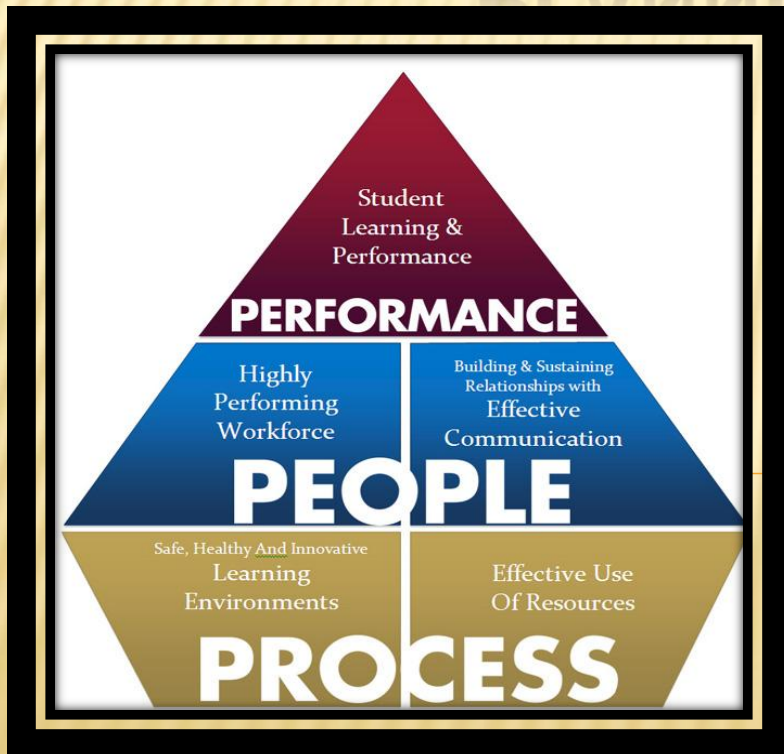


ANALYSIS OF SURVEY INFORMATION GATHERED THROUGH THE ENTRY PLANNING PROCESS



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A plan of entry was coordinated July 1, 2009 through March 31, 2010.

The entire plan took nine (9) months and consisted of interviews with a variety of internal and external stakeholders through on-line questions, focus groups, and face-to-face dialogue.

Those stakeholders participating in the study include parents, business leaders, local community leaders, students, teachers, administrators, and DASD board members.

176 Community surveys returned

238 Teacher surveys returned

34 Support staff surveys returned

70 Act 93 Interviews conducted

12 Board member interviews conducted

48 Community leader interviews conducted

575 total inputs for entry plan over 9 months

REPORT SECTIONS

The data-analysis review = five areas.

- 1 - Strengths of the district will be identified.
- 2 - Areas for growth leading to the vision for the future will be listed.
- 3 - A description of the DASD future vision through the analysis of District needs.
- 4 - Threats to achieving the vision
- 5 - Opportunities to achieving the vision

Strengths of the District

Student Centered

Special Education Programming

Strong Extracurricular Program

Community History and Recognition

Classroom Teachers

Student Achievement

Growth Areas of the District - Vision

Improve Student Achievement

Improve Professional Development

Improve Technology

Improve Communication

Improve Fiscal Responsibility & Create Development Opportunities

Analyze Demographics & Seek to Understand Diversity

Threats to Achieving the Vision

Academic Rigor

Technology

Demographics

The Pennsylvania Taxpayer Relief Act or Act 1

PSEA Union Direction

Schools as Islands

Special Education

Credibility among Administrative Team Members

Top Leadership Turnover

Organizational Direction

Opportunities Untapped to Achieving the Vision

K-12 Organizational Structure

Third Middle School Campus

Downingtown High School IB/STEM Academy

Educational Foundation Development Opportunities

Core Beliefs

We believe that every child can learn with high expectations, rigorous curriculum and research-based instructional strategies determined by each student's individual needs.

We believe that cultural diversity is important to students' success in the 21st century because it leads to global understanding, respect, and appreciation of differences.

We believe that a standards-based classroom includes clear and measurable goals that are communicated to students with relevant lessons that are engaging through the use of a variety of strategies, resources, and modalities.

Core Beliefs

We believe that continuous improvement in a standards-based classroom is an ongoing process that is consistently evolving based on reflection, program monitoring, using multiple criteria and flexibility to meet each student's learning styles, needs, and ability.

We believe that technology is an essential teaching, learning, and communication tool that is integrated into the curriculum to prepare students to compete in the 21st century.

We believe that the environment for safety and discipline in the schools include a student code of conduct with discipline and safety procedures and focus on the principles of positive, pro-active school-wide behavioral support.

Core Beliefs

We believe that the physical environment for learning in our schools and classrooms is safe, clean, inviting, and flexible enough to support the instructional program.

We believe in a decision-making process that is collaborative, student-focused and designed to produce positive measurable outcomes, and includes the voices of all stakeholders.

We believe that extracurricular activities provide an opportunity for students to become well rounded good citizens through diversified activities that enrich the school curriculum and meet the needs and interests of the individual student.

Core Beliefs

We believe that the school and the parents are partners in the education of their children and they commit the resources and support necessary to help children develop their full potential.

We believe the role of the board of education is to be fiscally attentive to the community while ensuring that each individual is provided with the opportunity to reach his/her fullest potential in order to contribute to the betterment of society.

We believe that all students can learn when provided with appropriate instruction driven by each students' individual needs and with effective communication in a partnership among teachers and parents.