RESULTS OF THE
PLANNING FOR THE FUTURE WORKSHOPS

WORKSHOP OF THE WATERTOWN CITY SCHOOL DISTRICT COMMUNITY ADVISORY COMMITTEE
January 22/February 10, 2020

WORKSHOP OF THE WATERTOWN CITY SCHOOL DISTRICT ADMINISTRATIVE TEAM
January 22, 2020

WORKSHOP OF THE WATERTOWN CITY SCHOOL DISTRICT BOARD OF EDUCATION
January 14, 2020

Background about the Commissioned Study:

The Watertown City School District is diligently engaged in its ongoing short term and long term planning regarding the future vision of the instructional program Pre-K through grade 12.

The Board of Education has authorized a comprehensive planning process to identify *possible 'doable' options* the Board and district *may* want to implement or adapt to deliver the program envisioned by the district with quality, and as cost-effectively as possible. The Board has engaged the services of the SES Study Team, LLC to 'hold up a mirror' to varied types of school district data in an unbiased, non-advocacy manner.

The Board has appointed a **Community Advisory Committee** of volunteer community residents to serve as a 'steering committee' resource for The SES Study Team as the 'guest outsider' prepares three studies: an

"Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."

Watertown City School District Study Question:
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Enrollment Projection/Demographic Study, a *School Buildings Pupil Capacity Study*, and a *Program Implementation Study* of possible options for consideration by the School District and its community.

The Committee is a cross-section of the community including parents of current students and preschool-age children, retirees, residents without children, students, and civic leaders in addition to representative school resident school staff members. The role of the Committee is as a 'steering committee' to help the guest consultant analyze/discuss pertinent data to answer the study question. The Study will ultimately identify a set of options to the Board of Education to consider and/or adapt as possible program implementation avenues for the future.

The Board of Education and Administration have no pre-conceived options or conclusions about the findings of the *Program Implementation Study*.

A foundational step to accomplish the commissioned study is to organize a ***Planning for the Future Workshop*** with the Community Advisory Committee, the Watertown City SD Administrative Team, and the Board of Education. A prime outcome of the *Planning for the Future Workshops* is a written tool that documents an outline of the priorities, values, questions and objects that the Community representative group and the School District leadership team believe that the *Program Delivery Study* and the School District long-term planning process should address.

All of the 'answers' to the workshop question provided by Advisory Committee, the Administrative Team, and the Board of Education are important. All are listed in this workshop-outcome report. The rank-ordering of the 'answers' by each group is a preliminary scan. *The scan suggests which of the items might be given priority collaborative attention by the study, district, and community in identifying viable scenario options that the Watertown City School District may or may not want to pursue.*

Planning for a people-service organization is not a static effort. The 'life' of a school district serving the young people and community is dynamic. It often is influenced by variables over which the district and community have no direct control. Such variables include future pupil enrollments, State policy about school funding, and the local/state/national economy. This guide that lists the values expressed by the Community Advisory Committee, the Administrative Team, and Board of Education will help focus the development of the study of options to deliver and implement the educational program in the future. It also may help community and school district discussion of a very important public policy planning decision faced by the Board of Education over the coming months.

The *Program Implementation Study of Options Study* will be prepared over the next five months. As each research tool for the study is prepared, it will be posted on the Watertown City School District website to encourage all stakeholders of the school district to discuss and analyze pertinent data that are baseline tools to help school district planning.

This report of the results of the *Planning for the Future Workshops* with the Community Advisory Committee, the Administrative Team, and the Board of Education/Superintendent is the first research tool of the study.

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Watertown City School District Study Question:
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*What are the key questions/data that our school community needs to answer/discuss
about how best to organize and deliver the grades Pre-K through grade twelve program over the next
three years?*

Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Watertown City SD Community Advisory Committee on January 22/February 10	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Watertown City SD Administrative Team on January 22	Rank Order	Key Questions/Data/Topics Identified and Rank-Ordered by the Watertown City SD Board of Education/Supt. on January 14
1	How are we supporting the social-emotional needs of children?	1	Are there things we can do to help increase consistent pupil attendance in school?	1	Is our current K-12 curriculum ready to address the development of skill sets for our pupils in the rest of the 2020's into the 2030's?
2	What plans are in place to increase the security for each of the schools?	2	How can we better engage students who are not now invested in their education?	2	Do we need all five of the current elementary buildings?
3	What is in place to train and support teacher skills to serve a 'growing' set of needy pupils?	3	Three out of ten pupils do not finish high school in 4 years. How might the long range plan address and improve?		Are there options to bring about socio-economic equity of the student population among the elementary schools?
4	Are all graduates receiving the basic skills to enter the workforce, military, or higher education opportunities?	4	How does lack of transportation inhibit pupils from participating in school sponsored opportunities (ex. PreK, extracurricular)?.	3	Are there options that Watertown K-4 pupils can be served by a 'neighborhood school" even with fewer than the current five elementary schools?
5	What is in place to encourage parental involvement with their children's education?	5	What can we do to help pupils have personal skills to deal with 'change' in life and with society?	4	Are there inequities of program and/or facilities among the elementary buildings?
6	Are basic life skills instruction embedded in the curriculums?		How can we improve our family connection with school?		How viable is the Massey building as a district office to provide more space for pupils at Wiley?
7	Is there program equity among the five K-4 schools?	6	Are our current building grade level configurations the most effective?	5	Are there organizational options to allow more offerings at the high school within the existing space?
8	What are the student-teacher ratios?	7	Are we deploying instructional staff as effectively as possible?	6	Is centralizing PreK in one building a viable option?

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8	Can more 'physical movement' be incorporated in the school day?	7	Are we providing basic skills to all students to enter the workforce?	7	Are there buildings at the end of their "useful life"?
9	What 'resiliency' efforts are in place for pupils who live in poverty?	8	Should a long range building plan consider other opportunities like college courses?	8	Facility options to ensure that all Part 100 State Ed program requirements are met.
10	What is the 'social media' safety training in place for students? (digital citizenship)		Are there too many geographic (school building) transitions of pupils?	9	If we need to redraw elementary attendance zones, can it be done to achieve a socio-economic equity among the schools serving the K-4 pupil population?
11	What are the current 'enrichment programs'?	9	Given the instructional support services, is there enough and adequate space for these services among the buildings?	10	Are there options that will cause us to have fewer staff?
12	Are there areas in English Language Arts and math that we can 'do better' in helping pupils achieve?		Should Watertown consider the pupil population sizes of the schools and how current practice exists to ensure that pupils in a school are not 'lost'?	11	Is it feasible to replace all K-4 schools with one K-4 school?
13	How are we addressing citizenship critical decision-making skills?	10	How can we partner with colleges and State Ed to recruit enough of a candidate teacher pool to choose from "the best available candidates'?		
	What is in place to deal with pupil drug dependency?	11	Does our school culture instill enough pride in our students?		
14	What stands in the way of all pupils participating in extra-curricular programming?	12	What are our projected pupil enrollments/		
15	What is purposeful play? What are the goals?	13	Do the current grade level configurations help provide social-economic and programmatic diversity of pupils at each school?		

4

Rank Order		Rank Order		
16	What is place to encourage differentiation of instruction and assessment by teachers?	13	Are there things we can do to better prepare PreK pupils and families for entrance into Kindergarten?	
	What is the status of project based learning at K-4?			
Rank Order	**Key Questions/Data/Topics Identified and Rank-Ordered by the Watertown City Community Advisory Committee on January 22/February 10**	**Rank Order**	**Key Questions/Data/Topics Identified and Rank-Ordered by the Watertown City Administrative Team on January 22**	
17	School district pride of students, staff, community members.	14	Is the district adequately staffed administratively to deal with and enhance delivery of program challenges and services to pupils?	
18	Are the communication techniques now in place adequate/enough between teacher and parent? What are the public liaison processes in place?	15	Scenario options that are "affordable' by the community.	
19	What is the profile of children with disabilities and 504 needs in the district?	16	Should pedagogy/teaching/learning techniques like project-based learning, STEM, STEAM, be accessible/delivered to all pupils?	
20	Are grade 4 pupils at a 'level playing field' (ex. skills, curriculum exposure) upon entering grade 5?	17	Are there extracurricular activities offered just because 'they exist', but they do not necessarily fill or address a need of students?	
21	Does the district have data or other substantiation regarding frequency/type of conduct issues of pupils and the graduation or non-completion rates of those pupils?			
22	What might be future enrollments at Watertown over the next 5-10 years?			
23	How does State testing help the district make decisions?			
24	How can programs to help pupils complete high school be made more successful?			
25	What is in place to support self-identification of any pupils?			

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	How can we create a more supportive and welcoming environment for LGBT students and staff?		
26	How does the curriculum address multi-culturalism?		
	What impact does the military have on the school district? What supports are in place?		
27	Are there ways to tap the skills of the community to help the school program? Is there a volunteer program?		
28	Can the Census demographic profile of the school district community give us insights about the program vision and ways to deliver the program (example: data about the number of single heads of households with school age children)?		
29	What does the school do to partner with other agencies?		
30	Appearance of the school buildings.		
31	What are the baseline job skills expected for all WCSD graduates?		
32	What AIS services and RTi services are in place K-12 to help all pupils graduate?		
	Are there ways to increase pre-K opportunities?		
33	What is the migration rate of the district? What challenges in delivering instruction exists because of the migration rate?		
	Orientation for new residents to the Watertown City School District.		
	What does the WCSD program vision include about early childhood instructional support and teaching techniques for pre-K through grade 2?		
34	What is in place to provide opportunities for pupils to achieve dual language proficiency?		

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WATERTOWN CITY SCHOOL DISTRICT COMMUNITY
"OUR CHILDREN, OUR FUTURE' ADVISORY COMMITTEE

Adams	Elise	Parent of K student, public sector employee
Aguilar	Maribel	Parent of K, 7th, students, private sector employee
Appleby	Michelle	Parent of 10th grader
Bartlett	Dawn	Parent of 5th grade student
Briggs	Lindsey	Parent Prek, 2nd and 4th graders, public sector employee
Canfield	Anne	Empty Nester, Pastor
Capone	Michele	Empty nester
Cleaver	Emily	Parent of Prek 2nd, 6th gr.
Colvin	Andrea	Parent of 3rd grader
Converse	Lorie	Parent of 5th, 11,12 graders, banking industry
Doroha	Stacey	Parent of 3rd and 5th graders
Draper	Madison	3rd. grade Long-term Substitute Teacher at Starbuck
Farney	Maren	Parent of 5th student, teacher at Carthage
Fayette	Timothy	K-2 Parent, Watertown urban mission employee
Glover-Lai	Evelyn	Parent of 3rd grader, business owner
Goss	Molly	Parent, School District Support Staff, Principal Account Clerk
Grass	Benjamin	Parent of 4th, 7th graders
Groman	Brandi	Parent of 3rd and 2nd graders
Grosse	Timothy	Parent of 2nd and 5th graders, JCC professor
Guerra	Emily	3rd grade teacher at Starbuck
Hauck	Jennifer	Parent of 2nd and 1st grader, Spanish teacher at the High School
Johnson	Eric	Parent of PreK and Elementary, public sector employee
Johnson	Natasha	Parent of 8th, 4th, 3rd graders
Kolb	Erin	Parent of 1st graders, 12th grader, PTO member
Kolb	Vicky	Health Teacher at High School
Lamendola	Joe	Senior Citizen, retired, grandparent, military
Lassiter	Lynise	Military
Lieberman	Jeffrey	Parent of 1st grader
Marchiony	Nicole	Parent of 5th and 9th students, public sector retiree
McCormick	Diane	Grandparent, empty-nester, gr. 5 teacher at Wiley
Mincer	Dan	Parent of pre-k , 12 grader, Assistant Principal Wiley, business owner
Navarra	Brian	Single Community Member, Private sector employee, no students
Newman	Mary	Grandparent of 8th, 5th and 2nd graders, retiree from JCC
O'Shaughnessy	Colleen	Parent of Prek 1st, 4th gr., PTO
Parks	Barbara	Empty-Nester, School District instructional support, teacher aide at Sherman
Perry	Debbie	Parent of 8th gr. student, retired, grandparent
Reynolds	Christian	Parent of 8th grader, ESOL teacher at Wiley
Robbins	Morgan	Parent of 1st and 10th graders, PTO/PTA, Teacher at Carthage
Schenk	Nova	Parent, military, business owner
Shatraw	Cortney	Parent, community organization member
Side	Tracie	Parent of 11th and 1st grader
Smith	Ashleigh	Parent of 2nd and Prek
Taylor	Christian	Grandparent, 8th grade students
Thompson	Shalaina	Parent of K, 2, 4, students, art teacher at North Elementary
Walsh	Reid	Parent of 2nd and 5th graders, clergy youth pastor
Weir	Sarah	Parent of 2nd, 5th, 8th and 9th graders
Wheeler	Stephanie	Parent of toddler, 1st grader, private sector employee
White	Heather	Empty-nester, community organization member
Williams	Terry	Grandparent, retired teacher/administrator, military

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Administrative Team Participants on January 22

Lisa Blank, Director of STEM
Matthew Burdick, Special Ed Coordinator, Asst.
Sandra Cain, Principal
Jason Compo, Buildings & Grounds Adminstrator
Thomas Dunckel, Principal
Janelle Dupee, Principal
Stacey Eger, Asst. Superintendent of Curriculum
Chad Fairchild, Principal
Terrance Gonseth, Principal
Joshua Hartshorne, School Business Manager
Tina Lane, Asst. Superintendent for Personnel & Student Services
Michael Lennox, Principal
Elizabeth Maurer, Principal
Thomas Nabinger, Principal on Special Assignment
Craig Orvis, Food Service Director
Mark Taylor, Principal
Shannon Whitney, Special Education Coordinator
Rebecca Wright, Administrative Intern

Board of Education of the Watertown City School District and Superintendent

Beth Linderman
Maria Mesires
Nancy Henry
Michael Struchen
Culley Gosier
Jason Harrington
Suzanne Renzi- Falge

Patricia LaBarr, Superintendent of Schools

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