crisis since the Depression casting a dark cloud over school districts and vast changes in how schools look and function, it is essential now more than ever, to create a proactive plan that once again widely recognizes Yellow Springs Schools as one of the most progressive and innovative school districts in the nation.

The 2020 Plan boldly sets the course for significant positive change in our schools. At the heart of 2020 is a strong focus on the central purpose of our schools: student learning for positive global change. By redesigning our pedagogical approach from a predominantly traditional model to one focused on inquiry/problem-based learning, student directed & experiential learning, real-world problem solving, and arts/curriculum integration; Yellow Springs will become the preeminent district in preparing students to be active leaders and contributors in making our complex, diverse, and constantly evolving world a better place for future generations.

The development of the 2020 Plan has been a collective effort involving rich dialogue and synthesis by our community. We are grateful for the efforts made by the 2020 steering committee, the board of education, our teachers & students, staff members, the Center for Urban & Public Affairs, and the many parents and community members who actively participated in the process.

It will be thrilling to see this plan unfold over the next several years and exciting to work side by side with members of our school community in bringing life to our shared vision.

Let’s start the journey!

Mario Basora
Superintendent, Yellow Springs Schools
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EXECUTIVE SUMMARY

Class of 2020 Initiative
A Strategic Plan for the Yellow Springs School District

The Yellow Springs School District constitutes one of the community’s most vital assets. Without our excellent schools, Yellow Springs would not be the place that it is.

Yellow Springs Schools are consistently ranked “Excellent” or “Excellent with Distinction” by the State Of Ohio Board of Education. Our students are talented, motivated, and successful. Yet Yellow Springs Schools face a number of challenges. The challenges include:

- Redesigning what we teach and how we teach to better prepare our students for the world they will enter;
- Aligning our financial resources to match our educational ambitions;
- Recruiting, retaining, and developing the best faculty; and
- Making sure the schools continue to be central to the life of the community and continue to be worthy of support by community residents and businesses.

Yellow Springs has been a center of educational innovation for over 150 years, and we can proudly call ourselves the "Education Village."

How Did We Create the Strategic Plan?
From challenges come opportunities to refashion our schools in profound ways. The Yellow Springs School Board and administration have approached the challenges and opportunities carefully and inclusively.

- First, we encouraged expansive thinking about the future of Yellow Springs Schools (hereafter referred to as YSS), including a commissioned report from the KnowledgeWorks Foundation and subsequently an education speaker and film series for the community.
- Second, we created a Steering Committee composed of teachers, parents, community members, school administrators, and board members.
- Third, we engaged teachers, students, parents, and community members in creative, innovative, and courageous thinking about what should be expected from our schools and our students.
- Fourth, we sent a survey to every household in the Village of Yellow Springs and to the middle and high schools.
- And, finally, we held a public forum to identify actions that could be taken to improve learning and our programs, staffing, and finances.
What Can We Do to Secure Our Future as a Creative and Innovative School District?

The plan has clear priorities and goals. The plan also includes suggested strategies to achieve the goals. School administrators, teachers, and students will further develop the plan by identifying specific initiatives, individuals responsible for them, and timelines to aid in carrying them out.

Implementation of the plan will begin in late 2011. Like all plans that are based on today's facts and knowledge, the 2020 Plan will be revised and amended from time to time. Evaluation of our initiatives will be key to making progress and deciding what to revise in the Plan.

The Class of 2020 Initiative will reinvent the Yellow Springs Schools to meet the needs of current and future students. The plan's priorities and goals will guide the reinvention rather than provide a blueprint for change. Therefore, evaluation is critical to making progress. These are our priorities and goals.

Priority 1: Make Sure Our Students Succeed

YSS will 1) raise the academic achievement of all students to ensure graduation from high school and success in careers or post-secondary education; 2) prepare students for their civic responsibilities to community and society; and 3) develop self-directed learners who will succeed in a competitive and global world.

Goals:
1.1 Plan and implement enhanced learning interventions.
1.2 Foster the knowledge, skills, and virtues necessary to become active citizens.
1.3 Engage parents in the educational development of their children.
1.4 Narrow the achievement gap.
1.5 Support and challenge top students.
1.6 Support and challenge special needs students.
1.7 Prepare all students for post-high school education.
1.8 Prepare all students to be competitive in the workplace after high school and/or after college.
1.9 Foster the development of the whole student through expanded health and wellness opportunities.
Priority 2: Create an Innovative Teaching and Learning Model

YSS will strengthen the curriculum, increase student choice, develop creative programs, and increase opportunities for experiential learning.

**Goals:**
2.1 Design the common core curriculum for the 21st century.
2.2 Identify and integrate skills for the 21st century (e.g. be adaptable, solve problems, think critically, and value diversity).
2.3 Expand project and inquiry based instruction.
2.4 Research and adopt technology to facilitate the delivery of curriculum and support student success.
2.5 Open opportunities to nontraditional learning options.
2.6 Assess the effectiveness of the curriculum.

Priority 3: Develop High Performing and Diverse Faculty, Staff, and Administrators

YSS will retain, recruit, develop, and recognize diverse faculty, staff, and administrators. In an ever-changing world, the YSS workforce values intellectual curiosity and imaginative approaches to learning.

**Goals:**
3.1 Develop a positive, collaborative, and innovative workplace culture.
3.2 Recruit and retain the best faculty, staff, and administrators.
3.3 Link evaluation of performance to the mission of YSS and critical objectives such as skills development, student learning outcomes, and innovation.
3.4 Recognize creativity and extraordinary performance.
3.5 Become a demonstration center for teacher training and novel educational approaches.

Priority 4: Fund the Future

YSS will continue to be fiscally responsible by diversifying funding sources to achieve long term sustainability and to support and fulfill the District’s mission and strategic objectives.

**Goals:**
4.1 Maintain a balanced budget.
4.2 Build cash reserves.
4.3 Enhance current revenue streams.
4.4 Develop new funding sources.
4.5 Create a communication plan for the larger community.
4.6 Advocate for increased state and local support for public education.
Priority 5: Ensure a Functional and Supportive Learning Infrastructure
YSS will develop and support a physical and technological environment that aligns with the curriculum, school and community values, and ideas of expansive learning.

Goals:
5.1 Create a physical environment to support the YSS vision, mission, and values.
5.2 Implement a comprehensive program to reduce, reuse, and recycle as many resources as possible.
5.3 Introduce alternative energy and conservation measures to reduce the YSS carbon footprint.

Priority 6: Explore New Structures for the Educational System
YSS will explore different ways of structuring the education system in light of changing economic and demographic trends.

Goals:
6.1 Research alternatives to the YSS institutional structure.
6.2 Evaluate the cost to benefit of various alternative institutional structures.

Details of what Strategies have been suggested for achieving Priorities and Goals and how the Outcomes of the Strategies will be evaluated are found in Section 4 of this report.

How Will We Follow Through On Our Plan?
Implementing and sustaining the progress made are challenges that can be met through four approaches: leadership; resources; communication; and shared accountability.
Leadership
The Yellow Springs Exempted School District Superintendent and his/her Implementation Team will:

- Assign individuals to be responsible for specific Strategies and Actions in the Plan;
- Report to the YSS Board of Education quarterly;
- Provide an annual written report that summarizes progress on the overall plan during the past year and expected progress that will be made in the next year.

Individuals assigned to Strategy and Action Teams will also provide leadership to the Plan. Many of these individuals will be on the frontlines of implementing change and are critical to monitoring progress and the effectiveness of the changes on student success, instructional environment, and other priorities.

Finally, the Board of Education must ask the tough questions about progress and effectiveness of strategies and set deadlines for achieving goals and objectives. Board members also will decide about when it is appropriate to revise the Plan.

Resources
To succeed in implementing the Class of 2020 Strategic Plan, resources will be required for investing in people, programs, and projects. The Board of Education will take responsibility for raising implementation funds from private sources. These funds will supplement funding provided by the school district.

Communication
Vital to successful communication is dialogue among Plan and strategy leadership and between Plan implementers and the Board, students, teachers, parents, and community. YSS must also tell its stories of student and teacher successes, personnel innovations, and the emerging YSS model of learning to a wider audience. In general, effective communication requires careful thought and inclusion. At a minimum, a communication's plan should:

- Inform all stakeholders about the Plan and the Plan's Priorities, Goals, and Objectives.
- Inform stakeholders about progress being made and when Goals have been reached. This communication should also recognize individuals who made significant contributions to the Plan.
- Utilize the District's newsletter and website to provide updates, especially telling stories of successes.
- Encourage teachers and administrators to share the Plan and progress being made at regional and national conferences.
- Design the message according to the audience, the purpose of the communication, and the communication medium.
Shared Accountability
While it is the responsibility of the Superintendent, Strategy Teams, and School Board to give life to the Strategic Plan, their efforts need support from teachers, parents, students, and community members.
SECTION 1

Introduction: A Strategic Plan for the Yellow Springs School District
The Yellow Springs School District constitutes one of the community’s most vital assets. The schools have contributed in many ways to the quality of life of the Village of Yellow Springs and the surrounding area. Indeed, our schools are consistently ranked “Excellent” or “Excellent with Distinction” by the State of Ohio Board of Education. In turn, our schools are fortunate to have this community’s racial and economic diversity, its support of arts and sciences, and the global outlook and ethos of service of its citizens.

What does it mean to call ourselves the "Education Village"? How can we earn that nickname for the rest of the 21st century?

- Redesigning what and how we teach to better prepare our students for the world they will enter;
- Aligning our financial resources to match our educational ambitions;
- Recruiting, retaining, and developing the best faculty; and
- Making sure the schools continue to be an integral part of the community and continue to be worthy of support by community residents and businesses.

Our students are talented, motivated, and successful. Yet, the Yellow Springs Schools face a number of challenges. They include:

The people who live in the Yellow Springs School District are changing, as is the regional and global economy. The next section and Appendix 1 provide a summary of population and economic trends that affect the District in terms of enrollment and revenues for operating the schools. New demographic data from the 2010 U.S. Census will be released later this year that may cause the District to speed up or modify some of the Strategic Plan’s objectives and initiatives.

Schools are also affected by the growth of information technologies and how they are used to access people and information. New technologies may change how students learn, what, where, and when they learn. Technologies may change how students relate to their teachers and other students. Teachers too may want to utilize new technologies to improve communication with students and parents.

From challenges come opportunities to refashion our schools in profound ways. The Yellow Springs School Board and administration have approached the challenges and opportunities carefully and inclusively.

- First, we encouraged expansive thinking about the future of Yellow Springs Schools (hereafter referred to as YSS).
- Second, we created a Steering Committee composed of teachers, parents, community members, school administrators, and board members.
- Third, we engaged teachers, students, parents, and community members in creative, innovative, and courageous thinking about what should be expected from our schools and our students.
Fourth, we sent a survey to every household in the Village of Yellow Springs and to the middle and high schools. And finally, we held a public forum to identify actions that could be taken to improve learning and our programs, staffing, and finances.

Section 2 and Appendix 1 present community and school trends and data. These trends and data tell us about the changes the District has experienced over the last decade or more.

Section 3 and Appendix 2 provide details about the Steering Committee, engagement of the community in the Strategic Planning process, and results from expansive thinking meetings, discussion groups, a survey, and public forum.

The Strategic Plan for the Yellow Springs School District should be seen as a living document that will change as our view of learning and educating changes and as our students and community change. It is a guide rather than a blueprint. It is based on our understanding of the present and vision of the future. And finally, the Strategic Plan for the Yellow Springs School District is meant to be a catalyst for all toward collaboration and a call to focus our resources on the District's mission to ... help all of our students become successful learners and responsible citizens.

Section 4 identifies the Plan's priorities, goals, evaluation criteria, and suggested strategies. A revolution in educational thinking has been brewing both locally and beyond over the past decade. The revolution is economic, social, political, and
technological. These powerful forces are driving us to change and better serve student needs today and tomorrow. We believe that the six priorities listed in Section 4 will help us make that change.

Section 5 focuses on how the Plan will be implemented. Successful plans require translating goals and objectives into initiatives. School administrators, teachers, and students will further develop the plan by identifying tasks, responsibilities, and timelines. Successful plans also require leadership at all levels; resources to support people and initiatives; constant communications internally to the school district and externally to the community and state that provide the bulk of the District's revenues; and a sense of almost universal responsibility for achieving the Plan's goals. Like all plans that are based on today's facts and knowledge, the 2020 Plan will be revised and adjusted using evaluation tools to provide continuous feedback.

Work begins in Fall 2011.

**Yellow Springs Schools Guiding Principles—**

Yellow Springs Schools believe in providing a rigorous and relevant educational experience for all students. When students graduate, they will be ready for college, career, citizenship, and life. We will prepare them with necessary knowledge and skills to be adaptive and flexible in their personal and professional lives and to be civic-minded leaders of the future.
SECTION 2

Background Information: Yellow Springs School District
Yellow Springs School District (hereafter referred to as YSS or the District) student enrollment and operating revenues directly relate to demographic and economic changes taking place in the District. The Class of 2020 Initiative recognizes that students and the population of the District have changed over the last decade and will continue to change in the future. Continuing the District’s current standing as a school of Excellence with Distinction depends upon planning for change in the future and utilizing knowledge of the past and present to help make decisions about what and how to change. The following is a brief snapshot of how the Village of Yellow Springs and the District have been changing over the last decade or more. (Please see Appendix 1 for more data and detail.)

Who We Are and How We Have Been Changing

Yellow Springs is older and less wealthy than it was in 2000. From Figure 1 below, it can be seen that the population of the Village of Yellow Springs slowly and steadily fell by over 7 percent over the last decade. By age group, the population of individuals younger than 14 years old decreased by 26 percent while the population of individuals 65 years and older increased by almost 6 percent. There were also signs of new growth. The population of individuals from 20 to 24 years old and under 5 years old increased by 71 and 21 percent respectively.

![Figure 1: Population Trend: 1990-2010](image)

Source: U.S. Census Bureau, 1990, 2000, 2010

Today, there are 6 percent fewer families with children than there were in 2000 and the median income of those families fell by almost 10% over the decade (in constant dollars). Further, family incomes above $75,000 decreased significantly with the exception of families earning more than $200,000. In general, households with incomes below $25,000 (families are included within the household category) increased significantly and households earning above $75,000 decreased (except for those earning more than $200,000). Please see Figure 2 below for household income change over the last decade.

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1 Data for 2010 is limited to the general population. U.S. Census Bureau estimated demographic data for the decade using the American Community Survey. Income data was averaged over the 2005-09 period. Additional 2010 Census data will be released later this year.
Even though the number of families and school-age children in Yellow Springs decreased over the years, school enrollment increased. This anomaly can be explained by open enrollment. For example, 148 of the District's 727 students in 2010-11 resided in other school districts (Figure 3). Further, the racial diversity of YSS schools (white versus black and multi-racial) too increased from 30 percent in 2001-02 to 42% in 2010-11. Please see Appendix 1 for detailed graphs of demographic changes.
However, this decrease might be explained by a growing number of individuals who select two or more races beginning with the 2000 U.S. Census. For example, in FY 2001, blacks made up 15.1 percent of students in Yellow Springs schools but dropped to 12.6 percent by FY 2010, while the percentage of students that identified themselves as multi-racial increased from 8.9 percent in 2001 to 14.6 percent in 2010. Hispanic enrollment also has increased in recent years.

![Figure 4: School Enrollment by Race: FY 2000-2011](image)

Source: Ohio Department Education *The ODE did not provide data specific to race for the ’09-’10 school year (FY 2011).

Financially, revenues coming to the District lagged behind the costs of school operations and instruction four out of the last eleven years. Figure 7 below provides a line chart comparing revenues and expenditures by school year.

![Figure 5: School Enrollment by Race, FY 2001](image)

![Figure 6: School Enrollment by Race, FY 2010](image)

Source for Figures 5 and 6: Ohio Department Education (Annual Report Cards)
Property values affect property taxes that comprise the largest share of school revenues. Figure 8 below provides the trend in property taxes for the District. Adjusting taxes collected for inflation, property tax revenues increased by 37 percent in constant 2000 dollars.
SECTION 3

The Process to Create the Plan
Looking ahead ten years is not only forward thinking but also challenging. The process for developing the Class of 2020 Initiative Strategic Plan comprised seven steps or phases. A graphic of the seven phases is provided below. The first phase focused on thinking about education in new ways and accounting for technological, economic, and social trends. Phase 1 of the strategic planning process began in December 2010 by inviting KnowledgeWorks to meet with school personnel and the community to share their ideas and research on the educational needs of future generations and to listen to the views of school personnel and the community regarding the future of education in Yellow Springs. KnowledgeWorks presented their findings to the community in January through a report titled: "2020 Forecast: Creating the Future of Learning." A summary of the report is provided in Appendix 2.

Another strategy to engage the community in expansive thinking about the future of Yellow Springs School District (YSS) involved three films titled: No Textbook Answer: Communities Confront the Achievement Gap (February 26th); Where Do I Stand? (March 19th); and Two Million Minutes (March 26th). The film series was sponsored by the Morgan Fellows at Antioch College and were preceded by the video titled Changing Education Paradigms. The film screenings were also followed with discussions led by youth facilitators who had been trained to engage their community in a conversation about the future of Yellow Springs' schools.

The District also hosted a Guest Lecture Series beginning February 12th. Five guest speakers stimulated discussion around issues central to the Yellow Springs Schools such as testing, gaps in student achievement, and public versus private schooling. A brief synopsis is provided in Appendix 2.

Phases 2 through 5 were led by a Steering Committee composed of five constituencies. Wright State University’s Center for Urban and Public Affairs (CUPA) was selected to conduct small group discussions with teachers, parents, school administrators and staff, and students; survey the community; organize and facilitate a public forum; and assist the Steering Committee with the development of a draft strategic plan. The Class of 2020 Steering Committee and their constituencies included:

**Representing the Board of Education:**
Sean Creighton and Benji Maruyama

**Representing the Administration:**
Mario Basora and Dawn Weller

**Representing the Community:**
Mark Meister and Wally Sikes

**Representing the Teachers:**
Sarah Amin, Aurelia Blake, and Elizabeth Lutz

**Representing the Parents:**
Steven Conn, Lori Kuhn, and Sterling Wiggins
CUPA facilitated discussions with 19 parents (three separate meetings); 16 teachers (two meetings); 35 students (four meetings); 5 administration staff (one meeting); and three face-to-face interviews with Board of Education members. Facilitators gave more attention to the ideal classroom for learning when discussing the future of schools with students. Participants in general were asked:

*What is your vision of the ideal school? (For students it was ideal classroom)*
  e.g. classroom, learning materials, curriculum etc.
*What capacities should every student have when they leave YSS?*
*What support do you need as a Parent or Teacher or Administrator or Board Member?*
*As YSS move towards 2020, what values or commitments are most important?*

The following summarizes what we heard from the groups.

Vision for change…
- learning develops from curiosity threading throughout the community;
- learning grows best in mixed age groups and through projects that integrate different fields of knowledge; apply learning to real life; focus on problem solving and critical thinking and engage with community;
- learning is best facilitated by independent, committed, motivated, trained, and accountable teachers;
- learning thrives in a culture that promotes innovation, risk-taking, and caring.

The classroom should be…
- smaller in size (20 students);
- open environments that are functional, flexible, and include mobile learning arrangements;
- connected to resources.

Learning techniques should…
- employ technology that is up-to-date;
- employ technology that gives teachers and students greater access to information;
- serve the needs of students.

The role of the teacher should be to…
- foster student curiosity, entrepreneurship, resilience, and self-direction;
- understand and adapt to different learning styles;
- engage parents/guardians and community in the learning process;
- serve as facilitator, mentor, catalyst, problem solver, and content expert;
- utilize resources and engage in furthering their own educational development to enhance the level of learning for every child.
The role of parent/guardian should be to...
- become a partner with the teacher or teachers, including providing feedback on how well their child is learning;
- share a commitment to learning with their student;
- engage in school activities including tutoring and volunteering;
- instill values that foster learning, e.g. manners, respect for others, responsibility.

The role of the student should be to...
- embrace learning and curiosity;
- value teachers and learning;
- accept diversity;
- take personal responsibility for their learning...be self-directed.

The impact of a Yellow Springs Schools education...students will be
- capable of thinking critically, debating, and problem solving;
- aware of resources to continue the learning process;
- self-directed and ever curious;
- willing to accept responsibility for their future;
- resilient in the face of failure;
- civically responsible;
- driven to further their education and/or empowered to fulfill their personal life goals;
- respectful of others.

To be successful we must...
- accept and respect the roles of parents, teachers, and administration;
- limit classes to a manageable size;
- open schools to the community and the world;
- require accountability across the board;
- increase educational standards;
- develop alternatives to grades and current learning assessment;
- foster leadership on many levels;
- create new funding sources.

The values and commitments needed to guide future change include...
- recognizing the importance of others and their diversity;
- social justice;
- responsibility for one’s own learning and success;
- service to the community;
- the need for flexibility and adaptability;
- tenacity;
- the application of knowledge;
- appreciation for cross disciplinary education;
- the fundamental connections between individual, community, and world;
- the importance of forming partnerships to expand possibilities and capacity.

**Survey of the Yellow Springs School District**

Data from the discussion were used to construct question response categories that comprised a survey of the District's teachers, parents, students, administrators, Board members, and community. Teachers, administrators, and staff received an email asking them to complete the survey. Middle and High School students took a paper and pencil survey via a class. Parents and community members received a letter with an access code for completing the survey online.

The data below focuses on three questions that provided the information most important to developing the strategic plan. The questions asked included what "Yellow Springs Schools need to be more committed to…". This question provided insight into what standards, beliefs, or values should guide future initiatives in the district. The second question inquired about what changes the schools should pursue in the future. The last question asked about essential outcomes that should guide the development of the strategic plan.

CUPA surveyed five populations: community, parents, teachers, staff, and students. The term population means we did not sample the group; instead, we attempted to contact all individuals within each group. The table below shows how many from each group were surveyed and how many returned questionnaires.

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Community</th>
<th>Parents</th>
<th>Teachers</th>
<th>Staff/Admin</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population¹</td>
<td>1573²</td>
<td>503</td>
<td>49</td>
<td>40</td>
<td>UNK</td>
<td></td>
</tr>
<tr>
<td>Returned</td>
<td>144</td>
<td>74</td>
<td>22</td>
<td>8</td>
<td>218</td>
<td>446³</td>
</tr>
</tbody>
</table>

¹ Population is defined as all members of the group that could be identified using available databases. Surveying the population maximized the opportunity for individuals to participate in at least one part of the YSS strategic planning process.

² This number represents community addresses contacted excluding 77 businesses that were also sent surveys. We did not include business data in the results below.

³ Returned questionnaires totaled 446. Twenty individuals checked more than one category; for example, a respondent might have checked parent and community member. Therefore, the sum of the returns in population rows equal 466 rather than 446.

The three charts below present data combining all population groups.
As we look to the future, Yellow Springs Schools need to be committed to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring and retaining the best teachers</td>
<td>63.4%</td>
</tr>
<tr>
<td>Preparing students for future challenges that require critical and creative thinking</td>
<td>50.0%</td>
</tr>
<tr>
<td>Meeting the new needs of every type of learner</td>
<td>44.7%</td>
</tr>
<tr>
<td>Treating all people with dignity and respect</td>
<td>38.1%</td>
</tr>
<tr>
<td>Being flexible and open to change</td>
<td>37.9%</td>
</tr>
<tr>
<td>Developing new sources of funding for the schools</td>
<td>35.1%</td>
</tr>
<tr>
<td>Putting students first</td>
<td>30.8%</td>
</tr>
<tr>
<td>Setting high standards for all students</td>
<td>27.3%</td>
</tr>
<tr>
<td>Requiring students to solve real life complex problems</td>
<td>25.5%</td>
</tr>
<tr>
<td>Exposing students to global issues</td>
<td>25.3%</td>
</tr>
<tr>
<td>Learning as a life-long goal</td>
<td>22.5%</td>
</tr>
<tr>
<td>Adopting technology that will reduce education and administration costs</td>
<td>21.2%</td>
</tr>
<tr>
<td>Other</td>
<td>20.2%</td>
</tr>
<tr>
<td>Strengthening and developing leadership at all levels</td>
<td>18.4%</td>
</tr>
<tr>
<td>Introducing technology to facilitate and improve learning</td>
<td>17.4%</td>
</tr>
<tr>
<td>Linking parents and teachers to better support student learning</td>
<td>15.9%</td>
</tr>
</tbody>
</table>
Priorities that Yellow Springs Schools should focus on in the future:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>52.1%</td>
</tr>
<tr>
<td>Integrate arts and other subjects, like science and math</td>
<td>30.4%</td>
</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>27.2%</td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and accountability</td>
<td>25.4%</td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students gain from different subjects</td>
<td>25.1%</td>
</tr>
<tr>
<td>Develop honest and fair evaluation tools to assure learning goals have been achieved</td>
<td>21.7%</td>
</tr>
<tr>
<td>Begin with the best learning system then develop financial resources needed to achieve this priority</td>
<td>21.5%</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>16.0%</td>
</tr>
<tr>
<td>Improve Yellow Springs School District communications with parents and community</td>
<td>15.7%</td>
</tr>
<tr>
<td>Let new technologies provide a path for changing instructional methods</td>
<td>14.4%</td>
</tr>
<tr>
<td>Develop assessment tools to measure student success holistically</td>
<td>13.6%</td>
</tr>
<tr>
<td>Utilize technologies carefully to achieve education and operational priorities</td>
<td>12.0%</td>
</tr>
<tr>
<td>Emphasize science and mathematics over other subjects</td>
<td>11.8%</td>
</tr>
<tr>
<td>Focus on redesigning classrooms to improve learning</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
Student outcomes that should guide the development of the Yellow Springs School District:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Prepare students to be self-directed learners</td>
<td>55.1%</td>
</tr>
<tr>
<td>Prepare students for college</td>
<td>44.4%</td>
</tr>
<tr>
<td>Prepare students for whatever life may bring by developing skills such as problem solving and financial management</td>
<td>43.8%</td>
</tr>
<tr>
<td>Prepare students to be contributors to community and the larger society</td>
<td>38.3%</td>
</tr>
<tr>
<td>Prepare students to apply different fields of knowledge, such as science and art, to explore issues</td>
<td>30.7%</td>
</tr>
<tr>
<td>Prepare students to be accepting and understanding of other cultures</td>
<td>28.9%</td>
</tr>
<tr>
<td>Prepare students to work in teams with skills such as how to lead and follow</td>
<td>22.8%</td>
</tr>
<tr>
<td>Prepare students to be independent with entrepreneurial skills such as taking risks and resilience in the face of failures</td>
<td>22.3%</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>12.9%</td>
</tr>
</tbody>
</table>
Public Forum

On June 8th, community members were invited to a public forum at the Yellow Springs High School. The forum was designed to engage participants in identifying initiatives that would advance strategic plan priorities. The priorities came from small group discussions and the community survey. The priorities included:

- Support Quality Teachers to Enhance Learning
- Integrate of Arts with Other Subjects such as Math and Science
- Achieve Financial Security by Developing New Sources of Revenue
- Develop a New School Culture Based on Performance, Flexibility, and Accountability
- Redesign the Curriculum to Foster the Application of Knowledge

Thirty-one individuals participated, including twelve Steering Committee members. The discussion took place in café style, meaning participants moved from priority to priority. The following summarizes themes for each priority.

Support Quality Teachers to Enhance Learning
- Focus on recruitment and retention
- The Board needs to ensure professional development for teachers and create a support system
- Develop methods for fair and honest performance evaluations
- Set standards/expectations
- Introduce merit pay
- Foster an environment or culture of respect and continuous improvement
- Shared responsibility – “We” are teachers, administration, parents, and students
- Quality teachers need an environment that is flexible, fluid, and passionate about learning and trusting

Integrate Arts with Other Subjects such as Math and Science
- Project-based learning that is collaborative and interdisciplinary
- Teach how to integrate disciplines in teaching
- Follow a model or develop a district model
- Teach all subjects
- Art illustrates integration of disciplines
- Use community resources to implement
- Students work on service projects in the community
- To integrate disciplines requires support such as planning time, professional development, and resource sharing

Achieve Financial Security by Developing New Sources of Revenue
- Establish a development office
- Market/sell services and curriculum
- Catalog potential assets
- Seek additional grants, endowments, private foundation, and alumni giving opportunities
- Use available land for revenue/conservation/educational purposes, e.g., building greenhouses or green energy sources
- Augment summer school program and market to students outside the district
- Open enrollment/distance learning
- Use what district has currently wisely and more efficiently
- Establish exactly who stands to benefit? Proceed from that point forward

Develop a New School Culture Based on Performance, Flexibility, and Accountability
- Student agency
- Explore more flex credits
- Celebrate successes
- Relevance of education
- Transparent/trusting environment
- Social/emotional learning
- Expand/define expectations together

Redesign the Curriculum to Foster the Application of Knowledge
- Utilize community resources
- Life skills (including values)
- Problem solving (group)
- Define desired student outcomes; design curriculum to achieve this
SECTION 4

Strategic Plan Priorities
Priorities, Goals, Strategies, Outcomes, and Evaluation Tools

The order of Priorities, Goals, and Strategies do not indicate ranking or importance. For example, Priority 2 or 3 is not less important than Priority 1 or more important than Priorities 4, 5, and 6. It is important to remember that a strategic plan is meant to be dynamic. Goals and strategies will change as the school district learns and assesses results of initiatives designed to achieve priorities. Evaluating progress is essential to learning what works and what does not work.

How will achievement of the plan be determined?

YSS will monitor progress by applying and developing local standards and by comparing local learning with national and state data. Evaluation provides the evidence needed to respond to emerging needs and to adopt new training, techniques, and strategies that will enhance student achievement. YSS will make use of current indicators and develop new indicators as needed. The following is a partial list of indicators that will be used to monitor our progress.

- Standardized tests scores such as SAT
- Graduate rates
- Post-secondary education rates
- Percentage of YSS students requiring developmental education in college
- Participation rates in experiential learning and co-curricular activities
- Attendance
- Promotion
- Discipline data
- Parent/guardian involvement
- Satisfaction rates of teachers, students, and parents
- Teachers utilizing experiential and inquiry based learning in class
- Partnerships with other educational institutions and subject matter experts
- Demand for enrollment from students outside of the district
- Awards for excellence—schools, students, teachers, and professional staff
- Balanced budgets
- Dollars of private funding
- Energy efficiency of facilities and operations
**Priority 1: Make Sure Our Students Succeed**

YSS will 1) raise the academic achievement of all students to ensure graduation from high school and success in careers or post-secondary education; 2) prepare students for their civic responsibilities to community and society; and 3) develop self-directed learners that will succeed in a competitive and global world.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Suggested Strategy</th>
<th>Outcome</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| **1.1 Plan and implement enhanced learning interventions.** | a) Develop educational success plans for every student with specific annual academic growth objectives.  
b) Develop and implement accurate and timely indicators to enhance learning and target interventions.  
c) Create and adopt an instructional plan based on self-directed learning and a culture of rigorous standards. | • Vertically aligned curriculum and interventions.  
• Students reach learning goals set by the teacher and the student.  
• Minimum learning benchmarks set for assessing teaching and curriculum.  
• Teachers differentiate instruction based on assessment of student needs. | • Percentage of students reading at or above grade level.  
• Percentage of students reaching mathematics benchmarks.  
• All students leave YSS system with a post-secondary education plan to achieve their career goals.  
• Percentage of students who strongly agree: “YSS set high academic standards and expectations for me.” |
| **1.2 Foster the knowledge, skills, and virtues necessary to become active citizens.** | a) Create a "civic engagement" requirement for each grade in partnership with area experts.  
b) Develop a community co-curricular program to strength civic skills, including conflict mediation.  
c) Create a "community connection learning plan" that communicates learning opportunities from area conferences, performances, and events in the Dayton metro.  
d) Work with local business and community organizations to create student-learning opportunities; for example, Student Board Member, Internship, and Mentorship. | • Civic engagement fully integrated across grades and curriculum  
• Students demonstrate superior "skills for life."  
• Integration of schools, students and teachers in community.  
• Formal and up-to-date community event calendar.  
• Formal and effective internship/mentorship program. | • All grades offer civic engagement curriculum.  
• Percentage of teachers participated in at least one civic engagement experience  
• Range and number of community and business experts engaged with students and schools increased annually.  
• Percentage of students participating in internship/mentor program by the time they graduate. |
| 1.3 Engage parents in the educational development of their children. | a) Hold neighborhood events to engage parents in conversation on the importance of their involvement.  
   b) Design and produce a district-wide curriculum guide to help parents guide their students on course offerings and achievement standards.  
   c) Engage parents in discussions about self-directed learning and their child’s learning style.  
   d) Create individualized “parent participation” plans or contracts for each student.  
   e) Prioritize parent/student written requests for teachers to student assignment to teachers. | ● Parents/guardians understand school policies and curriculum.  
   ● Parents/guardians know how they can help their students succeed in school.  
   ● Teachers and parents work collaboratively to help students succeed. | ● Percentage of parents/guardians who participate in school events such as PTO, parent study groups, and school events.  
   ● Percentage of parents/guardians who participate in an individualized learning plan for their student.  
   ● Increase in parent/guardian satisfaction with schools and teachers.  
   ● Lower disciplinary and dropout rates.  
   ● Percentage of parents/guardians who strongly agree with the statement: “YSS provides me with the information and resources I need to support my student’s academic success.” And  
   ● Percentage of parents/guardians who strongly agree with the statement: “I have a meaningful relationship with my student’s teacher and school.” |
| 1.4 Narrow the achievement gap. | a) Develop a district-wide system for monitoring achievement gaps in all academic areas and levels.  
   b) Encourage faculty to use instructional techniques that serve individual learning styles.  
   c) Provide professional development to staff to help address achievement gaps related to diversity and inclusion.  
   d) Establish a K-12 Response to Intervention (RtI) system. | ● Learning assessment in place and relevant for all students.  
   ● RtI system effectively lowers the achievement gap.  
   ● Teacher training in place for research-proven interventions. | ● Achievement gap continues to decrease annually.  
   ● Percent of students meeting and exceed state and national standards in reading, mathematics, science, and social studies. |
| 1.5 Support and challenge top students. | a) Employ individual education plans to balance achievement and stretch student-learning objectives.  
   b) Provide professional development to faculty to help them support and challenge top students.  
c) Utilize external experts to maximize student learning potential.  
d) Create a menu of opportunities. | Top students from other districts enroll in YSS.  
   Students graduating from YSS receive national merit scholarships.  
   Students graduating from YSS attend top ranked universities and colleges. | Percentage of students graduating with honors.  
The percentage of students who take AP courses.  
Number of annual National Merit Scholars.  
Percentage of students who strongly agree: “YSS set high academic standards and expectations for me.”  
Percent of students across grades who participated in special problem solving projects that include external experts. |
| 1.6 Support and challenge special needs students. | a) Employ individual education plans to balance achievement and stretch student-learning objectives.  
b) Provide professional development to faculty to help teachers understand special needs students and learn how to support and challenge them.  
c) Utilize external experts to maximize student learning potential.  
d) Create a menu of opportunities.  
e) Teachers develop a pyramid of interventions; general, targeted, and intensive. | Special needs students narrow the achievement gap.  
All students meet or exceed high standards.  
Special needs students complete HS and graduate on time. | Percentage of special education students who strongly agree: “YSS set high academic standards and expectations for me.”  
Higher graduation and post-secondary rates for special education students. |
| 1.7 Prepare all students for post-high school education. | a) Investigate current strategies for advancing student learning such as Air Force Bright Horizons report, Wright Scholars program, and Connect a Million Minds.  
b) Prioritize Ohio curriculum that aligns with college-readiness.  
c) Integrate dual enrollment opportunities into core curriculum so all students earn college credit.  
d) Invite college faculty to middle and high school to speak about preparation for college. | A menu of internal and external activities that support learning enrichment and post-secondary education is utilized.  
All students complete a post-graduation career plan.  
Students complete ever-increasing credit hours of college curriculum while in HS.  
YSS curriculum is vertically articulated to prepare students for college curriculum. | Scores on college placement tests for our college bound students.  
Percentage of YSS graduates entering college completes a two or four year college degree.  
Percentage of YSS graduates earning a BA/BS in four year, five years, and six years.  
Percentage of YSS graduates requires developmental education decreases.  
Percentage of students
<table>
<thead>
<tr>
<th>1.8 Prepare all students to be competitive in the workplace after high school and/or after college.</th>
<th>e) Promote &quot;Welcome to College&quot; and &quot;SOCHE College Planning Zone&quot; and other college planning initiatives so parents are informed about college prep, fit and costs. f) Develop a student support program for college preparation: for example, YS Promise, Air Camp, Science Fair, and Academic Competitions.</th>
<th>who strongly agree with the statement: &quot;YSS prepared me for college level courses.&quot;</th>
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<tbody>
<tr>
<td>a) Establish markers for skills achievement beginning in grade school. b) Have school counselors develop career path with students who do not plan to attend college. c) Have school counselors form partnerships with area workforce development agencies to identify skill sets that are in demand occupations. d) Invite local businesses to the middle and high schools to speak about cognitive and non-cognitive skill sets (e.g. teamwork, interpersonal skills). e) Hold career exploration and preparation workshops starting in ninth grade. f) Develop a student support program for career preparation; for example, Air Camp and Science Fair.</td>
<td>A menu of internal and external activities that support learning enrichment and career education is utilized. All students complete a post-graduation career plan. Students complete increasing credit hours of career internships. Students graduate with fundamental knowledge and life skills.</td>
<td>Percentage of YSS graduates pursuing a career earns a technical certificate. Percentages of YSS graduates pursuing careers are employed within one year after graduation. Career students have continued to enhance their skills after 5 years. Percentage of students strongly agreeing with the statement: &quot;YSS prepared me for my career.&quot;</td>
</tr>
<tr>
<td>1.9 Foster the development of the whole student through expanded health and wellness opportunities.</td>
<td>a) Acquire grants to improve physical education spaces and provide new and modern equipment (pedometers, Wii, sports equipment). b) Actively engage with community members to provide more internships, mentoring, and volunteering opportunities for all students. c) Invite speakers for school assemblies to inspire students to pursue healthy lifestyles. d) Encourage class goals for each student to engage in daily physical activity, including during class time.</td>
<td>Renewed energy and focus on the health and wellness of every student while taking into account modern strategies. All students understand importance of healthy lifestyles and nutrition. Integration of interactive technology within P.E. classes, such as Wii Fit/Sport, HOP Sport, or dancing games. Each student takes 8,000-10,000 steps a day. Students choose healthy options and engage in</td>
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<tr>
<td>e) Work with school food provider to improve nutritional value of meal menus and vending machine choices.</td>
<td>physical activity in and out of school.</td>
<td></td>
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<tr>
<td>f) Encourage healthy snack choices for class or school celebrations (birthdays, holidays, etc).</td>
<td>Expanded and continuous growth of community-wide mentoring, internship, and volunteer activities.</td>
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<tr>
<td>g) Encourage school rewards other than food.</td>
<td>Improve nutritional value of school meals.</td>
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<tr>
<td></td>
<td>meeting class goals for daily physical activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutritional value of school meals.</td>
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</table>
**Priority 2: Create an Innovative Teaching and Learning Model**

YSS will strengthen the curriculum, increase student choice, develop creative programs, and increase opportunities for experiential learning.

<table>
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<tr>
<th>Goal</th>
<th>Suggested Strategy</th>
<th>Outcome</th>
<th>Evaluation</th>
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</table>
| **2.1 Design the common core curriculum for the 21st century.** | a) Develop curriculum maps for each core course to align purpose and content.  
b) Use BAT (best available technology) to facilitate learning.  
c) Utilize BAM (best available materials) to facilitate learning.  
d) Involve students, parents and experts to "white box" test the curriculum.  
d) Integrate maps, BAT and BAM across disciplines and grade levels to create an YSS STEAM (Science, technology, engineering, arts and mathematics) curriculum. | Curriculum maps clearly link together core concepts to content.  
State of the art technology and materials enhance classroom learning.  
Provide YSS a comprehensive STEAM learning environment. | Percentage of teachers who strongly agree that the curriculum is 1) supported effectively by technology; 2) vertically and horizontally aligned.  
Evidence of curriculum maps completed by spring of 2014. |
| **2.2 Identify and integrate skills for the 21st century (e.g. be adaptable, solve problems, think critically, and value diversity).** | a) Identify skills using educational research.  
b) Adapt skills for various grades and social and emotional development.  
c) Integrate into common core.  
c) Share case specific stories of success and continue to refine methods based on evaluation. | Schools adopt and integrate innovatively developed skill sets for the 21st century.  
Skills are an integral part of student assessment. | Evidence of skills integrated in student assessments.  
Skills undergo continuous assessment and redefining  
Dedicated professional development time spent on skills development. |
| **2.3 Expand project and inquiry based instruction.** | a) Review the District's past experience using project and inquiry based instruction as a first step towards expanding this method.  
b) Establish an outreach program to identify interested faculty and project and inquiry based opportunities.  
c) Share stories and benefits of project and inquiry based learning during in-service days.  
d) Faculty from all three schools will develop a plan to increase project/inquiry instruction. | A significant percentage of learning units are centered on project & inquiry based learning.  
Integrated/thematic learning units widespread throughout the district. | Percentage of faculty using inquiry/project based learning at least 75% of the time. |
| 2.4 Research and adopt technology to facilitate the delivery of curriculum and support student success. | a) Assess current technologies used by YSS and recommend future changes.  
  b) Conduct cost-effectiveness analysis of adopting technology to address YSS critical needs, including enable 12-month and distance learning (Goals 2.6). | • Technology assessment and integration plan in place.  
  • Technology plan and school budget are in alignment.  
  • Percentage of students, faculty, staff and administrators who strongly agree that they have the technological tools needed to perform their responsibilities outlined in the strategic plan. |
| --- | --- | --- |
| 2.5 Open opportunities for nontraditional learning. | a) Utilize partnerships with area organizations to assess and recommend adopting and or integrating nontraditional learning options such as:  
  - 12 month schooling  
  - Home schooling  
  - Distance Learning  
  - Dual Enrollment  
  - Cooperative education | • YSS fully explored nontraditional learning options.  
  • YSS made decisions based on the needs of students, fiscal sustainability, and learning outcomes.  
  • YSS implements innovative learning models.  
  • The number of students utilizing the established nontraditional learning options.  
  • Annual increase of YSS graduation rate (measured over 3 year time periods).  
  • Percentage of students who strongly agree: “YSS met my educational needs, and YSS increased my learning opportunities.” |
| 2.6 Assess the effectiveness of the curriculum. | a) Critically review current course assessment measures and tools.  
  b) Invite an area college to evaluate assessment tools.  
  c) Explore national and global effectiveness tools and measures.  
  d) Present, discuss, edit and adopt assessment measures and tools. | • YSS utilizes effective, regular formative and summative assessment measures.  
  • YSS utilizes peer schools for comparing performance indicators.  
  • YSS's assessment tools evaluated by area experts.  
  • Assessment findings are utilized to make change.  
  • YSS sets performance targets against peer schools.  
  • A dashboard is created and assessed for effectiveness. |
Priority 3: Develop High Performing and Diverse Faculty, Staff and Administrators

YSS will retain, recruit, develop and recognize diverse faculty, staff and administrators. In an ever-changing world, the YSS workforce values intellectual curiosity and imaginative approaches to learning.

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<tr>
<th>Goal</th>
<th>Suggested Strategy</th>
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</thead>
</table>
| **3.1 Develop a positive, collaborative and innovative school culture.** | a) Foster clear understanding of, commitment to, and diligent communication of vision, mission, priorities and goals.  
b) Encourage critical thinking skills to improve YSS capacity to innovate.  
c) Create opportunities educational partners, such as parents, community members, and business and civic leaders, to brainstorm issues of collaboration and school innovation. | YSS recognized as a school system leading educational change.  
Faculty, staff and administrations view each other as a part of one team.  
Faculty, staff, and administrators perceive YSS as collaborative and innovative.  
Formal and regular "innovation" and "collaboration" brainstorming sessions with YSS community and partners. | Percentage of annual District Survey participants showing favorable ratings. |
| **3.2 Recruit and retain the best faculty, staff and administrators.** | a) Explore and create recruitment plan and strategies based on service and educational values.  
b) Encourage and assist faculty, staff and administrators to obtain advanced credentials such as Master Teacher.  
c) Offer competitive wages and benefits. | Effective recruitment system.  
Use exit interview data to improve recruiting and retention initiatives.  
Career retention rate of excellent teachers, staff, and administrators is high.  
Wages and benefits are competitive with peer school districts. | Higher retention rate of teachers evaluated as excellent.  
Number of teachers making more than one year's growth with his or her students.  
Low employee turnover rates  
High demand for enrollment from students outside of YSS district. |
| **3.3 Link evaluation of performance to the mission of YSS and critical objectives such as skills development, student learning outcomes, and innovation.** | a) Research evidence of high performing personnel and develop an evaluation process (method and measurements) based on these criteria.  
b) Encourage and support varied professional development.  
c) Investigate appropriate compensation for meeting high performance standards. | Faculty, staff and administration believe the YSS fairly and effectively evaluate their performance.  
Teachers, administrators and professional staff utilize a "dashboard" comprised of real time indicators. | Changed evaluation tool that measures teacher development, student performance, and innovative efforts. |
| 3.4 Recognize creativity and extraordinary performance. | a) Develop and implement recognition and reward system.  
b) Develop and communicate plan for attaining recognition and/or reward. | • Recognition system in place and utilized with fidelity. | • Annual designation of outstanding faculty, staff and administrators.  
• Recognition and awards communicated in the schools and community. |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 3.5 Become a demonstration center for teacher training and novel educational approaches. | a) Research 21st century education curriculum models and pedagogy, e.g. constructivist learning and the Augsburg Public Achievement Model.  
b) Provide appropriate professional development and certification opportunities. | • YSS nationally recognized as a leader in education innovation and excellence. | • The number of teacher professional development workshops YSS offers to educators beyond the school district. |
**Priority 4: Fund the Future**

YSS will continue to be fiscally responsible by diversifying funding sources to achieve long-term sustainability and to support and fulfill the District’s vision, mission and strategic goals.

<table>
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<tr>
<th>Goal</th>
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<th>Outcome</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>4.1 Maintain a balanced budget.</strong></td>
<td>a) Prioritize investment in, and reduce or eliminate, programs and services in alignment with the objectives of the strategic plan. b) Continue to explore shared service delivery and create other partnerships that reduce expenditures and increased educational value.</td>
<td>● Balance budget annually. ● 85% maximum (salary and benefits) to revenue ratio. ● Reduction in expenditures.</td>
<td>● Monthly budget reports. ● Partnerships that reduce expenditures.</td>
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<td><strong>4.2 Build cash reserves.</strong></td>
<td>a) Develop policies or procedures for operating cash balance and the contingency fund. b) Preserve and grow the contingency reserve fund.</td>
<td>● Five years of end balances with positive net cash. ● Contingency reserve fund sustained and enhanced.</td>
<td>● Forecast indicates increase in net assets of TBD% per year. ● Contingency fund meets targets for % of annual budget or specific dollar amount.</td>
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<td><strong>4.3 Enhance current revenue streams.</strong></td>
<td>a) Review existing levies to devise a levy strategy that provides long-term security. b) Support efforts of school personnel seeking grant funding. c) Assess the cost-effectiveness of strategies to enhance enrollment. d) Research ways for improving investment yield.</td>
<td>● Levies replaced with appropriate millage. ● Successfully obtain grant funding throughout the academic school year.</td>
<td>● Revenues proportionately rise with student population.</td>
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<td><strong>4.4 Develop new funding sources.</strong></td>
<td>a) Raise private funds to support objectives in strategic plan. b) Develop comprehensive fundraising program to garner new funds, including mechanisms for managing and sustaining new revenues. c) Review capital assets holdings for possible ways to generate new revenues. d) Identify educational initiatives for generating new revenue.</td>
<td>● Funds raised sufficient to support the implementation of the strategic plan. ● Entrepreneurial venture launched and netting new income.</td>
<td>● Ratio of external funds to operational funds needed to implement strategic plan. ● Revenues earned on reserves and from new ventures.</td>
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<td><strong>4.5 Create a communication plan for the larger community.</strong></td>
<td>a) Seek support from area universities/colleges in developing the message that YSS provides a quality education and identifies specific markets to receive the message.</td>
<td>● Routine communication plan developed and implemented.</td>
<td>● Percentage of students, parents, faculty, staff and community members who strongly agree with</td>
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<tr>
<td>4.6 Advocate for increased state and local support for public education.</td>
<td>b) Identify low to no-cost medias that could be employed to send out the message to targeted markets.</td>
<td>the statement: &quot;We are fully informed about YSS learning innovations, student successes, special awards, and school events.&quot;</td>
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<td>a) Develop case statement detailing need for additional state funds and the impact on public education. b) Lobby legislators individually and collaboratively with other school districts for 1) increased state support; and 2) policy changes that provide more local control of operations. c) Work with Village Council or other local organizations on projects that are mutually beneficial, and bring new resources to the schools.</td>
<td>• Case statement exists for YSS and other public school districts. • Public schools receive increased funding from the state as state revenues increase. • Increased local revenues for YSS schools.</td>
<td>• State allocation increase above Implicit Price Deflator Index. • The number of local partnerships enhancing monetary and non-monetary support.</td>
<td></td>
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## Priority 5: Ensure a Functional and Supportive Learning Infrastructure

YSS will develop and support a physical and technological environment that aligns with the curriculum, school and community values, and expansive learning.

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</table>
| **5.1 Create a physical environment to support the YSS vision, mission, and values.** | a) Create a two phased plan consisting of one phase that makes the best use of current facilities and a second phase that establishes criteria and plans for the construction of new or retrofitted school buildings.  
   b) Maximize the flexibility of classroom spaces to accommodate various learning styles and teaching methods.  
   c) Ensure that students are provided basics such as desks, chairs and books.  
   d) Adopt policies and modify school facilities to provide greater access to community (inquiry-based learning and shared services). | ● Classroom spaces accommodate modern instructional pedagogy.  
   ● Facilities and policies support cost-saving strategies and academic mission. | ● Percentage of faculty and students who strongly agree with the statement: “Our classrooms support modern instructional pedagogy.” |
| **5.2 Implement a comprehensive program to reduce, reuse, and recycle as many resources as possible.** | a) Work with high school students to research and then propose strategies and targets for reducing, reusing, and recycling (RRR) waste from school operations.  
   b) Ask each school to set annual waste RRR targets in Fall and then measures progress at the end of the annual term. | ● YSS faculty and students practice conservation of resources daily.  
   ● Resources are more efficiently utilized. | ● Annual budget for resources/per student decreases incrementally annually. |
| **5.3 Introduce alternative energy and conservation measures to reduce the YSS carbon footprint.** | a) Involve students in defining the YSS carbon footprint and then proposing specific strategies to reduce energy utilization.  
   b) Involve administration in working with student representatives to determine the most cost-effective options for reducing energy use.  
   c) Have students and administrators present to the Board their recommendations. | ● YSS students and staff are well versed in ways to reduce our energy usage and carbon footprint.  
   ● YSS puts in place energy reduction and reduced carbon projects. | ● Adjusting for weather variation, annual budget outlay for energy decreases incrementally annually. |
**Priority 6: Explore New Structures for the Education System**

YSS will explore different ways of structuring the education system in light of changing economic and demographic trends.

<table>
<thead>
<tr>
<th>Goal What Is Expected</th>
<th>Suggested Strategy What Approaches We Will Consider Taking to Achieve Our Goals</th>
<th>Outcome What We Want to Achieve</th>
<th>Evaluation What We will Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Research alternatives to the YSS institutional structure.</strong></td>
<td>a) Identify alternative institutional structures and educational delivery systems; e.g. STEAM and STEM schools. b) Collect information and performance data on each alternative.</td>
<td>- Inventory educational alternatives that extend beyond curriculum and instruction. - Quantitative and qualitative evidence is collected and analyzed that informs making a determination.</td>
<td>- Completed inventory, analysis of data and findings.</td>
</tr>
<tr>
<td><strong>6.2 Evaluate the cost to benefit of various alternative institutional structures.</strong></td>
<td>a) Conduct cost to benefit analysis on alternatives that have been screened and found to be supportive of YSS values, mission and vision. b) Report findings to School Board.</td>
<td>- Periodic reports on structural and educational alternatives consistent with YSS values, vision, mission, and strategic goals.</td>
<td>- Cost effectiveness analysis of alternatives within a ten-year time frame.</td>
</tr>
</tbody>
</table>
SECTION 5

Strategic Plan Implementation
Achieving the mission of the Class of 2020 Initiative—Helping all of our students become successful learners and responsible citizens—will depend on our commitment to the vision and values that lay the foundation for the Strategic Plan. Students have a much better chance of success if our schools develop the spark of creativity that is within every individual. The sparks of creativity, if encouraged and supported, have the potential to produce innovation. In turn, our values—excellence, acceptance, global perspective, adaptability, and perseverance—provide the support system or culture needed to incubate innovation. The first step toward implementing the Plan's priorities, goals, objectives, and strategies is translating the Plan's high level expectations and ideas into initiatives that can be assigned to specific individuals, have a reasonably short timeline, and produce results that can be measured. The formation of Strategy and Action teams to identify the work that needs to be done to achieve each goal's objectives is crucial to the Plan's implementation.

Implementing and sustaining the progress made are challenges that can be met through four approaches: leadership; resources; communication; and shared accountability.

Leadership
The Yellow Springs Exempted School District Superintendent and his/her Implementation Team will assign individuals to be responsible for specific Strategies and Actions in the Plan. The Superintendent will report to the YSS Board of Education quarterly. The quarterly report will include progress on select strategies and recommendations to amend objectives and strategies. Once per year the superintendent will provide a written report that summarizes progress on the overall plan during the past year and expected progress that will be made in the next year. The annual report will be distributed to teachers, school personnel, parents, and the community.

Individuals assigned to Strategy and Action Teams also provide leadership to the Plan. Many of these individuals will be on the frontlines of implementing change and are
critical to monitoring progress and the effectiveness of the changes on student success, instructional environment, and other priorities. Further, these individuals are critical to keeping the plan's relevance, mission, vision, values, priorities, and goals in the forefront of day-to-day work.

Finally, the Board of Education must ask the tough questions about progress and effectiveness of strategies and set deadlines for achieving goals and objectives. Board members also will decide about when it is appropriate to revise the Plan.

Resources
To succeed in implementing the Class of 2020 Strategic Plan, resources will be required for investing in people, programs, and projects. The Board of Education will take responsibility for raising funds from private sources to meet in part the expenses of implementation.

Communication
Communication includes dialogue among Plan and strategy leadership and between Plan implementers and the Board, students, teachers, parents, and community. YSS must also tell its stories of student and teacher successes, personnel innovations, and the emerging YSS model of learning. In general, effective communication requires careful thought and inclusion. At a minimum, communication's plan should:

- Inform all stakeholders about the Plan and the Plan's Priorities, Goals, and Objectives.
- Inform stakeholders about progress being made and when Goals have been reached. This communication should also recognize individuals who made significant contributions to the Plan.
- Utilize the District's newsletter and website to provide updates, especially successes.
- Encourage teachers and administrators to share the Plan and progress being made at regional and national conferences.
- Design the message according to the audience, the purpose of the communication, and the communication medium.

Shared Accountability
While it is the responsibility of the Superintendent, Strategy Teams, and School Board to give life to the Strategic Plan, this effort will be supported by an independent committee composed of teachers, parents, students, and community members. This Ad Hoc Problem Solving team will also help breathe life into the Plan by helping the Superintendent resolve issues of slow or no progress, obtain additional resources, rethink objectives, strategies and measurements, and interpret performance data.

The implementation work will be assisted by a Metrics Team that will have the responsibility for collecting information needed to evaluate the outcomes of strategies that have been implemented. The metrics may come from standardized test scores; school data such as attendance, promotion, and graduate rates; discipline information;
post-secondary enrollment; surveys of alumni, students, parents, and teachers; and participation rates in co-curricular activities or internships and other nontraditional learning options.
Appendices

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Appendix 1

Yellow Springs Exempted School District
Who are we and how have we been changing?

The Yellow Springs School District's (YSS) student enrollment and operating revenues directly relate to demographic and economic change in the community. Trends over the last ten years or more provide insight into how the YSS community is changing. In turn, the Class of 2020 Initiative recognizes the challenges future social and economic change create for YSS.

This section begins with a summary of key social patterns and then economic patterns. The examination below provides data and then briefly examines each set of data. The section is split into sub-sections that describe the population of Yellow Springs by age group, households, families, and by income. The description of YSS and change then focuses on students and revenues using data reported to the State of Ohio's Department of Education and the U.S. Department of Education.

Community data is limited to the Village of Yellow Springs and does not include the full area comprising the school district (please see maps below). Data presented in this
section came from the U.S. Census Bureau and the American Community Survey (ACS). Census data is derived from actual decennial counts; whereas, data from the ACS is derived from estimations. The 2010 U.S. Census only provides general population counts. Age, households, income and other demographic characteristics of the Village come from the ACS. Because the Village is small, estimation is more difficult. ACS estimations from 2005-09 were averaged together to produce one estimate. Later in the year, the U.S. Census will provide a complete report of the Village’s population characteristics. It is very likely that ACS estimates will either over- or underestimate the scale of change that has taken place in Yellow Springs over the last decade.

### The Yellow Springs Community

Figure 1.1 displays the population trend for the Village of Yellow Springs (hereafter referred to as Yellow Springs. Population declined from 3,973 people in 1990 to 3,487 in 2010. This is a net loss of 486 people over the last two decades.

![Figure 1.1: Population Trend: 1990-2010](source: U.S. Census, 1990, 2000, 2010)

Figure 1.2 below shows how the population has aged over the years. The population under 14 years old declined while the population 55 years and older increased. The population of individuals 20-24 years old increased dramatically from 2000 to present, while the population of individuals 25-44 years old decreased fairly dramatically from 1990 to the present.

Figure 2.1 below shows the number of households, the number of households with families, and the number of families with children 18 years old and under. It is important to note that there are more families in Yellow Springs that have children than what is reported in this figure. The numbers that are reported in this figure only apply for families that have their own children as opposed to families that have related children. The ACS did not report information on families with related children; therefore, it was not reported here.

Figures 2.2 and 2.3 along with Figure 2.1 indicate that the percentage of families in Yellow Springs decreased after 2000 from 57 percent to 53 percent. Figures 2.4 and 2.5 show that the percentage of families with children also declined after 2000 from 44 percent to 39 percent.
Figures 3.1 and 3.2 graphically present data on household and family average incomes earned by Yellow Springs' residents in 2000 and the average incomes of 2005-09. Household income, defined by the U.S. Census Bureau, “includes the income of the householder and all other individuals 15 years old and over in the household, whether they are related to the householder or not. Because many households consist of only one person, average household income is usually less than average family income. Family income is the sum of incomes of all members 15 years old and over related to the householder” (http://www.census.gov/population/cen2000/phc-2-a-B.pdf).

The median household income in Yellow Springs was $46,519 for the 2005-09 ACS period, after adjusting for inflation using the Consumer Price Index. As shown in Figure 3.1, this was much less than the median income of $51,984 for 2000 (over 10 percent lower). Family incomes also decreased over the decade; from $67,857 to $61,078 (adjusted for inflation). This represents a drop of just under 10 percent. Looking more closely at Figures 3.1 and 3.2, one can see that most incomes range from $50,000-$74,999. On the negative side, more households now earn less than $25,000 annually and fewer households and families earn more than $75,000 but less than $200,000. On the positive side, there were more households and families earning between $50,000 and $74,999 and more households and families earning over $200,000 annually.
Yellow Springs Population by Age Group

Figure 1.2: Population by Age Group: 1990, 2000, and 2010

Households and Families

Figure 2.1: Households and Families: 2000-Present

- Total Households: 1,587,159
- Families: 897,843
- With own children under 18 years old: 394,326

Source for Figures 2.1-2.5: U.S. Census Bureau and American Community Survey, 2005-2009
Source for Figures 3.1 and 3.2: U.S. Census Bureau, 2000 and the American Community Survey, 2005-2009
Yellow Springs Exempted School District

Data presented in this section of Appendix 1 came from the Ohio Department of Education (ODE) and the U.S. Census Bureau and American Community Survey. One limitation of the statistics in this section is that the ODE did not provide detailed data for the 2009-10 school year (FY 2010); only the total number of students enrolled in Yellow Springs schools was given. Thus, numbers were filled in for this year by taking the average of FY 2009 and 2011 numbers. The statistics for FY 2010 that were calculated are shown in grey.

The next two pages provide maps of the Yellow Springs School District. Other remaining parts of this appendix provide information on school enrollment, characteristics of students enrolled in YSS, and YSS revenues and expenses for FY 2000 through FY 2010. Revenues and expenditures were adjusted for inflation using the Implicit Price Deflator or IPD. The U.S. Department Commerce's Bureau of Economic Analysis developed this index to better estimate costs related to government expenditures. In contrast, the above section used the Consumer Price Index to account for inflation related to individual earned income that would be used to purchase consumer goods and services.

The first map below identifies the boundaries of the Yellow Springs Exempted School District in Greene County. YSS and the other county school districts are served by an Education Service Center that provides specialized services at a discount and promotes joint purchasing agreements and collaboration. Greene County school districts also participated in a shared services program launched by former Governor Strickland in 2009 that was funded by KnowledgeWorks and a group of area philanthropists. Future economies might be achieved through partnerships with the other county school districts as well as school districts in adjacent counties.

The second map illustrates the area beyond the Village of Yellow Springs (black dotted line) that is served by YSS. The area outside of the Village is rural and agriculture; however, the area could be developed in the future to raise school enrollment, property values, and school revenues.
Greene County School Districts
Students Attending YSS

Figure 4.1 provides a trend line for the number of students in the Yellow Springs school system. Since the school year 2004-05, student enrollment increased by an average of 11 students per year. However, students residing in other school districts accounted for twenty percent of enrollment in 2010-11.

Figure 4.2 provides an in-depth look at YSS enrollment by grade level from FY 2000 to 2011. This data could be useful in predicting the amount of students that will move to each grade level in the upcoming years. For instance, the 2011-12 incoming freshman class (Ninth grade) at McKinney Middle School is predicted to be 66; a 25 percent jump from 2010-11 school year.

Source for Figures 4.1 and 4.2: Ohio Department of Education
Figure 5.1 shows the trends in YSS school enrollment by race for 2000 through 2011. Figures 5.2 and 5.3 show the percentage of each race that enrolled in 2000 and 2011. Black student enrollment decreased from 103 students in FY 2008 to 75 by FY 2011. However, this decrease might be explained by a growing number of individuals that select two or more races beginning with the 2000 U.S. Census. For example, in FY 2001, blacks made up 15.1 percent of students in Yellow Springs schools but dropped to 12.6 percent by FY 2010, while the percentage of students that identified themselves as multi-racial increased from 8.9 percent in 2001 to 14.6 percent in 2010. Hispanic enrollment also has increased in recent years.

Figure 5.1: School Enrollment by Race: FY 2000-2011

![Figure 5.1: School Enrollment by Race: FY 2000-2011](chart)

Source: Ohio Department of Education *The ODE did not provide data specific to race for the '09-'10 school year (FY 2011)*

Figure 5.2: School Enrollment by Race, FY 2001

![Figure 5.2: School Enrollment by Race, FY 2001](chart)

Source for Figures 5.2 and 5.3: Ohio Department of Education (Annual Report Cards)

Figure 5.3: School Enrollment by Race, FY 2010

![Figure 5.3: School Enrollment by Race, FY 2010](chart)
Figure 6.1 exhibits the number of students with disabilities that are enrolled in Yellow Springs schools. Disabilities may include mobility and physical impairments, spinal cord disability, head injuries, vision disabilities, hearing disability, cognitive or learning disabilities, and psychological disorders (http://www.disabled-world.com/disability/types/). In the 2010-11 school year, there were 107 students that had a disability. That was about one out of every seven students.

Source: Ohio Department of Education *The ODE did not provide 2009 data for students with disabilities; therefore, the number inserted in this year is an average of FY 2009 and 2011.
YSS Revenues and Expenditures

Figures 7.1 displays revenue the District received from federal, state, and local tax collection. The graph compares revenues with operating expenses by year from FY 2000 to 2010. The trends in both revenues and expenses show a gradual increase over the time period. Revenues increased by 7.3 percent over the decade, from $5,555,743 to $5,959,425 (after adjusting for inflation using the Implicit Price Deflator Index). In comparison, expenses increased by 15.2 percent over the same period from $5,488,902 to $6,322,638 (also adjusting for inflation). From the chart, FY 2010 was not a normal year: YSS revenues normally exceed expenditures. However, YSS has been over budget four of the last eleven years.

The pie charts below provide a breakdown of revenue by source (Figures 7.2 and 7.3) and of expenditures by purpose (Figures 7.4 and 7.5) for FY 2000 and 2010. While State and Local revenues continue to be major sources of District revenues, Federal funding for YSS increased from 2 percent in FY 2000 to 6 percent in FY 2010. State funding increased from FY 2000-2010; however, State funding decreased proportionally from 29 percent in 2000 to 24 percent in 2010. Clearly though, the District's budget depends most on local taxes, 70 percent, to meet instructional, staff, administration and facility expenses.
Expenditures by purpose, instructional services, administrative services, pupil support, staff support, and building operations have increased uniformly over the years. For instance, expenses related to instructional services were 56 percent of the total budget in FY 2000 and 56 percent FY 2010. Instructional services made up the largest portion of the budget, followed by administrative services (16 percent); building operations (14 percent); pupil support (11 percent); and staff support (3 percent).
Local Revenues: A Closer Examination

Property values affect property taxes that comprise the largest share of school revenues. The tables below provide property value trends in the District. Figure 8.1 indicates property values increased by 80 percent between 2000 and 2010. Adjusting taxes collected for inflation, property tax revenues increased by 37 percent in constant 2000 dollars (Figure 8.2). Figure 8.3 and Figure 8.4 demonstrate the impact of the State of Ohio phasing out the tangible property tax.

*Includes the taxable value of residential, agricultural, public utility, commercial, industrial, and mineral real property.

![Figure 8.1: Real Property Taxable Value](chart1.png)

![Figure 8.2: Real Property Taxes Charged](chart2.png)
Tangible personal property refers to property, except land or buildings, which can be seen, weighed, measured, felt, touched, or otherwise perceived by the senses. Tangible personal property generally does **not** include assets without a physical form such as stocks, bonds, copyrights, deeds, liquor licenses, etc. These items are intangible assets (http://taxes.about.com/od/statetaxes/a/tangible-personal-property.htm).
Figure 8.5: Total Value

2010 Value (Inflation Adjusted): $113,282,148
Percent Change (2000-2010): 58.1%

Figure 8.6: Total Taxes

2010 Taxes (Inflation Adjusted): $3,511,630
Percent Change (2000-2010): 9.8%

Source for Figures 8.4-8.6: Ohio Department of Taxation
## Data Tables: Population Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Pop.</td>
<td>3,973</td>
<td>3,761</td>
<td>3,703</td>
<td>3,487</td>
</tr>
<tr>
<td>Male</td>
<td>1,832</td>
<td>1,672</td>
<td>1,583</td>
<td>1,603</td>
</tr>
<tr>
<td>Female</td>
<td>2,141</td>
<td>2,089</td>
<td>2,120</td>
<td>1,884</td>
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### Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1990 Census</th>
<th>2000 Census</th>
<th>2005-09 ACS</th>
<th>2010 Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>193</td>
<td>136</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>5-9 years</td>
<td>226</td>
<td>192</td>
<td>118</td>
<td></td>
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<tr>
<td>10-14 years</td>
<td>224</td>
<td>210</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>15-19 years</td>
<td>335</td>
<td>347</td>
<td>329</td>
<td></td>
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<tr>
<td>20-24 years</td>
<td>426</td>
<td>337</td>
<td>575</td>
<td></td>
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<tr>
<td>25-34 years</td>
<td>535</td>
<td>361</td>
<td>228</td>
<td></td>
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<tr>
<td>35-44 years</td>
<td>697</td>
<td>523</td>
<td>385</td>
<td></td>
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<tr>
<td>45-54 years</td>
<td>441</td>
<td>634</td>
<td>589</td>
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<tr>
<td>55-59 years</td>
<td>193</td>
<td>215</td>
<td>243</td>
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<tr>
<td>60-64 years</td>
<td>205</td>
<td>175</td>
<td>287</td>
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<tr>
<td>65-74 years</td>
<td>284</td>
<td>340</td>
<td>313</td>
<td></td>
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<tr>
<td>75-84 years</td>
<td>143</td>
<td>219</td>
<td>255</td>
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<tr>
<td>85 years and older</td>
<td>71</td>
<td>72</td>
<td>102</td>
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</table>

### Race and Ethnicity

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<tr>
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<tbody>
<tr>
<td>White</td>
<td>2,965</td>
<td>2,880</td>
<td>3,064</td>
<td>2,725</td>
</tr>
<tr>
<td>Black</td>
<td>890</td>
<td>563</td>
<td>360</td>
<td>417</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57</td>
<td>73</td>
<td>88</td>
<td>71</td>
</tr>
<tr>
<td>Asian</td>
<td>55</td>
<td>56</td>
<td>63</td>
<td>52</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>31</td>
<td>19</td>
<td>83</td>
<td>22</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More</td>
<td>216</td>
<td>102</td>
<td>256</td>
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### Language Spoken at Home

<table>
<thead>
<tr>
<th>Language Spoken at Home</th>
<th>1990 Census</th>
<th>2000 Census</th>
<th>2005-09 ACS</th>
<th>2010 Census</th>
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<tbody>
<tr>
<td>Population 5 Years +</td>
<td>3,549</td>
<td>3,538</td>
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<tr>
<td>English Only</td>
<td>3,267</td>
<td>3,235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Other than English</td>
<td>282</td>
<td>303</td>
<td></td>
<td></td>
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<tr>
<td>Speak English Less than &quot;Very Well&quot;</td>
<td>96</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>106</td>
<td>110</td>
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## Conservation of Water

### Water Conservation Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>2010 Census</th>
<th>2011 Census</th>
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<tbody>
<tr>
<td>Implement low-flow fixtures</td>
<td>123,456</td>
<td>123,456</td>
</tr>
<tr>
<td>Install water-efficient appliances</td>
<td>45,678</td>
<td>45,678</td>
</tr>
<tr>
<td>Educate community on water conservation</td>
<td>9,876</td>
<td>9,876</td>
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</table>

### Water Conservation Goals

- Reduce water usage by 20% in the next fiscal year.
- Implement water-saving technologies in all new developments.
- Increase public awareness through workshops and seminars.

## Water Quality

### Analysis of Water Quality

- **Total Nitrate:** Average 15 ppm, Maximum 20 ppm
- **Total Phosphate:** Average 0.2 ppm, Maximum 0.8 ppm

### Safety Measures

- Regular water testing and monitoring.
- Use of certified water treatment methods.
- Training of staff in water conservation and purification techniques.

## Conclusion

The efforts in water conservation and quality maintenance have shown promising results. Continual efforts are necessary to maintain and improve the water resources.

---

*Source: City of Yellow Springs Water Department*
### Table 1: Income Distribution in Yellow Springs

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1990 Census</th>
<th>2000 Census</th>
<th>2005-09 ACS</th>
<th>2010 Census</th>
</tr>
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<tbody>
<tr>
<td><strong>Mean Household Income</strong></td>
<td></td>
<td></td>
<td></td>
<td>$76,097</td>
</tr>
<tr>
<td><strong>Family Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>864</td>
<td>843</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $10,000</td>
<td>46</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$10,000-$14,999</td>
<td>17</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$15,000-$24,999</td>
<td>63</td>
<td>57</td>
<td></td>
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<tr>
<td>$25,000-$34,999</td>
<td>66</td>
<td>20</td>
<td></td>
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<tr>
<td>$35,000-$49,999</td>
<td>82</td>
<td>76</td>
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<td>$50,000-$74,999</td>
<td>198</td>
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<td>$75,000-$99,999</td>
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<td>$100,000-$149,999</td>
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<td>$150,000-$199,999</td>
<td>70</td>
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<td>$200,000 or More</td>
<td>20</td>
<td>74</td>
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<tr>
<td><strong>Median Family Income</strong></td>
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<td>$67,857</td>
<td>$69,271</td>
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<tr>
<td><strong>Mean Family Income</strong></td>
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### Percentage of Families Whose Income in the Past 12 Months is Below the Poverty Level

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<th>Category</th>
<th>1990 Census</th>
<th>2000 Census</th>
<th>2010 Census</th>
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<td>7.3%</td>
<td>10.4%</td>
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<tr>
<td>With Related Children Under 18 Years</td>
<td>12.5%</td>
<td>17.3%</td>
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<tr>
<td>Married Couple Families</td>
<td>2.6%</td>
<td></td>
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</tr>
<tr>
<td>With Related Children Under 5 Years Only</td>
<td>11.4%</td>
<td>38.4%</td>
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</tr>
<tr>
<td>Families with Female Householder, No Husband Present</td>
<td>31.7%</td>
<td>19.6%</td>
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</tr>
<tr>
<td>With Related Children Under 18 Years</td>
<td>32.6%</td>
<td>23.7%</td>
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</tr>
<tr>
<td>Married Couple Families</td>
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<td></td>
<td></td>
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<tr>
<td>With Related Children Under 5 Years Only</td>
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</tr>
<tr>
<td>Families with Female Householder, No Husband Present</td>
<td>31.7%</td>
<td>19.6%</td>
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## Data Tables: Yellow Springs School District

### Enrollment (Head Count) by Grade

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<th>3rd</th>
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<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Totals (No Pre-School)</th>
<th>Students Per Grade Level (1-12)</th>
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<td>68</td>
<td>54</td>
<td>50</td>
<td>659</td>
<td>52</td>
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<tr>
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<td>38</td>
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### Enrollment (Head Count) by Race

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<td>Asian/Pacific Islander</td>
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<td>13.6%</td>
</tr>
<tr>
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<td>6.9%</td>
<td>16.0%</td>
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<tr>
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<td>72.9%</td>
<td>1.9%</td>
<td>9.2%</td>
<td>16.6%</td>
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<tr>
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<td>628</td>
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<td>12.8%</td>
<td>71.2%</td>
<td>2.1%</td>
<td>11.3%</td>
<td>17.7%</td>
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<tr>
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<td>626</td>
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<td>69.3%</td>
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<td>9.4%</td>
<td>16.6%</td>
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<tr>
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<td>20.6%</td>
<td>15.6%</td>
</tr>
<tr>
<td>08-'09</td>
<td>688</td>
<td>12.6%</td>
<td>1.5%</td>
<td>14.6%</td>
<td>0.3%</td>
<td>23.8%</td>
<td>15.2%</td>
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</table>

Source for Enrollment Tables: Ohio Department of Education (Annual Report Cards)
## Revenue and Expenditures per Pupil
(Yellow Springs Exempted School District)

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<th>School Year</th>
<th>Revenue</th>
<th>Expenditures</th>
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<th>Revenue</th>
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<th>Revenue</th>
<th>Expenditures</th>
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### 2002-2003 Revenues and Expenditures

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### 1999-2000 Revenues and Expenditures

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Source for Revenue and Expenditure Tables: Ohio Department of Education
Appendix 2  
Strategic Planning Process

Looking ahead ten years is not only forward thinking but also challenging. The process for developing the Class of 2020 Initiative Strategic Plan comprised seven phases. A graphic of the seven phases is provided below. The first phase focused on thinking about education in new ways and accounting for the technological, economic, and social trends. Phase 1 of the strategic planning process began in December 2010 by inviting KnowledgeWorks to meet with school personnel and community to share their ideas and research on the educational needs of future generations and to listen to views of school personnel and the community regarding the future of education in Yellow Springs. KnowledgeWorks presented their findings to the community in January through a report titled: "2020 Forecast: Creating the Future of Learning." A summary of the report is provided below.

In another strategy to engage the community in expansive thinking about the future, Yellow Springs Exempted School District (YSS) involved three films titled: No Textbook Answer: Communities Confront the Achievement Gap (February 26th); Where Do I Stand? (March 19th); and Two Million Minutes (March 26th). The film series was sponsored by the Morgan Fellows at Antioch College. The films were preceded by the video titled, Changing Education Paradigms. The films were then followed by youth facilitators who had been trained to engage their community in a conversation about the future of Yellow Springs' schools.

The District also hosted a Guest Lecture Series beginning February 12th. Five guest speakers stimulated discussion around issues central to the Yellow Springs' schools, such as testing, gaps in student achievement, and public versus private schooling. A brief synopsis is provided below after the summary of the KnowledgeWorks report.

Phases 2 through 5 were led by a Steering Committee composed of five constituencies. Wright State University's Center for Urban and Public Affairs (CUPA) was selected to conduct small group discussions with teachers, parents, school administrators and staff, and students; survey the community; organize and facilitate a public forum; and assist the Steering Committee with the development of a draft strategic plan. The Class of 2020 Steering Committee and their constituency included:

**Representing the Board of Education:** Benji Maruyama and Sean Creighton  
**Representing the Administration:** Dawn Weller and Mario Basora  
**Representing the Community:** Mark Meister and Wally Sikes  
**Representing the Teachers:** Aurelia Blake, Elizabeth Lutz and Sarah Amin  
**Representing the Parents:** Lori Kuhn, Sterling Wiggins, and Steve Conn
Phases 6 and 7 develop the Class of 2020 Strategic Plan further for the School Board. The school administration, teachers, and other stakeholders will refine strategies, identify what initiatives must be taken to carry out the strategies, and develop an evaluation plan for measuring progress.

**KnowledgeWorks**

Yellow Springs School District leaders and members of the community met in open sessions in December and January with KnowledgeWorks to discuss trends that will reshape education in the future and *Models for the Future of Learning*. The KnowledgeWorks report titled, “2020 Forecast: Creating the Future of Learning,” identified six major drivers of change known as *A World of Learning* that will create a much different look from today’s system of schooling. The six drivers are:

**A World of Learning**

- Customized – Learners will choose among many different learning experiences to meet their needs and interests.
- Resilient – Educators will need to respond with flexible, adaptive learning options.
- Relevant – Learners will need and want learning experiences that are relevant to the world around them.
- Connected – The future will require that we work together and augment learning through social networks.
- Amplified – Advanced mobile technologies will allow for any time, any place learning.
- Authentic – Local learning experiences will emerge and allow learners to contribute to their communities as “makers, producers, and innovators.”

The KnowledgeWorks report was organized into three parts: Models of Learning; Human Capacity Management; and Radical Financial Models. The report provided examples from across the United States and around the world to support the ideas.

### I. Models of Learning

- Models of learning shift to meet the evolving needs of students and to take advantage of new technologies, cultural diversity, and research. KnowledgeWorks identified five areas of change.

#### 1) Designing Customized, Real and Practical Learning Experiences

- Science education that links middle school students to scientists
- Online options to self-pace academic progress.
- Inverted learning allows a student to “listen to teachers’ lectures outside the classroom, use classroom time to practice skills according to preferred learning styles, and decide when they are ready for additional podcasts.”
- Flexible credit “provides opportunities for learners to engage in real-world experiences that relate to their interests and career aspirations.”
2) Increased Learning Options
   - Distance-learning and on-line – courses that can supplement traditional schools and let students progress at their own pace.
   - Mobile learning – technologies increase capacity to meet special student needs and learn on the move...ceiling-mounted computer screens on school buses stream math and science content during long trips to school.
   - Redesigned spaces – digitized books open opportunities to create new spaces for learning and connecting with the public.
   - Games, simulations, virtual worlds and other emerging technologies will offer new learning options.

3) Increased Learning Resources
   - Electronic devices may replace traditional text books.
   - Open-source information can expand resources available to students.
   - Social network technologies can contribute to the creation of new learning resources.

4) Anytime, Anywhere Learning
   - Partnerships combine the resources of parents, the community, and businesses to provide standards-based educational experiences at work, in the community, at home, and in school.
   - Online communities seek to connect learners and teachers through live, online classes that take place in a virtual classroom.

5) Deepening Connections with Community
   - Community-wide engagement involves the entire neighborhood in identifying and meeting children's needs.
   - Public school can provide children with special needs tutoring and mentoring.
   - Students shape their communities as well as their learning experiences through hands-on projects that benefit the community.

II. Human Capacity Management – As the system of learning evolves, practices for recruiting, retaining, compensating, and evaluating those responsible for delivering that learning need to change as well.

1) Teacher Recruitment, Development, and Retention
   - Recruit talented people to the profession by making it attractive and rewarding to be a teacher by providing, for example, opportunities for professional growth, peer collaboration, and career advancement.
   - Integrate mentoring programs into school systems as a way to build community collaboration and increase teacher retention.
   - Encourages teachers to pursue a variety of positions throughout their careers.
   - Remove organizational impediments that limit the success of good teachers.
2) Teacher Evaluation
   - Options include training evaluators, assembling district evaluation teams, outsourcing evaluations, establishing a system of performance-based rewards, and tying professional development opportunities directly to areas of need.
   - “Consulting teachers” take leave from their classrooms to mentor and evaluate the district’s first-year teachers.
   - Districts should seek ways of using evaluation data to support professional development rather than simply to measure accountability.

3) Teacher Compensation and Pensions
   - Evaluate and set pay for teachers according to “measures of content knowledge, instructional skill, classroom management, student academic achievement, and leadership effectiveness.”
   - Bonuses paid for student test-score gains do not alone improve student outcomes.
   - Any changes to teacher compensation and pension should support the entire design of the district’s learning system.

4) New Learning Roles
   - Teachers need to become “teacherpreneurs” who take risks and identify innovative practices while remaining firmly grounded in the classroom.
   - Learning Teams bring together new and veteran teachers, along with retired Baby Boomers from other fields to share knowledge and expertise across generations, which may be utilized to address any teacher shortages in the future.
   - Learning Studios engage veteran teachers and improve the effectiveness of new teachers by teaming them with industry and government professionals.

III. Financial Models – With budget uncertainties, rising costs, and fluctuating enrollment, education leaders need to figure out how to leverage scarce resources while moving toward their vision for the future of learning.

1) Providing for Learning
   - Replace textbooks with digital reading devices.
   - Online courses can reduce costs by reducing the need for specialist instruction.
   - Increase district revenues by, for example, offering education services to learners beyond their boundaries.

2) Managing Operations
   - Create a four-day school week.
- Share services with other districts; for example, transportation, special education, business services and human resources, and early childhood education.
- Become financially “transparent” to interested citizens.

**Guest Speaker Series**

Yellow Springs hosted a Guest Lecture Series to stimulate new and expansive thinking about the future of education. Each lecture was followed by a question and answer session with audience members. The following provides descriptions of the speakers and several expansive ideas.

**Deborah Meier** and **Shadia Alvarez** (February 12th): Antioch College alumna Deborah Meier (’52) is the author of six influential books on progressive education and is a 40-year veteran teacher, while having earned the MacArthur Genius Award in 1987. Fellow alumna Shadia Alvarez is the Assistant Principal at the Collegiate Institute for Math and Science in the Bronx, N.Y.

- Education is not simply keeping kids in the classroom or achieving higher test scores.
- The well-being of the child is more important than school progress reports.
- Democracy in the classroom fosters critical thinking and learning. Democracy is a voice that needs to be learned and practiced in school.

**Michael E. Dantley** (February 22nd): Michael Dantley is the associate provost, associate vice president for academic affairs, and professor of educational leadership at Miami University. He is currently exploring new ways to conduct qualitative research on spirituality and leadership and the link between principals’ moral development, as well as the ways principals define and demonstrate their commitment to social justice and instructional leadership.

- A primary responsibility of American education is to create a society where a more genuine demonstration of democracy, equity, and justice occurs.
- Historically, school agendas have served to disenfranchise those at the bottom of the social/cultural food chain.
- Education should serve as an instrument to bring about radical social change.

**Mark Roosevelt** (March 5th): Antioch College President, Mark Roosevelt, has focused on politics, public policy, and education for decades. As a Massachusetts state representative, he guided passage of the 1993 Education Reform Act. He directed the Gordon Public Policy Center at Brandeis University and taught courses on U.S. History and public policy at Brandeis and Carnegie-Mellon Universities. Roosevelt explored the topics of rote learning, No Child Left Behind, memorization, and testing.

- Two distinct gaps in achievement exist: the U.S. vs. the world, and students of color vs. white students.
- Most gains made by African-American students in the classroom have been lost in the last 15 years.
- Civil rights issues pale in comparison to educational inequities.

**Adam Howard** (March 12th): An associate professor of education at Colby College, Howard’s research focuses on the educational impact of class and privilege, and the concerns of gay and lesbian youth. His books include *Educating Elites; Class Privilege and Educational Advantage*, and *Learning Privilege: Lessons of Power and Identity in Affluent Schooling*. In his lecture, “Focusing on What is Ignored: Offering Alternative Narratives for Educational Reform,” Howard indicated he has concentrated his studies not on poor students, but instead, a population that has been largely ignored – affluent youth.

- Private school education is no better than public school education.
- We need coalitions of people committed to bettering the education process.

**Matt Fischer** (March 22nd): Matt Fischer spent the first 21 years of his career creating award-winning campaigns for blue chip brands like AT&T and Starbucks. Six years ago he joined WonderGroup in Cincinnati where he has grown a substantial client base including Kellogg’s and Walt Disney Resorts. In a technology-driven presentation, Fischer contented that the invasiveness of technology fuels students’ need to develop the ability to filter out what they see and hear with everything occurring in real time.

- Technology shapes and forms the student’s view of the world and how the world views them.
- Some of the things educators need to do to motivate today’s students are to involve them collaboratively, instill in them integrity, and to excite them.
Small Group Discussions

CUPA facilitated discussions with 19 parents (three separate meetings); 16 teachers (two meetings); 35 students (four meetings); 5 administration staff (one meeting); and three face-to-face interviews with Board of Education members. The discussions varied somewhat for students. More attention was given to the ideal classroom for learning. Facilitators asked the participants:

What is your vision of the ideal school? (For students it was Ideal classroom)  
e.g. classroom, learning materials, curriculum etc.  
What capacities should every student have when they leave YSS?  
What support do you need as a Parent, or Teacher, or Administrator, or Board Member?  
As YSS moves towards 2020, what values or commitments are most important?

Discussion Group Data  
Yellow Springs Schools Class of 2020 Initiative  
OVERALL

What would an ideal, best ever, classroom look like?  
- More hands-on activities.  
- More technology that students can use, i.e. smart boards.  
- A special space in the classroom where students can go if they need to get away.  
- Teachers who are aware of bullying and will do something about it.  
- Better classrooms.  
- Less structured classroom setting.

How do you like to learn?  
- Telling stories.  
- Using tricks to remember certain facts.  
- Study guides.  
- Learning games.

Thinking about what you do at school, what do you want to increase?  
- More books.  
- Teachers who are willing to answer questions.

What Is The Perfect School?  
- A place where people are respectful.  
- Teachers lead the classroom and teach to a variety of learners.  
- A stricter environment so kids are not out of control.  
- More open spaces.
• Less bullying.
• Fewer students per classroom (15 students for every teacher).

**What tools would help you learn?**

• Basic tools like computers and calculators that work.
• More elective options.
• More technology in classrooms that need it, i.e. Math and Science classes.
• More personalized learning experience where teachers and students interact continuously.

**When you are in school…what do you want?**

• Healthier lunch options.
• More field trips and after-school activities throughout the year.

**TEACHERS**

**An ideal learning environment should…**

• Be emotionally and physically safe so students are able to take risks.
• Have flexible spaces that allow students to work both independently and collaboratively.
• Use station learning to accommodate the needs and abilities of different types of learners.
• Contain easily accessible and updated technology that both students and teachers can use to enhance learning.
• Allow teachers to be facilitators of learning in order to generate student curiosity.
• Be supportive of students’ life goals and help students reach their full intellectual potential.

**Every student who completes their education with Yellow Springs’ schools should be prepared to…**

• Make independent decisions through critical thinking and problem solving.
• Be self-directed and motivated individuals.
• Confidently pursue their life goals.
• Utilize the skills and knowledge gathered in the classroom in a real-world setting.

**In order to get this job done, teachers need…**

• More opportunities for continuing education, training, and development.
• More time for teachers to plan.
• Longer class periods because students and teachers feel overwhelmed with the amount of work that must be done in a limited amount of time.
• Strong leadership that has a vision for the future and executes this vision in conjunction with teachers.
• Encouragement, respect, and support from administration, parents, students, and the community.

Describe the values of Yellow Springs?
• Diversity.
• Creativity.
• Respect.

PARENTS

An ideal learning environment should…
• Be designed to enhance learning for every child by incorporating thematic learning into the classroom.
• Be contained in a small classroom setting.
• Encourage curiosity through strong teacher-student relationships.
• Be focused on applied learning, allowing students hands-on experience in every subject.
• Provide a variety of up-to-date educational tools i.e. books, computers, smart boards.
• Not rely on technology, but should use it to enhance learning.

Every student who completes their education with Yellow Springs’ schools should be prepared to…
• Be life-long learners.
• Utilize a skill set that allows them to work towards their future goals.
• Successfully graduate from college.
• Understand the world around them and be willing to accept diversity or the lack thereof.
• Be resilient.
• Persevere through major life struggles.

In order to get this job done, parents need…
• To be responsible and accountable for instituting these qualities in their child outside of the classroom.
• To be partners with the community in promoting civic involvement.
• Communicate openly with teachers and school administrators about their child's progress.

The vision of Yellow Springs should be…
• Progressive.
• Flexible.
• Focused on students’ interests and abilities.

Describe the values of Yellow Springs?
• Diversity.
• Flexibility.
• Self-directed and independent learners.
• Respect.
• Inspired creativity.

ADMINISTRATORS

An ideal learning environment should...

• Utilize group learning.
• Contain up-to-date technology that can be used by teachers and students to aid in-classroom activities.
• Provide teachers with resources and educational development opportunities to enhance the level of learning for every child.
• Be supported through parental involvement and communication with teachers concerning students’ academic progress.
• Be led and facilitated by an administration that clearly communicates with members of the school and community.

Every child who completes their education with Yellow Springs’ schools should...

• Feel empowered and confident in using their skills to make the world a better place.
• Be proud to say they attended Yellow Springs Schools.
• Have strong social skills.
• Develop their own personal character and know their strengths.
• Respect authority and act responsible.

In order to get this job done, Administrators need...

• Internal and external community support.
• A long-term plan that seeks continuous improvement.
• Trust.

The vision of Yellow Springs should be...

• Global change. One Student at a time.
• A community of individuals working in a collaborative and creative culture.
• A school empowering students to learn.
• Learning through real-world problem solving.
What are the values that should guide Yellow Springs Schools?

- Respect towards education.
- Transparency.
- Tenacity.
- Individualism.
- Flexibility.

**BOARD MEMBERS**

**An ideal learning environment should...**

- Utilize technology resources over traditional textbooks.
- Develop educational programs continuously that... personalize education for each student; ...integrate learning; ...focus on real-life situations to use as learning tools; ...emphasize inquiry and curiosity.
- Sustain and develop teachers who love their subject and can convey why the subject matter is relevant to the student and the world of work.
- Maintain and improve facilities to ensure accessibility, safety, and facilitate learning and mobility.
- Form partnerships with parents, the community, and neighboring school districts.
- Ensure financial capacity through solid fiscal practices and innovative development programs.
- Assess progress and vigilantly look to the future.
- Communicate internally and externally that learning and a successful school district requires a shared responsibility amongst students, teachers, parents, administrators, and the community.

**Every child who completes their education with Yellow Springs’ schools should...**

- Be prepared for a career or for success in college.
- Have high self-esteem.
- Be well-rounded.
- Be Self-directed and know how to learn.
- Be civically responsible.
- Be capable of making ethical and moral choices.

**In order to get this job done, Board Members need...**

- Parental engagement and input.
- Community support and understanding of the purpose and value of testing.
- Communication between parents, teachers, administration, and the community.
- Financial sustainability based on labor and technology savings, solid financial analytics, shared services, and creative funding sources.
- Effective administration that hires the best teachers, fairly and consistently assesses performance, and focuses on achieving the vision and mission of YSS.
The vision of Yellow Springs should be...

- A district that allows exploration.
- A district that provides safety.
- A district that promotes learning for life.

Describe the values of Yellow Springs?

- Civic responsibility.
- Societal accountability.
- Life-long inquisitiveness.
- Individualism.
- Exploration.
- Accept and value diversity.

Survey of YS School District

The second stage of the designed engagement process surveyed students, parents, school personnel, and community members. The questionnaire asked individuals to respond to questions about what standards the schools should uphold, the most important actions Yellow Springs' schools should be focused on in the future, and what outcomes that change should produce. The method for surveying the population and a summary of results follows below.

Methodology

Four different databases were initially received from the Yellow Springs School District. Each separate database contained names and addresses of parents of children who attended Mills Lawn Elementary School, Yellow Springs Middle School, Yellow Springs High School, as well as a database of district teachers and administration personnel.

The Village of Yellow Springs' Utility Department provided CUPA with a database for customers. CUPA defined customers as community members. The database was cleaned to delete duplicated teachers and parents living within the utility district. The community database not only contained homeowners of Yellow Springs, but also renters, businesses, and landlords. Because landlords often have the utility bills in their name and not the tenants, some surveys were mailed to the “Resident” instead of the actual landlord. Researchers determined if these addresses were in fact rental properties by manually eliminating any addresses that did not have an apartment number or letter with the same name repeated more than once in the community database. Business duplicates were also deleted.

Students were surveyed through Principal Tim Krier. Mr. Krier distributed questionnaires to certain teachers during the last week of school. Graduating seniors did not complete the survey. CUPA does not know how many questionnaires were distributed to students.
Teachers and school personnel other than teachers were sent questionnaires through email. Parents and community members were sent a letter with a code that would allow them to complete the survey through a web site or to call and request a paper survey. Only one survey was counted per household.

Results

The data below focuses on three questions that provided information most important to developing the strategic plan. The categories for each question came from information we gathered in discussion groups. The questions asked about what “Yellow Springs Schools need to be more committed to…” This question provided insight into what standards, beliefs, or values should guide future initiatives in the district. The second question asked what changes the schools should pursue in the future. The last question inquired about essential outcomes that should guide the development of the strategic plan.

CUPA surveyed five populations: community, parents, teachers, staff, and students. The term “population” means we did not sample the group; instead, we attempted to contact all individuals within each group. The table below provides how many from each group were surveyed and how many returned questionnaires.

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<th>Staff/Admin</th>
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<td>22</td>
<td>8</td>
<td>218</td>
<td>446³</td>
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¹ Population is defined as all members of the group that could be identified using available databases.
² Surveying the population maximized the opportunity for individuals to participate in at least one part of the YSS strategic planning process.
³ This number represents community addresses contacted excluding 77 businesses that were also sent surveys. We did not include business data in the results below.
⁴ Returned questionnaires totaled 446. Twenty individuals checked more than one category; for example, a respondent might have checked parent and community member. Therefore, the sum the returns in row equal 466 rather than 446.

The next set of data combined the responses of all the groups. Because students comprised the largest group, the first set of data reflects their responses. The following sets of data provided responses for each group.
All Respondents

*In the future, Yellow Springs Schools need to be more committed to…*(Top Five Commitments)

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<td>Preparing students for future challenges that require critical and creative thinking</td>
<td>198</td>
<td>50.0%</td>
</tr>
<tr>
<td>Meeting the new needs of every type of learner</td>
<td>177</td>
<td>44.7%</td>
</tr>
<tr>
<td>Treating all people with dignity and respect</td>
<td>151</td>
<td>38.1%</td>
</tr>
<tr>
<td>Being flexible and open to change</td>
<td>150</td>
<td>37.9%</td>
</tr>
<tr>
<td>Developing new sources of funding for the schools</td>
<td>139</td>
<td>35.1%</td>
</tr>
<tr>
<td>Putting students first</td>
<td>122</td>
<td>30.8%</td>
</tr>
<tr>
<td>Setting high standards for all students</td>
<td>108</td>
<td>27.3%</td>
</tr>
<tr>
<td>Requiring students to solve real-life complex problems</td>
<td>101</td>
<td>25.5%</td>
</tr>
<tr>
<td>Exposing students to global issues</td>
<td>100</td>
<td>25.3%</td>
</tr>
<tr>
<td>Learning as a life-long goal</td>
<td>89</td>
<td>22.5%</td>
</tr>
<tr>
<td>Adopting technology that will reduce education and administration costs</td>
<td>84</td>
<td>21.2%</td>
</tr>
<tr>
<td>Other</td>
<td>80</td>
<td>20.2%</td>
</tr>
<tr>
<td>Strengthening and developing leadership at all levels</td>
<td>73</td>
<td>18.4%</td>
</tr>
<tr>
<td>Introducing technology to facilitate and improve learning</td>
<td>69</td>
<td>17.4%</td>
</tr>
<tr>
<td>Linking parents and teachers to better support student learning</td>
<td>63</td>
<td>15.9%</td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td></td>
</tr>
</tbody>
</table>

*In the future, Yellow Springs Schools needs to…*(Top Three Planned Changes)

<table>
<thead>
<tr>
<th>Change</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>199</td>
<td>52.1%</td>
</tr>
<tr>
<td>Integrate arts and other subjects, like science and math</td>
<td>116</td>
<td>30.4%</td>
</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>104</td>
<td>27.2%</td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and accountability</td>
<td>97</td>
<td>25.4%</td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students gain from different subjects</td>
<td>96</td>
<td>25.1%</td>
</tr>
<tr>
<td>Develop honest and fair evaluation tools to assure learning goals have been achieved</td>
<td>83</td>
<td>21.7%</td>
</tr>
<tr>
<td>Begin with the best learning system, then develop financial resources</td>
<td>82</td>
<td>21.5%</td>
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<tr>
<td>Priority</td>
<td>Needed to Achieve</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>61</td>
<td>16.0%</td>
</tr>
<tr>
<td>Improve Yellow Springs School District communications with parents and community</td>
<td>60</td>
<td>15.7%</td>
</tr>
<tr>
<td>Let new technologies provide a path for changing instructional methods</td>
<td>55</td>
<td>14.4%</td>
</tr>
<tr>
<td>Develop assessment tools to measure student success holistically</td>
<td>52</td>
<td>13.6%</td>
</tr>
<tr>
<td>Utilize technologies carefully to achieve education and operational priorities</td>
<td>46</td>
<td>12.0%</td>
</tr>
<tr>
<td>Emphasize science and mathematics over other subjects</td>
<td>45</td>
<td>11.8%</td>
</tr>
<tr>
<td>Focus on redesigning classrooms to improve learning</td>
<td>43</td>
<td>11.3%</td>
</tr>
<tr>
<td>Total</td>
<td>382</td>
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</table>

Please select the three essential outcomes that you believe should guide the development of the Yellow Springs School District Strategic Plan.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Needed to Achieve</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students to be self-directed learners</td>
<td>210</td>
<td>55.1%</td>
</tr>
<tr>
<td>Prepare students for college</td>
<td>169</td>
<td>44.4%</td>
</tr>
<tr>
<td>Prepare students for whatever life may bring by developing skills such as problem solving and financial management</td>
<td>167</td>
<td>43.8%</td>
</tr>
<tr>
<td>Prepare students to be contributors to their community and the larger society</td>
<td>146</td>
<td>38.3%</td>
</tr>
<tr>
<td>Prepare students to apply different fields of knowledge, such as science and art, to explore issues</td>
<td>117</td>
<td>30.7%</td>
</tr>
<tr>
<td>Prepare students to be accepting and understanding of other cultures</td>
<td>110</td>
<td>28.9%</td>
</tr>
<tr>
<td>Prepare students to work in teams with skills such as how to lead and follow</td>
<td>87</td>
<td>22.8%</td>
</tr>
<tr>
<td>Prepare students to be independent with entrepreneurial skills such as taking risks and resilience to failures</td>
<td>85</td>
<td>22.3%</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>49</td>
<td>12.9%</td>
</tr>
<tr>
<td>Total</td>
<td>381</td>
<td></td>
</tr>
</tbody>
</table>
**In the future, Yellow Springs Schools needs to... (Top Three Planned Changes)**

### Admin and Staff

<table>
<thead>
<tr>
<th>Change</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>4</td>
<td>57.1%</td>
</tr>
<tr>
<td>Begin with the best learning system, then develop financial</td>
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<td>resources needed to achieve this priority</td>
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<tr>
<td>Support parents in accepting responsibility for their student’s</td>
<td>2</td>
<td>28.6%</td>
</tr>
<tr>
<td>success</td>
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<td></td>
</tr>
<tr>
<td>Utilize technologies carefully to achieve education and operational</td>
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<td>28.6%</td>
</tr>
<tr>
<td>priorities</td>
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<td></td>
</tr>
<tr>
<td>Develop honest and fair evaluation tools to assure learning goals</td>
<td>2</td>
<td>28.6%</td>
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<tr>
<td>have been achieved</td>
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<td></td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>gain from different subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize science and mathematics over other subjects</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>Focus on redesigning classrooms to improve learning</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>Improve Yellow Springs School District communications with</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>parents and community</td>
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</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let new technologies provide a path for changing instructional</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>methods</td>
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<tr>
<td>Develop assessment tools to measure student success holistically</td>
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<tr>
<td>Integrate arts and other subjects, like science and math</td>
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### Community

<table>
<thead>
<tr>
<th>Change</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>81</td>
<td>61.4%</td>
</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>41</td>
<td>31.1%</td>
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<tr>
<td>Integrate arts and other subjects, like science and math</td>
<td>37</td>
<td>28.0%</td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students</td>
<td>35</td>
<td>26.5%</td>
</tr>
<tr>
<td>gain from different subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and</td>
<td>35</td>
<td>26.5%</td>
</tr>
<tr>
<td>accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s</td>
<td>30</td>
<td>22.7%</td>
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<tr>
<td>success</td>
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<td></td>
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<tr>
<td>Begin with the best learning system, then develop financial</td>
<td>25</td>
<td>18.9%</td>
</tr>
<tr>
<td>resources needed to achieve this priority</td>
<td></td>
<td></td>
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<tr>
<td>Develop honest and fair evaluation tools to assure learning goals</td>
<td>25</td>
<td>18.9%</td>
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<tr>
<td>have been achieved</td>
<td></td>
<td></td>
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<tr>
<td>Improve Yellow Springs School District communications with</td>
<td>21</td>
<td>15.9%</td>
</tr>
<tr>
<td>parents and community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Parents

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>43</td>
<td>64.2%</td>
</tr>
<tr>
<td>Integrate arts and other subjects, like science and math</td>
<td>26</td>
<td>38.8%</td>
</tr>
<tr>
<td>Begin with the best learning system, then develop financial resources</td>
<td>24</td>
<td>35.8%</td>
</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>20</td>
<td>29.9%</td>
</tr>
<tr>
<td>Improve Yellow Springs School District communications with parents and community</td>
<td>15</td>
<td>22.4%</td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students gain from different subjects</td>
<td>14</td>
<td>20.9%</td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and accountability</td>
<td>12</td>
<td>17.9%</td>
</tr>
<tr>
<td>Emphasize science and mathematics over other subjects</td>
<td>11</td>
<td>16.4%</td>
</tr>
<tr>
<td>Develop assessment tools to measure student success holistically</td>
<td>9</td>
<td>13.4%</td>
</tr>
<tr>
<td>Develop honest and fair evaluation tools to assure learning goals have been achieved</td>
<td>7</td>
<td>10.4%</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>6</td>
<td>9.0%</td>
</tr>
<tr>
<td>Utilize technologies carefully to achieve education and operational priorities</td>
<td>6</td>
<td>9.0%</td>
</tr>
<tr>
<td>Let new technologies provide a path for changing instructional methods</td>
<td>3</td>
<td>4.5%</td>
</tr>
<tr>
<td>Focus on redesigning classrooms to improve learning</td>
<td>2</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td></td>
</tr>
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</table>

## Students

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on quality teachers to enhance learning</td>
<td>78</td>
<td>44.1%</td>
</tr>
<tr>
<td>Integrate arts and other subjects, like science and math</td>
<td>51</td>
<td>28.8%</td>
</tr>
<tr>
<td>Develop a new school culture based on performance, flexibility, and accountability</td>
<td>49</td>
<td>27.7%</td>
</tr>
<tr>
<td>Redesign the curriculum based on the application of knowledge students gain from different subjects</td>
<td>48</td>
<td>27.1%</td>
</tr>
<tr>
<td>Achieve financial security by developing new sources of revenue</td>
<td>48</td>
<td>27.1%</td>
</tr>
</tbody>
</table>

Develop assessment tools to measure student success holistically 18 13.6%
Utilize technologies carefully to achieve education and operational priorities 15 11.4%
Emphasize science and mathematics over other subjects 14 10.6%
Let new technologies provide a path for changing instructional methods 10 7.6%
Focus on redesigning classrooms to improve learning 6 4.5%
Total 132
<table>
<thead>
<tr>
<th>Priority</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop honest and fair evaluation tools to assure learning goals have been achieved</td>
<td>10 52.6%</td>
</tr>
<tr>
<td>Let new technologies provide a path for changing instructional methods</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Focus on redesigning classrooms to improve learning</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Begin with the best learning system, then develop financial resources needed to achieve this priority</td>
<td>6 31.6%</td>
</tr>
<tr>
<td>Improve Yellow Springs School District communications with parents and community</td>
<td>5 26.3%</td>
</tr>
<tr>
<td>Develop assessment tools to measure student success holistically</td>
<td>5 26.3%</td>
</tr>
<tr>
<td>Utilize technologies carefully to achieve education and operational priorities</td>
<td>4 21.1%</td>
</tr>
<tr>
<td>Emphasize science and mathematics over other subjects</td>
<td>3 15.8%</td>
</tr>
<tr>
<td>Support parents in accepting responsibility for their student’s success</td>
<td>3 15.8%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>
Public Forum

On June 8th, community members were invited to a public forum at the Yellow Springs High School. Sean Creighton and Benji Maruyama welcomed the public and explained the importance of planning to guide the District and changing the ways in which the District meets the educational needs of the community.

The forum was designed to engage participants in identifying initiatives that would advance strategic plan priorities. The priorities came from small group discussions and the community survey. The priorities included:

- Support Quality Teachers to Enhance Learning
- Integrate of Arts with Other Subjects such as Math and Science
- Achieve Financial Security by Developing New Sources of Revenue
- Develop a New School Culture Based on Performance, Flexibility, and Accountability
- Redesign the Curriculum to Foster the Application of Knowledge

Thirty-one individuals participated, including twelve Steering committee members. The discussion took place in café style, meaning participants moved from priority to priority. Tables were organized by priority, facilitated, and identified initiatives were recorded on flip charts. The discussions were timed, and participants were given cards telling them the sequence of their table/priorities. The design limited the chance of discussing priorities with the same people. Each person discussed all five priorities. At the end of discussions, each table summarized and reported out common initiatives.

The following data was collected for each priority.

1). Focus on Quality Teachers to Enhance Learning
- Encourage professional development, create academic culture and intellectual camaraderie among teachers – a support system.
- Give latitude to do their work; academic/pedagogical freedom.
- Strong support, genuine relationships between teachers/administration; collaboration.
- Create a more fluid teaching environment, e.g., blur the lines between disciplines.
- Focus on: teaching as an art. Always changing, needs to be nurtured, organic.
- Hire “Team Players” – teachers who are knowledgeable in their field, know how to work with kids, have spirit, skills, and can relate to and value all kids.
- Reward system: Recognize individuals for a job well done.
- “We” – Administration, teachers, parents, and students should all be on the same team.
- Communication – parents need to have access.
- Robust evaluation system that encourages improvement and explains what “quality” means. Should include feedback.
• Clear set of expectations for in/out of classroom.
• Ability to present material in many different ways.
• Rapport with students.
• Balance of input (continuous teacher learning), through put (length of school year) and output (student testing) measures. Base measures on approaches that have been proven to work, e.g., student/teacher ratios.
• Issue to deal with: resource constraints.
• Leadership structure imperative for success of self-directed education.
• Design a teaching plan that is flexible, fluid, and open.
• Need solution for ending the culture of disrespect for teachers.
• Stop micro-managing teachers.
• Do not tie student test scores to teacher evaluations or accountability.
• Find other ways for evaluating teachers (student effort more than grades).
• Global perspective, open to cultures, ideas, experiences, understanding differences, and incorporating into curriculum.
• Mentoring.
• Communicate objectives clearly.
• Believe they are the difference makers.
• Creative and innovative.
• Qualities: believing every student can learn; concept of co-learning; respect for all children; creating efficacy in teachers; being part of the solution.
• Enhance learning by: 360-degree feedback, giving and receiving; sit in on one another’s classrooms.
• Retention: Internet forum/discussion groups community-wide; paying higher salaries; creating positive school culture; supportive work environment.
• Encourage ongoing professional development.
• Performance evaluations.
• Direct mentorship in first year of teaching.
• Well trained board of directors for recruiting.
• Eliminate tenure.

Overview

• Recurring themes – Recruitment and Retention.
• Board and teachers – Professional development, teacher support system or culture.
• Performance evaluations.
• Setting standards/expectations.
• Merit pay.
• Work on environment, culture, respect, continuous improvement.
• Shared responsibility – “We” (teachers, administration, parents, students).
• Flexibility, fluidity, passion, trust.
2). **Integrate Arts and Other Subjects, like Math and Science**

- Barrier is tradition instead of teaching to each student’s needs.
- Participation in local, state, and national programs, e.g., Muse Machine, Dayton Art Institute.
- Interdisciplinary – teach all subjects.
- Professional development – across multiple disciplines.
- Do we use a model for teacher training or should we develop an organic model?
- Overcoming barriers in teacher training.
- Team teaching.
- More time spent on subjects.
- Thematic/global learning.
- Student specific projects/independent learning.
- Engage students’ interests/talents/thinking.
- Break down stereotypes about learners.
- Student problem-solvers/leadership.
- Inquiry-based learning.
- More time spent on subjects. Get deeper into subjects, more intensive.
- Balance time so that it’s not so boring for students.
- Teachers use diverse materials/tactics.
- Teaching flexibility.
- Scientific method as model of inquiry for all subjects.
- Integrating subjects with student life/interests – curiosity.
- Create a local resource list (industries/organizations) as well as state and national level.
- Liaison needed to sustain and develop relationships.
- Student apprenticeships.
- Resources such as offsite labs, science land library, web conferencing.
- Teacher collaboration.
- Resource sharing.
- Project-based learning.
- Team building, leadership.
- School spirit as integral part of work and school culture.
- “Quantum Lyrics” – science and art being taught/learned together.
- Using arts to teach all subjects; art is a vehicle for teaching/learning.
- Need to emphasize science and math.
- Music and math taught together.
- Hiring “outside” teacher training styles.
- Encourage collaboration between teachers/community/students.
- Different use of classroom time.
- Interdisciplinary projects means letting go of outcome-based education.
- School wide curriculum – all subjects naturally connect.
- Bring community and resources into the schools.
- Take kids out to the community.
- Collaborate with local/state/national organizations/universities/programs.
- Address mismanagement of resources.
- Main coursework needs to include extracurriculars.
- Purchase curriculum from a company/model.
- Interconnection between teachers/subjects – no subject in isolation.
- Liberal arts education is core.
- Grants and professional development.
- Co-teaching; multiple perspectives to approach subjects.
- Don’t assume everyone has the same values.
- Collect data – outcomes.
- Avoid micro-managing; let the teachers guide and get there.
- Evaluation system for teachers is crucial.

**Overview**

- Projects – collaborate and interdisciplinary.
- Teach teaching.
- Flexibility.
- Follow model or develop district model.
- Teach all subjects.
- Art as a vehicle to teaching.
- Use community resources.
- Students go out into the community.
- Supports: planning time, professional development, resource sharing.
- Quantum Lyrics – Zen and the Art of Motorcycle Maintenance.
- Measurement and show effectiveness.

3). **Achieve Financial Security by Developing New Sources of Revenue**

- Identify who stands to receive the benefit and then approach those individuals/groups. Who has a vested interest?
- Market and sell services unique to the school district to outside interests.
- Develop and market new curriculum to fit future national model. Sell in units.
- Establish a development office replete with development officer(s) to seek grants, major gifts, endowments, etc.
- Sharing of services with other districts.
- Sell distance learning to students who are homeschooled.
- Tuition paid by foreign students – market school district to these individuals.
- Open enrollment tuition – students attending from other school districts.
- Survey of district assets – are there any underperforming assets?
- Develop a revenue model plan.
- Model school district as a way to attract new families/open enrollment opportunities.
- Develop new ideas for savings within the school district such as alternative energy sources, biofuels, expansion of bandwidth capabilities, etc., and then market products to the community.
- Seek corporate sponsorships.
• Charge fees for professional consulting work.
• More vending machines, including those featuring healthy food/drink options.
• Develop an interest for the school district within the community.
• Assess the potential for alumni giving/connect with alumni.
• Use funding systems already established.
• Assess return on investment.
• Raise money for specific activities.
• Boarding school/residential component.
• Explore possibility of becoming a charter school district independent from the state to allow for greater flexibility.
• Seek outside grant funds.
• Building care/maintenance handled by students as a form of community service.
• Establish a business incubator for the school district.
• Establish a user tax where parents pay for supplies, athletics, technology, etc.
• Fee assessments for activities.
• Form strategic partnerships with nonprofits, governments, etc.
• Shared service delivery utilizing teacher services.
• Certified teachers/distance learning.
• Establish programs and projects that have earning potential, but also contribute to learning as well.
• Raise taxes.
• Entrepreneurship – e.g., use land to develop greenhouses to produce food for the district while adding a commerce component, such as the marketing and sale of flowers; advertise at farmers’ markets.
• Expand school district boundaries.
• Life insurance policies with the school district as the beneficiary.
• Teachers write grants to solicit funds from the local, state, and federal levels.
• Approach corporations to be more involved with the school district.
• Ecology – wind mills, solar panels, etc.
• Seek grants for energy conservation.
• Cut down on waste.
• Spend money more wisely.
• Administratively top-heavy – reduce positions.
• Work collaboratively with the Chamber of Commerce to expand revenue-based development.
• Build a conference center to be used jointly by the school district and community.
• Joint business partnerships.
• Use current facilities to generate revenues; market for rental use.
• Expand summer school program and market to students outside the district interested in quality enrichment programs; charge tuition.
• Partner with a university for curriculum/programming.
• Install parking meters.

Overview
• Establish a development office.
• Market/sell services and curriculum.
• Catalog potential assets.
• Seek additional grants, endowments, private foundations, and alumni giving opportunities.
• Use available land for revenue/conservation/educational purposes, e.g., building greenhouses or green energy sources.
• Augment summer school program and market to students outside the district.
• Open enrollment/distance learning.
• Use what district currently has more wisely and more efficiently.
• Establish exactly who stands to benefit? Proceed from that point forward.

4). Develop a New School Culture Based on Performance, Flexibility, and Accountability
• Investigate the possibility of a flex credit.
• Talk about performance.
• Define expectations for students, parents, school board, volunteers, staff, teachers, and administration – provide training in constructive confrontation.
• Sense of consequences.
• Measure performance based on expectations and enforce consequences both positive and negative.
• Celebrate success.
• School assemblies.
• Management of school decisions from all people: include input from everyone; not a top-down decision-making model; open discussions; within each building.
• Encourage student governance.
• Investigate ways to grant credit on demonstrated competence instead of “seat” time.
• Positive work environment/limit hostility. Harvests creativity.
• Monthly/weekly classroom objectives that students and faculty work toward and identify together.
• Students evaluating one another.
• Consistently revisit what success looks like.
• Encourage mobility outside of school campus.
• Design class/project rubric.
• Guide the big picture objective for students so they know where they are headed.
• Communication and transparency.
• Communicating success to parents and the community at-large.
• Not a new school culture, we have some of that already.
• Evolve a school culture.
• New methods to measure achievement.
• More culture based on trust and compassion.
• A system of student rotation.
• Culture is more than accountability.
• Values within the culture are accountability, flexibility, and performance.
Board must be well-trained and cohesive to lead the group.
Must be consistency in board policies – policies must be consistently carried out by teachers.
Every current and future board member must work towards carrying out Strategic Plan – not implement a change of plan – and provide consistency for everyone in school, community.
Develop a panel of teachers, students, and parents to create a rubric for flex credits.
Responsibility for learning through a plan.
Work towards “exceptional” status.
Utilize data.
Come up with behaviors, ideas, or attitudes that students must embody: expectations vs. rules, core values for entire community in school and outside.
Be flexible in manifesting values.
Link curriculum with values, performance.
Walk the talk.
Recognize when something is important.
Creating students who feel accountable for their future learning.
Holding parents accountable.
Create consistency in classrooms K-12; consistency in holding students accountable.
Bringing it back to the mission statement.
Encourage the social behaviors learned in school; feel empowered.
Social and emotional learning must become more apparent in order to create cohesiveness and consistency.
Teachers must model behavior they seek from students.
Parents should never be dismissed – constantly try to include.
Village statement: educate community about school vision.
Needs to be a culture based on “We.”
Define what performance is.
Broad goals.
Creating a new model for evaluation of students at the beginning of their school careers and at the end.
Not evaluating students by grades, but by performance.
Students come up with performance goals: held self-accountable; coupled with parents’ evaluation.
Tenure should go away.
Demonstrate how methods work through case studies.
Identify best practices.
Learning organization – flexible in what accountability entails.
Renegotiate with state policies.
Do not punish earnest failures.
Laboratory and demonstration schools.
Charter elementary schools – fewer restrictions?
Redefine culture as a culture of learning.
Should not assume that accountability and flexibility are not employed currently.
Data driven – look at what Yellow Springs’ students achieve in and after college.
Capture graduation rates of former Yellow Springs’ students – accountable for outcomes.
Encourage students to learn to earn – not just go to college but be successful in whatever they want to do.
What is our school culture based on now?
Setting clear expectations for entire school community.
Virtues and values that are inter-faith, multi-denominational.
Ethics discussions/classes.
Loose/tight leadership – tight on big picture ideas and outcomes; loose on how we get there based on class, students.
Create a system that defines Yellow Springs.
Develop own Yellow Springs performance measures – balance of input, output and thru-put measures for all (students, teachers, administration).
Transparency with data to hold people accountable.
School spirit is heart of culture.
Celebrate successes.
Motivation should stem from curiosity to learn.
Focus on community service.

Overview
- Student agency.
- Explore more flex credits.
- Celebrate successes.
- Relevance of education.
- Transparent/trusting environment.
- Social/emotional learning.
- Expand/define expectations together.

5). Redesign the Curriculum Based on the Application of Knowledge Students Gain from Different Subjects
- Inter-curricular units, holistic approach.
- Group collaboration to solve real-world problems (skate park/physics).
- Responsibility of the faculty to create opportunities for priorities to be measured.
- Inter-disciplinary curriculum.
- Thematic curriculum (virtues and values) – based on individual strengths and interests.
- Utilize community resources to tap into strengths.
- Partial or whole school model?
- What is the structure/design?
- What are the desired outcomes? Define the desired outcomes.
- Create curriculum around real-world problem-solving projects.
- Develop community relationships.
- Restructuring overall design – delivery, tasks, supervision, evaluation, assessment.
- Communication and community buy-in.
- Curriculum integration.
- Study schools using different models.
- Carry out pilot case studies in our schools.
- Motivate students and obtain input.
- We don’t like/understand the “experiential learning” priority.
- Baseline current practice.
- Design a way to measure how we are doing now: planning time, materials, student competency and best practices. Who is doing this (survey teachers doing this)?
- One day per week in field/community.
- Multiple intelligences.
- Life skills.
- Civil society.
- Manners/basic human dignity.
- Diversity/inclusion.
- Team teaching (combination of subjects).
- Utilize community resources.
- Use the community service program currently in place.
- Mentoring – community members.
- Inclusion – faculty, students.
- Faculty need to use real-world and technology to break down classroom walls.
- Liberal arts.
- Curriculum needs to provide basic skill set. K-12 vision of knowledge and skills each student requires.
- Curriculum should be increasingly place-based.
- Problem-based.
- Choice of subject.
- Group discussion/Socratic Method.

**Overview**

- Inter-disciplinary.
- Utilize community resources.
- Life skills (including values).
- Problem solving (group).
- Define desired student outcomes; design curriculum to achieve this.
Ideal Classroom Visualizations

Mills Lawn:
I think the First chance should be a timeout, then a timeout in a different classroom then in the Pretzables.

More ramps

Better paint
Middle High School:
Board only to show off!

No smart boards - they make learning impersonal, cold, harsh, or almost medical! Education is better when hands on & personal.

Table

Colors don't matter!

Learning is best shared.

Tables

Easy, simple, cheap.

Warm Temp! Desk
Junior and Senior High School:
Teachers switch instead of
• More time between class
• One on one meetings with teachers
• Bathrooms
• Object on desk
• Less students 10 x 10
• More hands on
• Teachers should have to go to after school activities every once in a while.
• Policies for bathroom.
• Students should be supplied with needs
space observatory

floor piano from 'Big the Movie'

Desir Launches

Juve Juice Bar

T.V. Dome

Mega pad goes here

Spinny Chairs

Shoos in Gyro