

International Falls Public Schools Strategic Planning Summary of Stakeholder Engagement-Related Activities

Overview

The school board of International Falls Public Schools approved a process for developing a strategic plan. The strategic planning process included opportunities for the school district's staff and residents to provide input on determining what the school district is doing well and areas that might need attention or focus as a part of the strategic plan.

Seven forums (three for school district staff, two for students, and two for community) were held in the school district on January 7-8, 2015, and were conducted by a Minnesota School Boards Association (MSBA) consultant(s). In addition, the "International Falls Public Schools Strategic Planning Survey" and "Perception of International Falls Public Schools Survey" were available to the International Falls school district's staff, students, and community residents to complete. Both surveys were open from December 8, 2014 through December 31, 2014. This document provides a summary of the stakeholder engagement-related activities.

Results: International Falls Public Schools Community Engagement-Related Surveys

International Falls Public Schools Strategic Planning Survey: A total of 684 people responded by filling out all or part of the "International Falls Public Schools Strategic Planning Survey." The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 53% of respondents selected "Student,"
- 27% of respondents selected "Parent,"
- 14% of respondents selected "Staff Member,"
- 6% selected either "Community Member" or "Business Owner."

Survey Questions: The "International Falls Public Schools Strategic Planning Survey" takers were asked the open-ended questions that are provided below.

1. What do you consider to be the top three strengths of the International Falls Public Schools?
2. What do you consider to be the top three issues and concerns facing the International Falls Public Schools?

The MSBA consultant(s) reviewed the responses to the above noted questions. Themes and frequently used words and phrases were noted. The summary is provided below.

Strengths of the School District: This section includes a summary of the survey takers' responses to the question: "What do you consider to be the top three strengths of the International Falls Public Schools?"

- **Staff.** The school district's staff was listed among the school district's strengths. The words, "staff" and "teacher," were mentioned 219 and 113 times, respectively. The phrase, "good teachers," was mentioned 41 times. The word, "administration," received 15 mentions. Words and phrases used to describe staff include: "friendly," "nice," "committed," "excellent," "dedicated and hardworking," "focus on students," "caring," and "quality."

- **Climate and/or Culture.** Culture and/or climate related terms and phrases were used a combined total of 250 times. More specifically, the terms, “Bronco Pride” and “Bronco Power,” received 36 and 25 mentions, respectively, and the phrase, “school spirit,” received 71 mentions. Respondents also noted the importance of “PBIS” (68 mentions). Words and phrases used to describe climate and/or culture include: “more kids are participating in school activities,” “positive atmosphere,” “positive environment,” “respect,” “positive attitude,” and “reflect the new direction.”
- **Sports and Extracurricular.** The words, “sports,” and “extra-curricular,” were mentioned 112 and 29 times, respectively. Words and phrases used to describe sports and extracurricular include: “participation in activities has shown safety is a priority,” “many opportunities besides sports,” and “many choices.”
- **Curriculum, Programs, and Academics.** Students and learning were on the survey takers’ minds. The word, “curriculum,” received 29 mentions, and the phrase, “college courses,” received 11 mentions. Words and phrases used to describe curriculum, programs, and academics include: “pre-k-grade 2 curriculum,” “offering new classes,” “high academic standards,” “AP courses,” “number of course offerings for small school,” “can take college courses.” Specific curricular programs noted include: “diversity of classes,” “math” (21 mentions), “science” (7 mentions), “reading” (5 mentions), and “great music” (4 mentions).
- **Students.** The words, “student(s)” and “kids,” were mentioned a combined 43 times. Words and phrases used to describe students include: “great,” “hardworking,” and the staff “really cares.”
- **Facilities and/or Buildings.** The words, “facilities” and “buildings,” were mentioned a combined total of 26 times. Words and phrases used to describe facilities and grounds include: “adequate,” “excellent,” “decent,” “nice,” “well-kept,” “sport facilities are close to the schools,” “safe and welcoming,” and “fairly good shape and are kept up well.”
- **Class Size.** The phrase, “small class size,” was referenced 26 times.
- **Community.** The word, “community,” was mentioned 21 times. Words and phrases used to describe community include: “small size and location,” “strong athletic programs with community support,” “strong community support,” “great,” “public support,” “tradition,” and “involvement.”
- **Technology.** The word, “technology,” was mentioned 16 times. Words and phrases used to describe technology include: “more up to date,” “improving,” “strong,” and “decent.”

Issues and Concerns Facing the School District: This section includes a summary of the survey takers’ responses to the question: “What do you consider to be the top three issues and concerns facing the International Falls Public Schools?”

- **Leadership and Culture and/or Climate.** Leadership and school culture and climate were on the respondents’ minds. The category reflects the importance of aligned policy, procedure, and practice. As a starting point, the word, “bullying,” was mentioned 164 times. Other words and phrases used to describe leadership- and culture- and/or climate-related concerns include: “teachers expect to be respected but not all respect students,” “students disrespect other students,” “nepotism,” and “hiring should be based on qualifications.” The word, “discipline,” was mentioned 23 times. Words and phrases used to describe discipline include: “overboard,” “inconsistent,” “not consistent with

students,” “disciplines written up,” “poor discipline,” “lack of consistent discipline,” “lack of classroom discipline,” “too extreme for little things,” and importance of being “consistent and following of rules by all staff, including administration.”

- **Staff.** The words, “staff” and “teachers,” were referenced 156 and 56 times, respectively. Words and phrases used to describe staff include: “some are mean,” “some are not good,” “some teachers are ineffective,” “some are mediocre,” “some don’t teach – they rely on worksheets and videos,” “lack of staff in certain areas,” “uneven child to teacher ratios,” “supervision in hallways, lunchroom, and playground needed,” “morale,” and “dress code.”
- **Communication and Perception.** Communication is important. The words, “communication” and “perception,” were mentioned 56 and 23 times, respectively. Survey takers suggested the need for more communication “between staff and parents,” “administration to staff,” “administration to parents,” “between buildings,” “with the community,” and “between school and student.” Words and phrases used to describe communication include: “tough to communicate changes/information to all staff, parents, and students, and to implement the changes,” “communicate staff expectations,” “follow through,” “communication in many areas is lacking, especially scheduling,” “parents not listened to,” and “not contacting parents right away if student misses work or has a problem with grades.” In addition, the word, “perception,” was mentioned 11 times. Phrases used to describe perception include: the perception that “bullying is bad and not being dealt with,” that “Falls schools are not a good learning environment,” “perception among community (both real and perceived),” “sometimes distorted and inaccurate public perception,” “losing students and public perception of schools and the community,” and “negative portrayal of Falls High School and its students.”
- **Learning and Achievement:** Student learning and achievement were on the minds of the survey takers as well. The words, “learning” and “program,” received 29 mentions each. Words and phrases used to describe learning include: need to offer more “learning programs,” “consider needs of all learners,” “failure to prepare for after high school,” “math curriculum,” “declining course options,” “no one to one technology,” “very limited and poor offerings in electives,” “not enough electives for 9th and 10th graders,” “commitment to student learning,” “kids need to be learning,” “time and quality of learning throughout the day,” “too much time spent on testing,” “more special education staff needed,” and “too many non-learning days (watch videos).” The word, “academics,” was mentioned 7 times. Phrases used to describe academics include: “need more focus on what is best for students academically,” “success,” “sports comes first before academics,” and “overall low academic standards.” The words, “learning” and “program,” received 29 mentions each. Words and phrases used to describe curriculum and programming include: “need more hands on courses,” “dislike 7-period day,” “not enough physical education offered,” and concern about “maintaining higher level studies.” Words and phrases used to describe student achievement include: the district has “lower test scores compared to neighboring districts,” “too much testing,” and “scores are unacceptable.”
- **Students:** The word, “students,” was mentioned 145 times. Words and phrases students used include: “lack of respect towards the teachers and staff,” “lack of respect in both school and extra-curricular activities,” “no respect for adults,” and “bullying.”
- **School Lunch Program:** The words, “lunch,” “food,” and “meal,” were mentioned a combined total of 180 times. Words and phrases used to describe lunch, food, and meal

include: “too expensive,” “not enough,” “quality is lacking,” “miss old ala carte options,” and “too healthy.”

- **Facilities:** The words, “facilities,” “building,” and “campus,” were mentioned a combined total of 29 times. Words and phrases used to describe the facilities and buildings include: need to “upgrade,” “remodel,” “renovate,” and need a “new building.” Other words and phrases noted include: concern about “security,” “aging” and “outdated” buildings,” “heating issues,” “jammed lockers,” “no upstairs bathroom at high school,” and “sports facility.”
- **Finance:** A few survey takers noted the community has changed and mentioned the number of jobs lost in recent years. Phrases used to describe finance include: “lack of budget,” “too much spent in useless ways,” “no funding for anything outside classrooms,” “declining enrollment,” “students taking college courses,” “leaving the school district to go to neighboring districts,” and “declining enrollment affects funding.”
- **Extra-curricular and/or Sports:** The words, “sports” and “extra-curricular,” were mentioned a combined total of 39 times. Words and phrases used to describe sports and extra-curricular include: travel to “remote location – sports travel,” “taking kids out of the classroom way too often,” “too many,” “not enough options,” “too much emphasis on,” and “support for sports teams.”

The data was further reviewed to identify the top five concerns of survey takers who selected “Student,” “Staff,” or “Parents.” The concerns are noted below by category.

Top Five Concerns by Category		
Students	Staff	Parents
Learning Opportunities	Communication	Student Learning and Achievement, Course Offerings, Class Size
Staff Effectiveness	Leadership and Climate/Culture	Staff Selection and Effectiveness of some Staff
Leadership and Climate/Culture: Bullying	Student Choices and Behavior	Student Behavior: Policy and Procedures - Bullying, Respect/Disrespect
Declining Enrollment	Curriculum and Technology	Declining Enrollment
School Lunches	Support from Parents and Administration	Leadership

Results: Perception Survey of International Falls Public Schools: The “Perception Survey of International Falls Public Schools” provided an opportunity for the school district’s staff, students, and residents to offer input on school district effectiveness. The survey included 20 indicators of school district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD=Strongly Disagree,
- D=Disagree,
- A=Agree,
- SA=Strongly Agree, and
- DK=Don’t Know.

Survey Takers: A total of 606 people responded by filling out all or part of the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 57% of respondents selected “Student,”
- 24% of respondents selected “Parent,”
- 13% of respondents selected “Administrator,” “Staff Member,” or “Support Staff,” and
- 6% selected either “Community Member” or “Business Owner.”

Summary of the Perception Survey of International Falls Public Schools: The overall survey results showed over 50% of respondents agreeing or strongly agreeing that 11 of 20 indicators of effective educational practice are in place in the International Falls Public Schools.

For purposes of this summary, indicators that received 50% or more agree/strongly agree ratings are identified as strengths, and indicators that received 45% or more strongly disagree/disagree are identified as possible concerns. Also, indicators where 30% or more respondents indicated don’t know are identified as items worth noting.

Six strengths identified from the survey are provided below.

Strengths	
Indicator	Percent
School district facilities are safe, secure, and well maintained.	69.7
Policies and procedures are in place in regard to a safe, orderly, and caring environment that supports learning.	66.2
School district leaders (school board and superintendent) are visible and accessible throughout the school district and community.	59.7
The school district consistently tries to find ways to take action to improve programs and services for students.	58.7
The “climate” of the school buildings is conducive to teachers being able to teach and students being able to learn.	58.6
School district leaders (school board and superintendent) provide direction, support, and resources for quality curricular and co-curricular programs for students.	54.3

One area of possible concern was noted and is outlined below.

Areas of Possible Concern	
Indicator	Percent
The school district does an excellent job of educating all students.	46.7

Six indicators worth noting are provided below.

Items Worth Noting			
Indicator	Percent SD or D	Percent SA or A	Percent DK
The school district has an effective evaluation process for all school district staff (non-licensed, teachers, principals, superintendent).	28.3	32.2	39.5
The school district has a procedure in place to regularly review and update curriculum standards, instructional strategies, and assessment measures.	22.1	40.0	37.9
The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.	30.3	33.4	36.3
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	22.6	42.9	34.5
The school district has a staff development program for all staff that is focused on improving the teaching and learning process.	19.2	47.3	33.5
Multiple methods of communicating with stakeholders about the school district's work are in place and are clear, concise, and user friendly.	29	40.0	31.0

Results: Student, Community, and School District Forums: Seven forums were held in the school district on January 7-8, 2015. The number of people who attended each forum is provided below.

- A total of 14 students attended the student-related forums;
- 6 central office/administrative team members attended the forum for administration;
- 6 school board members provided input;
- More than 80 staff members attended the school district staff forum;
- 7 people attended the two community forums.

The student-, administration-, and community-related forum attendees were asked the following questions:

- What do you consider to be the top three strengths of the International Falls Public Schools?
- What do you consider to be three top three concerns facing the International Falls Public Schools?
- What would you see as a vision for school district in five to ten years?

General comments about the school district's strengths and concerns gathered from student-, community-, and school district administration-related forum were combined and are provided below.

Results: Student, Administration, and Community Forums	
Strengths	Concerns
<p>Technology</p> <ul style="list-style-type: none"> • Skyward program • Resources for the kids • Wi-Fi is very secure – students are locked out of almost everything • iPads in health class • Computer stations in library 	<p>Technology</p> <ul style="list-style-type: none"> • Inappropriate use of technology by students • Is there a technology plan? • Internet “hot spots” • Maintenance issues • Technology coach to help with foundational things • Not enough iPads, laptop computers • Miss keyboarding class, fundamentals
<p>Climate/School Spirit</p> <ul style="list-style-type: none"> • Excitement, more energy and school spirit this year • Less bullying • Kids like the new Lounge • More kids participating in school sports • Kids like early release • PBIS – doing good things – fewer incidences of trouble • Bronco Power has changed environment and created atmosphere in the school and community 	<p>Climate/Spirit</p> <ul style="list-style-type: none"> • Bullying is still going on, some think the problem is better, but it’s still a problem • Like to see more purple and gold around the buildings • Still more to do
<p>Buildings</p> <ul style="list-style-type: none"> • Accessible • Clean • Well-kept • Nice gym and cafeteria • Open fitness center after hours • Nice library 	<p>Buildings and Grounds</p> <ul style="list-style-type: none"> • Older lockers – rigged, don’t stay locked; jammed up lockers – most of the 6th and 7th grade lockers • Arena-related concerns: heaters, locker rooms, handicapped ramp only on one side • More school colors throughout • Long list of needs – bathrooms • Most buildings look good (painted, etc.) but have needs, such as new roofing, discolored tile from leaky roof
<p>Leadership</p> <ul style="list-style-type: none"> • Change in school board is viewed favorably • New district level leadership – sense of excitement, stability • Community support 	<p>Leadership, Policy and Procedures</p> <ul style="list-style-type: none"> • Staff and/or community jump the chain of command go directly to the superintendent • Perceived by many that there’s a bullying problem • Scope and sequence, Curriculum

	<p>alignment between and within grade levels</p> <ul style="list-style-type: none"> • Unclear about the purpose of ISS • Questions about the activities they may engage in • Cell phones in ISS • Keeping track of detentions
<p>School Lunch Program</p> <ul style="list-style-type: none"> • Open lunch/campus – students like this option • New food options • Healthier food for students 	<p>School Lunch Program</p> <ul style="list-style-type: none"> • Would like to see ala carte back • School colors in the cafeteria • Lunches – not good, too small portions, not enough food, concern about running out of food sometimes • Not as many options for the kids • Kids are hungry- not getting enough to eat • Not enough time to get through the lunch line
<p>Staff</p> <ul style="list-style-type: none"> • Good, dedicated teachers • Teachers create excitement for learning • Committed, go above and beyond to help students • Caring and involved • New leadership – creates sense of excitement • Teachers helpful after hours • Morale is improving – staff are working together 	<p>Staff</p> <ul style="list-style-type: none"> • Hard to find substitute teachers • Recruit, retention of staff • Development and staff oversight • Unrealistic special ed. case loads • Paring of paraprofessionals with students should be based on students’ needs • Training for managing kids with special needs and families concerns about caseload • Balancing contract rules with how days land in the contract • More communication is needed
<p>Academics and Programs</p> <ul style="list-style-type: none"> • Looking more at measures of success • Music program and pep band • Preparation for MCA’s is helpful • Offering CIS courses – students and parents like this option • Academic offerings • Free pre-school and pre-school transportation reduce barriers – helps families and is good for kids • Concurrent enrollment is viewed favorably 	<p>Academics and Learning</p> <ul style="list-style-type: none"> • Would like to see more electives • Offer Ojibway and Spanish but would like to see French and German • Grade inflation <ul style="list-style-type: none"> ○ Inconsistent results – varies from teacher to teacher – is this being monitored? ○ Concern should be addressed not swept under the rug ○ Kids should have options • Lost learning time due to sports/other activities

<ul style="list-style-type: none"> • Good mix of courses for students • Extra-curricular opportunities – many opportunities available for students 	<ul style="list-style-type: none"> ○ Amount of face time with teacher – how does face time compare with other kids ○ Use of video – Use of substitute teachers • Special education-related concerns: <ul style="list-style-type: none"> ○ Insufficient space for classrooms, crammed space ○ Case load per teacher ○ Training ○ Para assignment should be based on student needs ○ Tele-speech program/assessment ○ Funding
	<p>Transportation</p> <ul style="list-style-type: none"> • Discipline • Some buses are old, cold • Long rides and wait to be picked up • Transportation for special education students – could let families know it’s going to a bit uneasy at first (start of the year)
	<p>Communication</p> <ul style="list-style-type: none"> • Getting the word out about school happenings, etc. • Has gotten better – but needs to continue to improve • Website is hard to navigate, hard for staff to navigate • Need communication more on all fronts, including special education • Website should answer/be a source of information for parents and community: <ul style="list-style-type: none"> ○ How things are working ○ What’s coming up for the kids
	<p>Enrollment</p> <ul style="list-style-type: none"> • Loss of students due to open enrollment and PSEO-college • Effect on class size and participation in sports • Enrollment down – affected by mill layoffs • 220 kids enrolled out of district

	<ul style="list-style-type: none"> • Perception: people who think there's a lot of bullying
--	--

School District Staff Forum:

The school district staff were asked to identify the strengths and concerns relative to twelve areas of school district operations. The results* are provided below by topic.

Note: * The summary provided below does not include the information gathered from the administration.

Student Support	
Good Things	Concerns
Classroom assistance (para support)	No Tier services to cover everyone (academic support)
Mental health services	No alternative school
Homework Help (High School)	Tier services for helping manage behaviors
Targeted Services (Elementary)	No gifted and talented program for junior high
School District wide PBIS	No detention in elementary
Truancy Diversion Team	Need more preparation time/communication from college professor(s) for FHS teachers
College in Schools classes	

Transportation	
Good Things	Concerns
Buses are available for trips	After school wait time is too long
Kids feel safe on the busses	Late busses do not allow enough time for breakfast
Positive discipline plan is developed and in place	Communication to where kids go – what bus number?
Friendly drivers	Scheduling - local in - town kids/stops at 7:15 a.m. and too late drop off after school. Has changed from a better schedule 2 years ago
	Behavior issues on the bus
	Communications to parents can be a problem
	1 st day of school confusion for new high-school students – where to catch the bus

Communication	
Good Things	Concerns
Facebook	Opportunity of communicating with one another – among all school district staff
Skyward	Job assignments
Web pages	Announcements – sometimes too many and sometimes not enough

Email	Support staff – lack of communication between teachers and administration
Connect Ed.	
Parent Conferences	
Meet the teacher	
Newspaper	
KCC T.V. – is in the works	
Support staff being included in Wednesday meetings with teachers	

ECFE and Community Education	
Good Things	Concerns
Resourceful staff	Lack of community (community education) part
Variety and responsive	Funding
Communication (newsletter)	Transportation (community education) for programs
Free preschool	Full-time secretary
Transportation (ECFE)	Parent education (early) – leaves room with parents. Need licensed with kids, too.
Scholarships/free opportunities	

Personnel	
Good Things	Concerns
Hard working	Spread a little thin – (paras, secretaries, custodians)
Supportive	More variety of training topics for paras on staff development days
Innovative: well-trained and dedicated	Time to meet and discuss with other staff
Get to know students/families	
Immediate feedback and follow-thru on behavior issues at FHS/WEE	
Administration one building is helpful	
Friendly and caring	
Custodians are accommodating	

Student Achievement	
Good Things	Concerns
Met math goal – 2013-2014 school year	Reading goal (MCA)
Student of the month (as reward)	Classroom environment: temperatures, lighting, noise, structure of classroom, preschool room
Honor rolls (Principals: A and B)	More physical activity – currently is elementary focused but junior high needs it too

PBIS (both schools)	Technology (keyboarding): very much affects future, our future is computers, basics of computer needed, possible innovation for elementary
Homework help	Lack of intrinsic motivation: bad attitude
Targeted services	Elementary reading curriculum (no scope and sequence)
Elementary math curriculum	
Tracking in math/English in 9 th grade)	
Good staff/caring staff	
Math/reading remediation	

Technology	
Good Things	Concerns
Google Chrome workshop	Smart boards in all classes
Laptop carts in: social studies and health/PE	Working classroom printers for small jobs
Media projectors in computers and all classrooms	Upgrade Wi-Fi
Skyward – student management system	Better copiers in workrooms
First class (e-mail)	Not all teacher websites are up-to-date
Teacher websites	More access to computer technology in the classroom would help
	Could use a technology specialist at FES for help, training, and support

Finance	
Good Things	Concerns
Small class size – takes money to make that happen	Multiple infrastructure needs that must be funded
Free pre-school	Buildings need to be fixed/remodeled
Number of staff employed by school district is stable-constant	Technology needs include the need for a K-12 technology integration specialist
	PER – consistent review of curricular areas is needed
	Arena needs an access for handicapped/disabled

Food Services	
Good Things	Concerns
Continued work on the noise levels in the elementary cafeteria	Improving the water dispensing at the younger elementary levels
Respect and behavior in the FHS cafeteria is increasing	Being able to set a daily block on what a child can spend
Our food service staff are very friendly and participate in school activities	Salad bar at FHS

	Different food options for staff
	Moving back the time of the lunch count at FES to ensure enough food for all students

Community/Parent Involvement	
Good Things	Concerns
Volunteer available if teachers wishes	Parent support in sports, not so much in education and music
CEOs in classroom program	Confidentiality – parent teacher conference
Business support	Technology
Technology	Volunteer sign-up sheet for organized activities?

Curriculum and Instruction	
Good Things	Concerns
Differentiation in instruction	Too many new ideas, not enough time to implement
Prep time allows us to differentiate instruction	Consistency is lacking
Teachers that care	Not enough instruction time
Creative, fun and engaging curriculum developed by teachers	Copier never works and everything needs to be copied
	More tech support, more tech support/iPads for each student
	More training for curriculum
	Lack consistency across grade levels

Buildings and Grounds	
Good Things	Concerns
Re-painting of cafeteria	Air exchange: difficult to control temps
New office set-up at FHS	No walls in pre-school
New Junior/Senior lounge	Maintenance versus educational set-up
Custodial staff does the best they can do with resources provided	Money (take pride in what our schools look like) but still have leaking ceilings
Room to grow – land	Sharing lockers or no lockers at all
Bronco logos/colors	WEE playground has uneven asphalt and over-crowding
	Bathrooms (both FHS and FES)

Vision for the Future: The forum participants responded to the question, “What would you see as a vision for school district in five to ten years?” The responses are provided below.

- Leaders care about students and the district.
 - Staff at all levels are customer friendly

- Settled into trends - some of the things we said we would do are being done
- Opportunity to build the team
- Strategic plan is being followed, monitored
- More communication at all levels
- Positive school climate:
 - More energy in the school
 - Friendly and more open
 - Welcoming, inviting school district
 - Some of the things we are doing, such as PBIS, have settled and institutionalized
- No students are leaving the district
- The community is a part of the school and is support of the school district. Positive environment where the community is a part of the school
- All students are strong, well-adjusted and supported.
- Safe environment for students to learn in and teachers to teach.
- Parents are involved in their students learning.
- Known for its academics and outcomes
 - Recognized for quality learning
 - Known for quality learning programs
 - Scores above average
 - Kids are prepared for life
 - High expectations for all learners
 - Support for all learners
 - Enrichment programs available
 - More science, art and technology classes
 - Kids at higher end of the spectrum have access to enrichment programs
 - Special education services – more trained staff, communication have improved
- Has a new building/remodeled buildings, including new lockers, another gym, and upstairs bathrooms that work
- Great School District Reputation
 - Great customer service
 - Proactive
 - More positive publicity
 - Best in the state
- School Spirit
 - School colors seen throughout the buildings
 - Winning, bigger teams – more participation
 - More people in the stands supporting teams