

Educational Performance

Student Performance

School Performance

Educational Costs

Performance Drivers
(Factors That Drive Student Achievement and Educational Costs)

Assets / Enablers
(Skills and resources that enable student and teacher performance)

What We Can Do
(Steps to improve student achievement and manage educational costs)

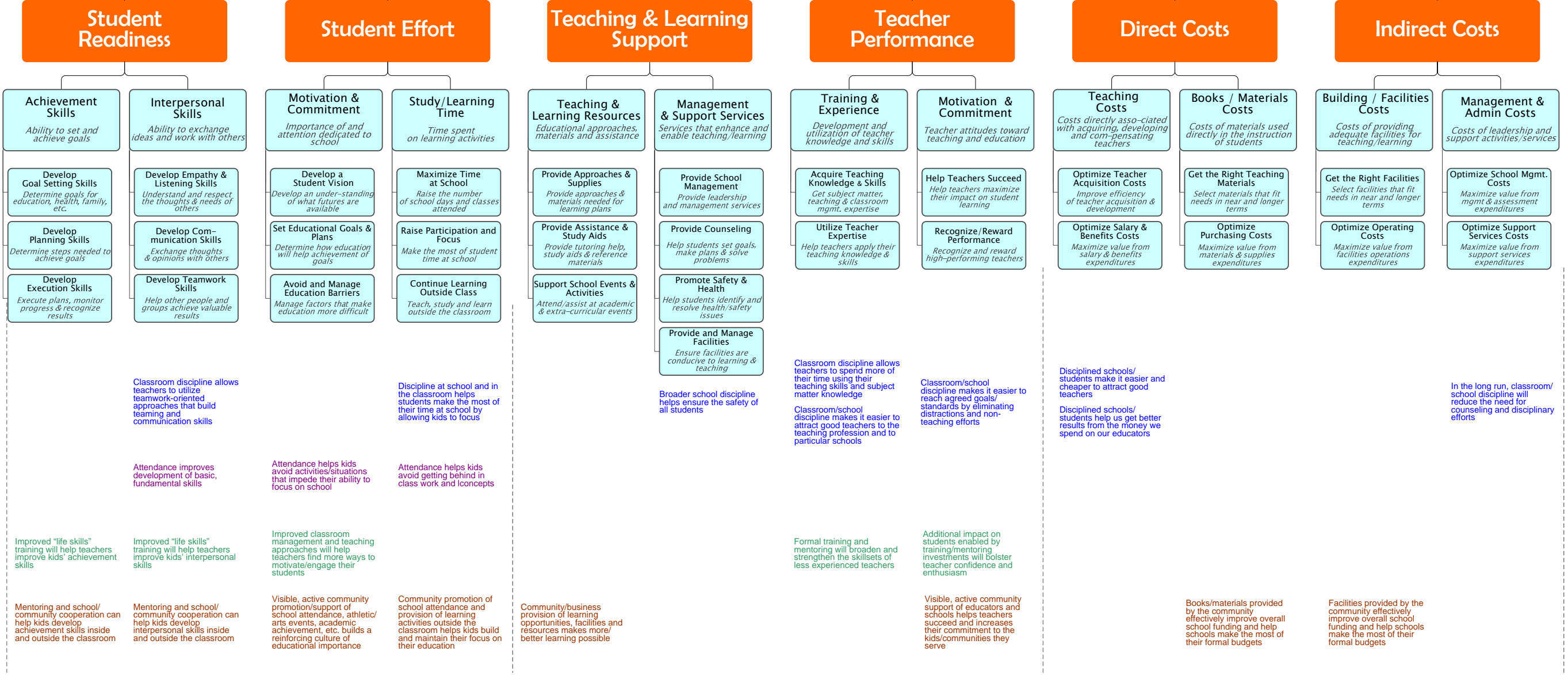
PILLARS FOR 2009

Pillar 1
Improve student discipline
(see pillar overview sheet for detailed plan)

Pillar 2
Improve student attendance
(see pillar overview sheet for detailed plan)

Pillar 3
Improve teacher training
(see pillar overview sheet for detailed plan)

Pillar 4
Raise community involvement
(see pillar overview sheet for detailed plan)



SAMPLE TACTICS

- Students
- Parents (includes guardians and other family)
- Educators (teachers, administrators, support staff)
- Teacher Unions
- Community Organizations (school boards, churches, businesses, public service organizations, local governments, etc.)

- Build agreement around appropriate disciplinary standards
- Identify root causes of disciplinary problems
- Improve methods for explaining and enforcing policies around student behavior
- Improve processes and resources for avoiding and managing disciplinary problems
- Involve all school resources (teachers, administration, support services, coaches, etc.) and community resources (parents, churches, law enforcement, etc.) in improvement efforts

- Build agreement around factors stopping kids from attending school
- Find ways to address the most common barriers to school attendance
- Improve ways of identifying and managing attendance problems
- Build agreement around factors that stop kids from being fully engaged while at school
- Find ways to remove distractions and to teach in ways that get kids more engaged
- Improve teacher ability to keep kids engaged while in the classroom

- Build agreement around what teacher/administration skills and training would be most beneficial
- Determine best ways to provide these skills/training to the people who need them
- Improve methods for determining the extent to which teachers/administrators have these skills
- Get necessary funding/resources for the training
- Find/implement the best available (affordable) training alternatives

- Improve quality and quantity of information provided to community groups about school needs, events, etc.
- Actively solicit the involvement of the leaders of local businesses, churches, community service groups, and the broader parent/family community
- Involve community groups in determining the needs, challenges and other factors affecting the school and community
- Build a better understanding of what resources and help the community groups can and are willing to provide
- Seek donations of expertise, facilities, funding, services from community organizations
- Recognize community organizations and leaders who actively and substantially support our schools