

Process

Focus Groups

On October 20, 2009, focus group leaders were selected from the faculty. These leaders met after school to discuss the process of rubrics for the upcoming focus group meetings. The use of data and dialogue should be used as groups discuss the current progress and need in the principles presented in the focus groups.

On November 2, 2009 and December 7, 2009, Focus Groups met to grapple with the Focus Group rubrics. Each faculty member participated in a Focus Group and the SCC, PTA, additional Parents, Student Council, and other students were invited to participate. All stake holders were represented in all but one of the focus groups.

While in their individual meetings, each Focus Group discussed the provided rubrics. Each group was asked to thoroughly dialogue each principle then vote on the level that they felt Oak Canyon at that time. The average score was listed for each bullet point under each principle.

An additional focus group meeting was held on March 31, 2010. This specific meeting was designed to gain additional feedback from students throughout the building. Each Focus Group leader went over the information and had a discussion with the students in which they gave input on the specified principles. Many additional items to be considered were shared with students in these meetings.

Additional instructions were to identify the strengths and weaknesses for each bullet. The process was to identify areas in which Oak Canyon is deficient, as well as to identify areas in which it excels. Oak Canyon felt that to score a four in all areas is a goal that must be addressed, so groups determined what deficiencies are present that are preventing the school from scoring a four. Identifying areas of improvement will provide more focus and attention, in planning for school and student improvement, as well as the six year action plan.

Strengths

- In-school Intervention program, (eTime), at-risk tracking, principals academy
- Weekly collaboration, working on 4 essential questions, focused on student learning
- All stake holders represented in Focus Group discussions
- Supportive community, parents, SCC and PTA
- Many academic opportunities for all types of learners
- High standards set for student achievement with a published Core of the Core
- Clean and well organized school that is welcoming to students and public
- School Mission, Vision, Values, Goals – published and involves all stakeholders

Areas of Concern

- Classroom Communication to parents – upcoming assignments, grades, tests, expectations
- In-school communication to help students that are struggling – grades, behavior, attendance, ELL, special education, accommodations
- Better use of data for student learning...what data and training is available for teachers
- Improve communication from 6th grade through 10th grade
- Not all teachers utilize web sites and email for communication with parents
- Not all students are able to be recognized for their efforts and improvements
- Student planner could be used more for better organization

- Create and implement common assessments and use the data to influence teaching
- A scoring device such as a scantron is of need to help collect data for teachers to use from their common assessments

Steps Forward

- SE and ELL teachers meet with departments once a month for collaboration to relay specific areas of need.
- Communicate Mission, Vision, Beliefs (Values), Goals to all stakeholders, posters in classroom, administrators meeting in classrooms, planners, implement within classroom discussions and on announcements.
- Advertise progress on student goals in office windows.
- Revamp student rewards program to recognize more students for the accomplishments that they are making, use office window and foyer TV to advertise.
- Begin process of tracking student behavior, attendance and compare to student achievement. This can be taken care of during at-risk meeting, then communicated to teachers.
- Implement DRSLs in classrooms.
- Look into scantron options to assist in the collection of data from common assessments.