

Students - Elementary

Value Most

Do Better

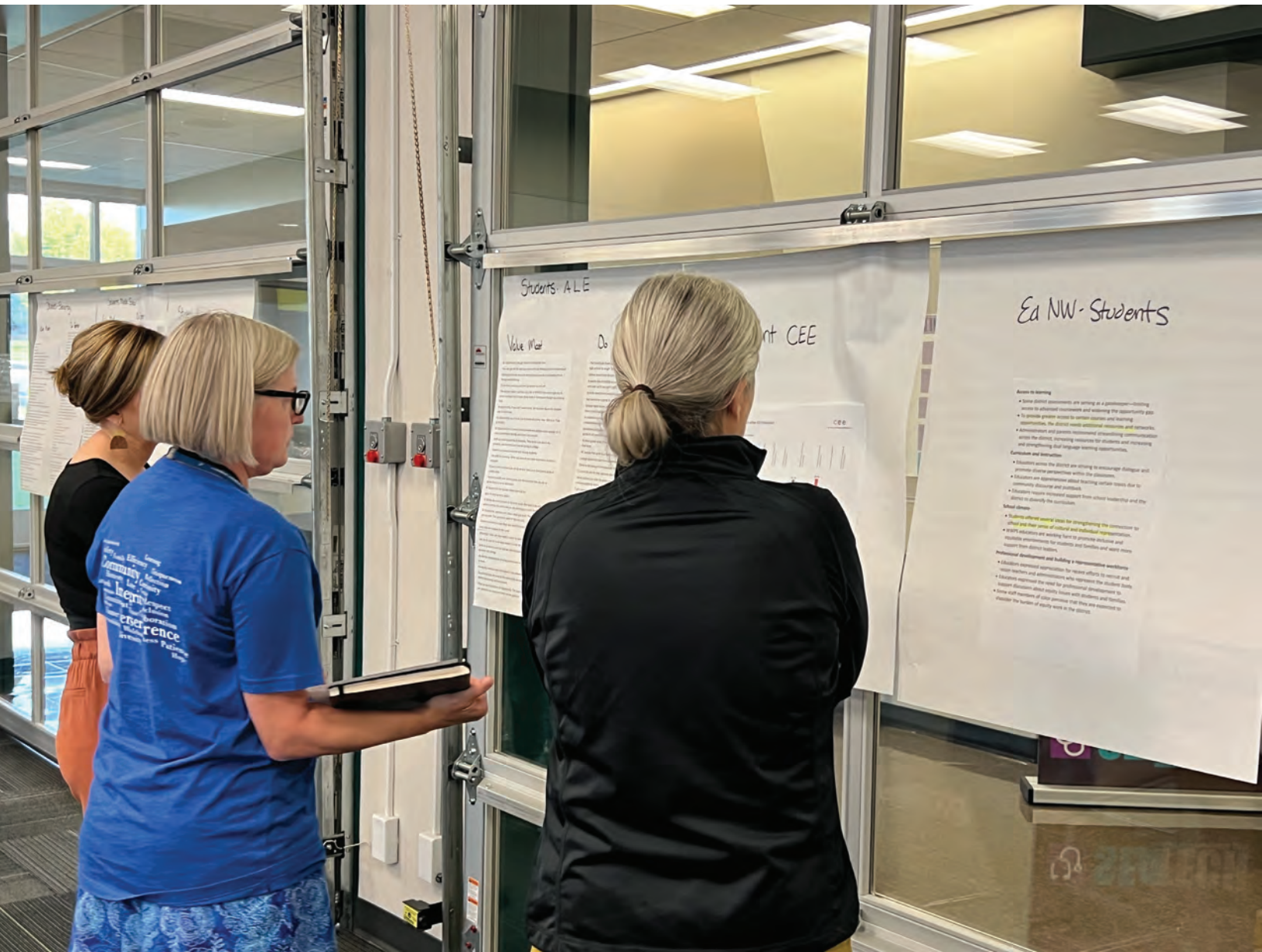
Students - Middle School

Value Most

Do Better

Student - High School

Category	Value Most	Do Better
Academic Achievement	4.5	4.0
Attendance	4.0	3.5
Behavior	4.0	3.5
Communication	4.0	3.5
Community Involvement	4.0	3.5
Facilities	4.0	3.5
Financial Management	4.0	3.5
Health and Safety	4.0	3.5
Instructional Programs	4.0	3.5
Leadership	4.0	3.5
Parent and Family Involvement	4.0	3.5
Professional Development	4.0	3.5
Programs and Services	4.0	3.5
Public Relations	4.0	3.5
Technology	4.0	3.5
Transportation	4.0	3.5
Use of Funds	4.0	3.5
Workforce Development	4.0	3.5



Students - ALE

Voice War

Do

nt CEE

Ed NW - Students

- Action in learning**
- Some district assessments are serving as a professional-learning venue to address concerns and address the opportunity plan
 - To provide greater access to content areas and teaching opportunities, the district needs additional observation and resources
 - Assessment and parent involvement opportunities communication with the district, providing resources for students and increasing and strengthening dual language learning opportunities
- Customize and use the plan**
- Educators across the district are striving to encourage dialogue and promote their perspectives within the classroom
 - Educators are experimenting about teaching certain topics due to community discourse and feedback
 - District leaders increased support from school leadership and the district to identify the curriculum
- School climate**
- To provide a shared vision for strengthening the commitment to staff and their sense of cultural and individual representation
 - Staff members are working hard to promote inclusion and healthy environments for students and families and work across
- Professional development and building a supportive workforce**
- Educators receive opportunities for various efforts to connect and learn together and administrators who represent the student body
 - Leaders approved the need for professional development to support discussion about equity issues with students and families
 - Some staff members of color perceive that they are expected to shoulder the burden of equity work in the district





Students - Elementary

Value Most

After school programs

Campfire

21st Century

Playground- there is time built in to play!

Subjects taught- especially math! Love the manipulatives

The sign outside of our building welcoming guests

It's easy to make friends- people are friendly

Soccer goals and equipment outside at recess

Math- it's challenging and satisfying when it all makes sense!

Time is provided for problem solving

Recess

Teachers are explaining more things than in 4th grade, giving us the reason why and how to do

I like what we are learning with volume and all the language

Recess, time time with friends, football, free time

I think things are organized and I enjoy the amount of kids

I enjoy having different playgrounds

I am enjoying everything

I really like reading buddies

I enjoyed when our 4th grades teachers switched their classes

Science--unanimous. Appreciate hands-on aspect. Wish there was more of this in all subject areas

Writing: Some students appreciate the focus on writing about what they are reading.

Choice: Several students appreciated the element of choice in their classrooms, having options of activities once main learning activities were completed.

Working in teams: Long discussion about liking this, but the challenges it presents when group members struggle to work together effectively. The group thinks students need more time and teaching on HOW to work together.

I have the opportunity to do fun ELA activities in my classroom and have lots of books in the library.

Having lots of books in the library and having the opportunity to read lots of books.

Being able to look for books that interest me in the library workstations.

Being able to socialize with my peers and engage with them in recess.

I enjoy that we have our soccer goals at school and get to play soccer with my friends.

I value all of our resources and I love how they give us options for things we either like or dislike. Like soccer, basketball, orchestra ect. I like how in the past we have been able to do talent shows or how you guys provide supplies for students.

I really like the explorers program and miles club

I think that teachers are doing great things to educate us and all the teachers are very kind at this school and I think they do a great job to keep us safe.

What I like about Walla Walla Public Schools is that they give us good education and that they have great, qualified teachers.

I like learning when we get a challenge and it motivates us.

Read Aloud is the best

When they do something different than just talk.

When we can move to a different place and learn that makes us comfortable.

When we get to do projects at home with our parents.

Brain breaks

Working on white boards in a group

Projects where we get to be us--make a poster, research, and stuff

Do Better

Student newspaper- kids writing stories or doing reports

Science experiments - need more! Science nights or STEM challenges

Welcome to posters throughout the school- especially for Kinders

Art- Want a room that's for painting or creating

Sports for younger students

Music Assemblies

Talent Show

PE materials and new games

Student of the month Assemblies; class of the month; teacher of the month

Carnival or Fair

Develop a school website- specifically with student made pages that illustrate student art, videos, games...

Kinder playground should have more toys

More recesses for all in the PM

Soccer- need to paint an actual field with all the lines and have bigger goals available and several sets

Math- Want to include more enrichment challenges and logic puzzles

Reading time- Just time to read for fun!

After school clubs- chess, website creation...

Fruit and veggie program at school be served in the AM- since lunch is so late

Reward systems based on team building- Team points for a PBIS store

Student aids in younger classrooms

Friday Funday

Decorations for events - student made

Use the Buddy Bench ONLY for positives- Not to sit kids in a time out

School Court- group of student leaders that help solve disagreements

There is lots of mud puddles because there are no gutters

I would enjoy more club not just sports clubs maybe during school

It would be nice to have extra things for older grades such as a school paper

Have more opportunities hang out with younger students

A variety of PE games

Improved food at hot lunch

Hot lunches have a wider variety that meet dietary needs

Different recess structures to play on.

Better basketball hoops

Things on walkways to have activities to do

Contest between kids and or class (essay ect)

End of year choose your teacher and have different activities in their classes

More spirit days

Sports related tournaments

Sports for 3rd-5th

More hands-on activities and more science

More/more immediate opportunities for re-teaching when a concept is not understood, especially in math

More instruction in how to improve writing

To meet our needs we feel that we need a little more recess time. We do not have enough time to socialize and get some fresh air from being in the classroom all day.

Having a soccer team for 5th grade students. Everyone plays soccer so we definitely need a soccer team

If we could have more options in our Lunch menu that would be great.

I feel like we need a soccer team for girls and boys

Have more community and school events

Don't like listening to stories on the computer

Wish we worked in groups more

Wish we were able to work with younger grades and teach them

Miss having the tools to work with that we used in kindergarten

It's hard when other kids misbehave and ruin it for us

Students- Middle School

Value Most

I value learning and productivity. Also, accomplishing goals that I wanted to achieve when I enter a classroom.

I value good teachers who understand the level I'm at and what I need to work on.

I enjoy seeing my friends and learning about different things

I like Most of my teachers

I value good teachers and believe that we need to do a better job at picking good teachers.

I value the most is the fact that there are classes for other people with special needs.

I value making good friendships that can last a long time and I would say that everything the Walla Walla schools are doing right now fits my needs perfectly.

I value how some teachers can answer questions and can clarify things when I need help

I love the teachers and my friends and also all the classes we are allowed to pick and choose it really makes coming to school fun!

I value being able to learn about all different subjects in school, I also value the good environment and I feel safe.

I value the education most about my Walla Walla school experience. The education I am getting will help propel me forward in my life and open new doors of opportunity.

I like how Walla Walla schools make me feel comfortable. Walla Walla schools have some great people in them. I learn a lot from it. I've had a great experience with Walla Walla schools.

I like walla walla the teachers are great and can help me achieve my goals and same with the staff I really love how we can all feel welcomed and feel safe to come to school. I also really like how we are all respected.

Learning- I like ELA a lot.

What I value most about my walla walla school experience is my teachers and other students.

I like that I feel safe here and there is nothing you can do.

What I value is that there's special classes for people with special needs.

Connecting with friends.

I value the nice teachers but I think we can help with bullies.

I like the classes but I would like some more options.

Being with my friends in class.

I value the teachers and the way they teach and help,

I love the community with all the different people living under one school roof. I also value my friends and think that that is very valuable and crucial to ones life.

I value that the teachers take their time to help students if they need help. And I like the time teachers take with their students.

I value the friends, the relationships, and connecting.

I love that I got into gu and I am going to take it serious

What I value most about my school experience is the learning

"The Library because its quiet and has board games to play

What I value most is my friends.

The thing I value about school are my classes and mostly the school sports because I love doing soccer.

I value that we get to have electives and take classes like GU.

I value having sports in the Walla Walla school experience.

I don't know what I value about my schools expedience. Probably the introduction to all sorts of books and certain activities?

My grades/how I do in school

Our good teachers and staff are kind and respectful.

I don't really have an opinion on this school, I'd rather be at my house.

I value good teachers that make learning fun,

I like the teachers, most of them are extremely respectful of the students and only get them in trouble when needed. Many of the teachers teach curriculum so it is easier to understand than just looking at a book and guess. The teachers allow the students to retake tests and so on so forth.

What I like about our schools is the teachers who teach there

I value my safety in this school

I love that all of the Teachers always teach me something every day and that they always find a way to work around issues.

I love electives the most

I've enjoyed after school sports, but in PE they haven't done enough sports in pe.

I value being able to connect with my friends during classes.

I love having Honors Classes and having sports. I like being in ASB and a Library TA.

I like that there's lots of sports options.

I value and enjoy PE

I've enjoyed all the sports and there's nothing I don't like

I value that this school takes school work pretty seriously and stuff.

The thing that I value more are my grades attendance

I have enjoyed PE because of the games.

I really like the stem programs.

I enjoy the learning environment

I value that I have had a lot of after-school experiences and opportunities of getting tutored for a subject. I value how the honors program gives me an advantage and somewhat easier opportunity for college.

I valued the teachers.

I really value the friendships and building blocks that sports create.

Most of the students are nice

I value my friends over my studies, but I still try my best.

I like all the teachers that I've had, and I like all my friends, too.

The freedom

Safety and kindness

Having a good working environment

The education and time with social life

I got to go to Explorers and have more of a challenge.

Writing advanced

People/teachers are so nice.

Friends and the memories

Friends

Good people and engaging classes

My friends

Lunch and my friends

It's a nice place to learn?

That got to learn.

Do Better

Having a cooperative classroom environment would be nice

Assign less homework because we have about three projects due in one week and it is alot to juggle while being an athlete who plays school and club soccer it.

I value good teachers and believe that we need to do a better job at picking good teachers.

We only have 30 minutes and that is our only break for the whole day.

I was wondering if we could have 7-10 minutes more at lunch so we can get outside and stretch our legs

I love everything else about our school!! Thanks for making it a fun place!

In my opinion I think that if teachers continue to be positive, encouraging and patient with all students then are education and overall experience can be better.

I wouldn't change the district at all

There is nothing you can do better

I think we need to inform people better when there is sports.

Lunch time longer.

A longer passing time to rest the brain

I value the nice teachers but I think we can help with bullies.

I like the classes but I would like some more options.

One thing that I would fix is the lunch because the macaroni was watery.

Maybe have lockers, longer passing times 5: minutes. Have more advanced classes.

More types of sports/school activities.

Maybe giving us just one 30 minute break.

In the future the school district could have more and better options for girls.

You can provide all the things we need for school because I needed 4 notebooks and I didn't know I needed them.

I just need to work on my part of doing the work, since hat can be pretty hard.

LET US EAT IN CLASS

I don't think this school needs to be any better than it already is! ;)

I think that at Pi-Hi we should have way more sport equipment outside during lunch, and

We should have more times in passing periods.

I also think they should stop changing the schedules.

Allow games during lunch every Wednesday

Safety and kindness

Nothing

Make sure there are no bullies

Teach me to do life skills like taxes and other things like that.

Less work and less stress so I can have time to myself at home not constantly being worried, or 4 day school weeks (Friday off)

I'd like to be in a learning environment free from distraction.

Snacks

Have a longer passing time, longer lunch cause the line to get food is SO long

I am a part of agriculture and I really do believe we need to bring back the wa-hi rodeo club. It would really be a good thing to have in the next years

Safer not as boring classes with friends

Be there to listen

Be positive around me and supportive

Middle school 101 is the most helpful class so I think for my needs is I need to use my time wisely because I have a very hard time to focus.

Nothing I just want to learn

Student - High School

Q1 As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?

Knowing how to deal with real life problems such as taxes and bills. Nobody gets taught that and that is the one real thing we could benefit from learning in school and actually use it later on.

4.3 ★★★★★ (26 Δ)
Ranked #1 of 10



I feel like talking more about college and life after high school would be beneficial in our classes. Also being taught how to do taxes, etc

4.2 ★★★★★ (30 Δ)
Ranked #2 of 10



Learn how to manage time and earn money These are the important things after highschool

4.2 ★★★★★ (29 Δ)
Ranked #3 of 10



How to be able to manage things in life like taxes, etc It can help the student once they become adults and be able to manage their life better

4.2 ★★★★★ (26 Δ)
Ranked #4 of 10



How to do taxes and probably more how to run and own a business would be nice It's important because you always will need to know how to do taxes later.

4.2 ★★★★★ (25 Δ)
Ranked #5 of 10



Basic life skills like cooking, financial advice, understanding the world we live in whether it be from a scientific or social standpoint. These skills will teach students how to be independent adults and provide for themselves.

4.2 ★★★★★ (17 Δ)
Ranked #6 of 10



Time management If you have good time management skills it'll help you structure your days better and keep you on track for your goals

4.1 ★★★★★ (32 Δ)
Ranked #7 of 10



Being respectful of your peers and the people around you, Being able to make big decisions. Its important because they are life skills and people wont keep you around of your not respectful and you have to be able to make decisions in life.

4.1 ★★★★★ (31 Δ)
Ranked #8 of 10



I think they should learn how to be responsible and how to manage time. If someone is responsible and knows how to manage time, I think that's one of the best attributes for a student.

4.1 ★★★★★ (29 Δ)
Ranked #9 of 10



Respect No matter where you go in life, respecting others will get you further.

4.1 ★★★★★ (29 Δ)
Ranked #10 of 10



Students. A L E

Value Most

- At Opportunity you get one-on-one teacher time.
- You can get all the help you need with out feeling dumb or embarrassed.
- Starting with one class and adding classes one at a time keeps it from being overwhelming.
- If you miss a day you just pick up where you left off.
- The teacher doesn't call you out (Like at WWHS) they encourage you to come everyday and to keep doing work at home even though you have to miss.
- At opportunity, if you don't understand, the teachers figure out another way to teach you.
- At Opportunity you only do 3 or 4 classes at a time, max. (Not 6 or 7 like at WWHS.)
- At Opportunity it's a smaller environment-less people-more relaxed. It's a more comfortable feeling. Less stress-less anxiety.
- Staff are more respectful of students. They really care about ALL students, not just the ones that are going to college.
- Teachers are always involved and helping students.
- The staff are amazing. When you look at the room most every student is engaged.
- If you're self motivated you can go at your own pace. Get classes done at a faster pace.
- Teachers modify your learning plan and the activities that you do to better help you as an individual.
- At Opportunity the teacher makes learning fun.
- Most of what we do is useful.
- At WWHS we have a chance to be more social. We have clubs and after school tutoring labs where we can see and hang out with friends.
- At Opportunity, teachers care about what you need. They want to see you succeed. They genuinely want to help you out.
- One-on-One helps you get what you need to be successful at school.
- Extra help and support is the norm.
- Attending 2 hours per day makes it easier to have a job.
- You can do your at home hours when it works for you.
- Some of us have to work so that we can live/support ourselves or help our mom and siblings.
- We like the independence of being able to work on school when it works at home.
- Having less classes at one time makes it less overwhelming.
- Opportunity does not have all the drama that we had to deal with at WWHS like bullying and harassment.
- There are less distractions at Opportunity. The learning plans and classes are catered to our needs and what we are good at.

Do Better

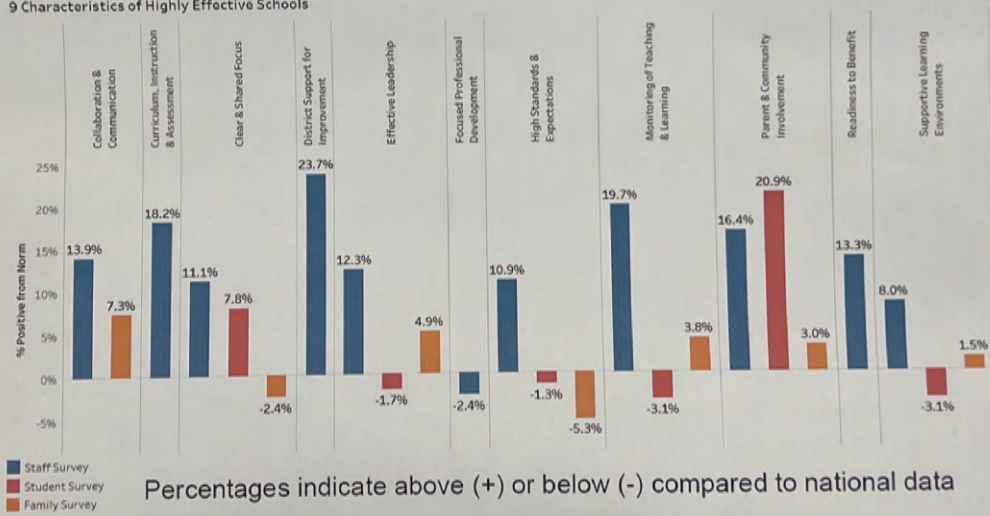
- The transition from elementary to middle school and middle school to high school is rough. Not every kid is able to do the same thing.
- School should not be one size fits all.
- It seems like in middle school they just keep doing the same thing over and over until you get it right.
- Schools need more ways to connect with kids.
- Not everyone is going to college or interested in doing sports.
- Schools need more career focus starting at a younger age so when you have to pick a graduation pathway you understand.
- In traditional schools if you don't understand or get an assignment completed you get a zero or an "F" even if you don't understand.
- Sometimes at Opportunity it's too easy to not do enough work. Would be better if ALL teachers/students set weekly goals.
- At every grade level, if teachers don't care kids won't trust and won't do their best.
- All people that work in schools should like kids.
- College bound kids get more attention and are treated better at WWHS.
- There is not enough individualized help in most schools.
- It's hard to ask for help because you feel dumb.
- Some schools just pile the work on with no care for the other classes that are also assigning work.
- It gets overwhelming and you just give up sometimes.
- Schools should be asking students "where do you want to go/do and how can we help you get there."
- Most kids don't know how to work in small groups, schools just tell you to work together but don't teach you how.

Student CEE

How do you compare against other EES Districts?



2022 EES Survey Perceptions
9 Characteristics of Highly Effective Schools



Ed NW - Students

Access to learning

- Some district assessments are serving as a gatekeeper—limiting access to advanced coursework and widening the opportunity gap.
- To provide greater access to certain courses and learning opportunities, the district needs additional resources and networks.
- Administrators and parents recommend streamlining communication across the district, increasing resources for students and increasing and strengthening dual language learning opportunities.

Curriculum and instruction

- Educators across the district are striving to encourage dialogue and promote diverse perspectives within the classroom.
- Educators are apprehensive about teaching certain topics due to community discourse and pushback.
- Educators require increased support from school leadership and the district to diversify the curriculum.

School climate

- Students offered several ideas for strengthening the connection to school and their sense of cultural and individual representation.
- WWPS educators are working hard to promote inclusive and equitable environments for students and families and want more support from district leaders.

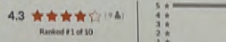
Professional development and building a representative workforce

- Educators expressed appreciation for recent efforts to recruit and retain teachers and administrators who represent the student body.
- Educators expressed the need for professional development to support discussion about equity issues with students and families.
- Some staff members of color perceive that they are expected to shoulder the burden of equity work in the district.

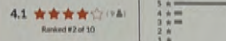
Community

Q1 As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?

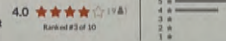
Strong ability to read and write well, think critically, have a sense of how our community works as well as our country, have a sense of world history. Our graduates will be our leaders, followers and will make important decisions



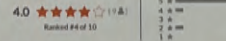
Critical thinking, curiosity, perseverance, and empathy (which leads to better communication) are important skills and attributes for graduates. In our rapidly changing global economy problem solving and strong communication skills are essential. Our graduates need to be life long learners.



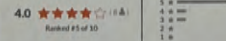
Showing us how the real world works. Not everyone in our school is going on to college, so the school should prepare everyone, not just college bound students.



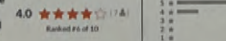
Train each student in critical thinking. Crucial to be able to make informed opinions and decisions.



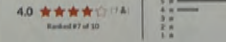
A balanced education in terms of arts and sciences. We need scientists, engineers, tech leaders, but we also need the creatives.



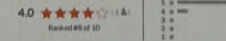
Applicable skills not just preparation for more education. Lifelong skills like resilience, communication, negotiation, listening, personal finance, accountability, problem-solving, etc.



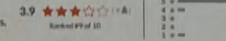
Some important skills to gain is the ability to work with others and understand a diverse group of people. This is important because it allows for effective and cooperative communication.



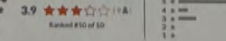
Students must be prepared to be thoughtful, engaged citizens. We're counting on these young people to help repair our fractured democracy.



Equity Amongst All Students All Students need to be given the same opportunities and not have them based on socioeconomic status, color of skin, disability, or last name!

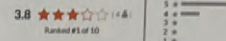


Flexibility, proficiency, a basic understanding of financial management, the ability to come to a compromise, and a strong optimistic mindset. The listed attributes are commonly desirable traits within the work and education industry; having these traits would result in more success later on

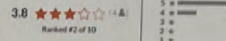


Q1 What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?

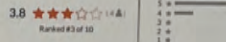
I value high WA state standards. Every student needs to know the standards so that they have the opportunity to reach high to attain and exceed the standards to be competitive.



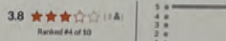
Teach finances and accounting practices. Young people need to learn about banking and what interest rates are and their purposes. Balancing their accounts so they understand overdraft fees.



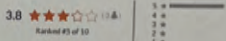
The teachers and the relationships they build with the students is what I value most.



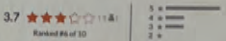
Green Park School teachers and staff "greet" students and parents outside in the morning and after school. The atmosphere is almost like a block party Positivity!



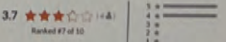
WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust



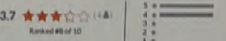
Students need to learn about diversity and our history. We are a global society and everything throughout the world is connected.



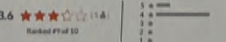
Teach the basics of reading writing and arithmetic. More daily life skills. Because other things are pushed into our kids learning day. Kids need to learn skills like a signature, house skills, basic finances.



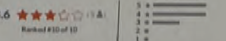
We have staff that genuinely care about kids. There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches



I value the culture of teamwork that is present. It hasn't always been this way. This is important because we need to be a cohesive team: schools, families, district...to ensure our kids have the best experiences in WWPS.



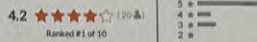
The willingness of staff to accept each student as an individual and make available what is needed to create a well-rounded citizen. Every child needs a chance to develop what is needed to survive in our world today.



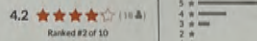
Parent

Q1 As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?

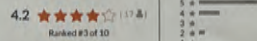
Accountability and responsibility



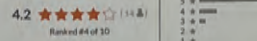
Critical thinking skills The ability to take in information from several sources and make sound decisions that can impact them or others around them.



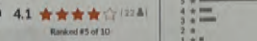
Problem solving; time management; productive communication with others; collaboration; flexibility; purpose; behavior management/impulse control. These are life skills that have degenerated over time.



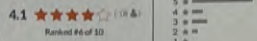
Actual life skills, knowledge of what's out there besides obtaining a 4 year degree. Not all students want to go to a 4 year.



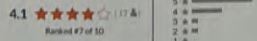
The unvarnished history of this country. You cannot make solid choices going forward if you do not know where you have been



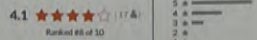
Work ethic, moral standards and personal communication skills These skills have seemed to become less of a norm in our society today but lack of these skills will eventually have impact on our communities



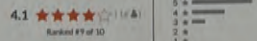
Critical thinking We need active learners not passive receivers of information- kids should be encouraged to question the status quo



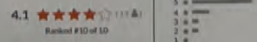
Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness. They are attributes of leaders.



Students need to learn that they can do hard things and learn to persevere It's important because it is a life skill. SO many kids are coming to school with no skill set as far as working through things that are difficult.

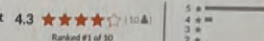


Understanding that not everyone gets a participation award. It's ok to try hard to succeed.

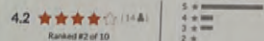


Q1 What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?

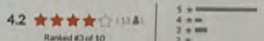
Increase student voice. Bring students to the table so we know what they are learning or not and what they need.



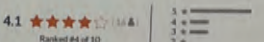
I value the commitment that all students can and need to learn as well as the intentional focus on belonging for all staff and students. This is vital because as an educator I was always taught that my number one job is to provide a safe learning environment where all students can learn



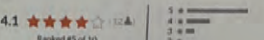
Standardized tests (iReady) need not take up so much time throughout the year, especially at the elementary level. Twice a year is more than enough! Standardized testing is becoming less and less necessary, even for college entrance. Why spend 18 days a year on iReady testing alone?



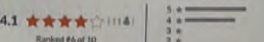
Collaboration for students Students learn from good teachers -- and teacher collaboration leads to great teaching.



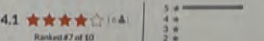
The work of belonging is a good idea but the district isn't quite there yet. Belonging is a must for inclusion and higher levels of learning.



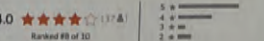
Equity is important and there is lots of room for improvement. Bilingual students deserve high quality materials and assessments that are grounded in research.



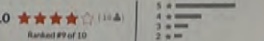
I appreciate how forward thinking this school district is. During the pandemic you were a leader in our state in preparedness. Our students need to be exposed to the newest technologies, critical thinking skills, and social-emotional well-being.



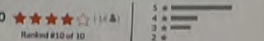
I value the culture of teamwork that is present. It hasn't always been this way. This is important because we need to be a cohesive team- schools, families, district...to ensure our kids have the best experiences in WWPS.



More advanced options for kids who don't test into the Highly Capable Program Programs like this miss so many gifted students who are bored in class because it is only based on the test, despite saying it includes teacher rec.



Teachers need the right balance of support and autonomy to do their best, most creative and effective work for their students. Great teachers are creative and inspired. That requires a support and optimal levels of autonomy.

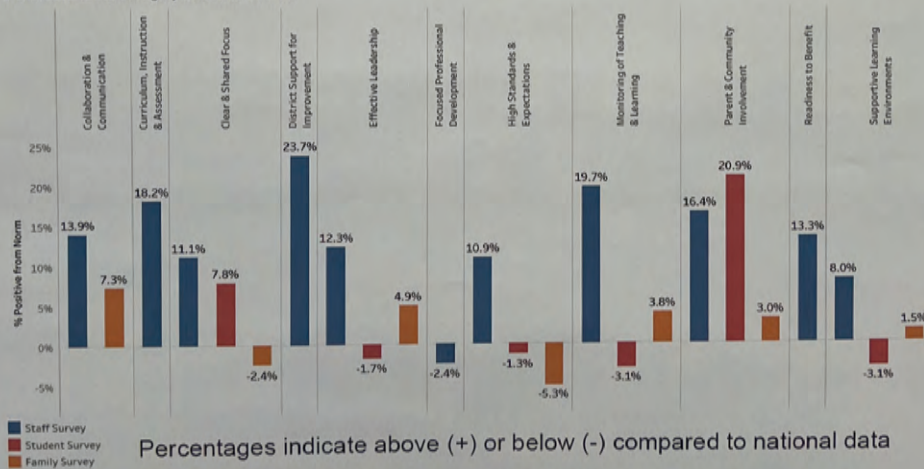


Parent/Family CEE

How do you compare against other EES Districts?



2022 EES Survey Perceptions
9 Characteristics of Highly Effective Schools



Parent / Key Communicators

Value Most

Always at least one staff member knows my child's name at drop off. Appreciate that. Gives me a great feeling. Staff knowing my child by first name basis is important. Relationships are important. Teachers and front desk staff know parent names and student names. Centering on the student experience. Getting down on their level.

Having crossing guards out for safety and security. Additional care appreciated.

I appreciated for my secondary student, a more collaborative relationship with teachers...especially after the Pandemic. Appreciate a team approach to keep me updated on what is going on. Daughter doesn't tell me anything. New hire with REACH program reached out to me. I didn't have to make the first contact. Love it when my opinion is asked and heard.

Recent focus on inclusionary practices

SEATech and our skills center programming

Facilities improvements and Bond Accomplishments

How well we handled the pandemic

Options available to our students

Preparing kids for post high school learning

Staff

How you handled COVID

Opportunities for students

Communication

How far the district has come

Facilities and Bond

What you've been able to accomplish with the buildings

Bond and facilities

How you honor our past but lead toward the future

Appreciate the flexibility and partnerships with special accommodations and requests, especially at Pioneer. Kris is open to other options. Green Park staff also knowing names is great. Approachability from Green Park is positive and helpful for all students. Staff is accessible.

ParentSquare is a good way to get messages. Principal sends out morning announcements through P2. Parents feel included and connected. Communication stream allows parents the opportunity to engage with their child.

Partnerships with community welcoming. Schools are easy to work with.

At the high school, Ron Higgins always knew my daughter. John S is also trying to get to know our kids even though the campus is large.

I appreciate when my youngest is greeted by the principal, crossing guards, and staff. It helps him be ready to start his day. Principal greets him when outside of school.

Our elementary school puts an importance on multi-racial students and culture and student was excited to participate in school function (hosted Native American event). Music programs also include different types of music from other cultures. At the high school level parent appreciated the change from luau to a beach party. At the middle school level, student was struggling in Spanish last year and teacher set up an individualized program. It is obvious he cares about his

students. Student has the same teacher again this year. He's willing to take more risks this year now that he's built a relationship and feels safe.

Appreciate district's communication from district. Email, text, call. Appreciates proactive communication rather than reactive communications.

Likes the change to all students having their own Chrome book. Student embraces the responsibility of taking care of the device and checking emails.

I appreciate that the younger grades do not have Chromebooks. Responsibility is a great piece at the right level.

Likes the unification of ParentSquare. Not using multiple platforms. Easy for parents to follow.

Like seeing the buses arriving early enough for students to get breakfast. Appreciate the adjustment to schedules so all can get breakfast.

Appreciate the access to meals. Not just for those meeting financial needs.

Free lunch is such a blessing!

Appreciate the SEL conversations in the classroom, even in the early grades.

Glad school district is continuing on with dual language. Being able to provide this opportunity is amazing. Wall-to-wall full immersion model was appreciated too.

What you've been able to accomplish with the buildings

"Bond and facilities

Appreciate that children aren't aware of financial needs around food because everyone can access. Differentiation is not present or obvious.

Free entrances to events/games are helpful to families. Seeing more attendance. Helps to build community.

Free performances allow more opportunity for other family/anyone to participate. Unsure how lack of ticket sales will have on opportunities like drama.

Communication about the bond has been good. Importance of being proactive and seeing what needs to be done to preserve our buildings.

Just knowing the district wants parent feedback and values it--as you've demonstrated in many, many ways, with feedback and oversight regarding the bond, with setting up 2-way communication in ParentSquare, with always being accessible & welcoming--it just makes our family so grateful to be here in this district, and just really comfortable asking for help.

Do Better

Middle School level is more flexible for reluctant students. Elementary options are fewer. Students need to move and be active and have outdoor time. 8:00 start time is hard for him. 9:00 would work better for him. In an ideal world, schools would be a buffet and select those options that work best. Need more flexibility in elementary settings.

Lunch is too short for eating and playing. Very active students having to sit all the time is a struggle.

Busing around open-enrollment should be looked at again.

Homework in Spanish is a struggle for English only families. What does the school recommend as tools/resources for families (apps other than Google translate).

Would love to see more outdoor time, even outside recess. How can we integrate more time outside and moving? Willing to support as a volunteer.

Special Education experience in other places different than in WW. Student's elementary years in a different district had her in a class all day and accomplishments were valued by classroom students.

We need an athletic facilities master plan and improvement strategy. Our sports facilities are way behind.

Think about ways to improve and better engage/partner with parents. Many of us are willing.

Skyward is hard to navigate and not Spanish speaking compatible.

WW self-contained is "segregated" with other students in special education. "Push in" language is not appreciated or liked. Universal Design for Learning philosophy desired

Lack of clarity or shared messaging around terminology like "push in" when partnering with parents. We need to all be on the same page.

Review process when libraries order books

My child seems to be less excited each day now that he is in 1st grade. His brain gets tired. Splitting the day up and offering more outside time for little ones may be helpful. It is hard to maintain mental power for younger students with fewer breaks.

Security changes. When can people be in the building? How is the district responding to student safety and/or identifying students/parents exhibiting harmful signs. See something/say something campaign good but what else? Clear messaging to families about crisis procedures/plans. When are doors locked at buildings? What is the security and safety plans for my child once they are at school? Are the gates locked? What if they need to get out? What is the response plan for buildings that are two stories? Lots of questions about school safety. Parents realize communication is difficult in this area because you don't want strategy/plans released to those who shouldn't know.

Financial literacy and Lifelong skills

Helping kids create a post high school plan

Concerned about loss of district's moral compass

Where do you draw the line between school and parent?

Concerned about library books and parental rights

Do conservative parents have a voice? I don't mean the radical parents/community, but those who you call your neighbors and make up a very large percentage of parents.

Concerned about library books and parental rights

The district may be losing the support of parents due to their progressive-leaning decisions

Are we sure that our curriculum and library books represent what is appropriate for high school students? We are not a liberal arts college, but an institution that should reflect the pulse of the community. I am fearful that the district may have lost its compass a bit. Wondering what the demographics of students in the Explorer program. Not seeing much diversity.

Encourage district to continue racial sensitivity courses/training; sees it as helping to build a welcoming community of students who can advocate for themselves; advocating for belonging.

Cold lunches create some differentiation as they get to sit and eat immediately while hot lunch students stand in line and watch their cold lunch peers leave for outside play before the hot lunch student eats.

Parents (Spanish speaking)

Value Most

ELD for my child
Conferences
Lots of resources
School supplies provided
I appreciate the Opportunity program and my daughter is motivated and credit retrieval is important
I appreciate that our intervention specialists pick up students
Maestros that care
Having sports
Last year was so frustrating but this year is better
Math is getting better for my student
Retrieval courses are helpful

Do Better

Getting mental health services going quickly-not having to wait
Skyward is hard and my child helps me navigate
Transportation-figuring out the bussing (especially city bus) can be hard
Sometimes my student just doesn't seem to connect to students
My work schedule makes it hard to support my child or know what is going on and then I get those calls that they are absent
Afternoon calls would be better than the day when I am working
Helping my child with the issues of absences
I know my child is offered help but it's hard to get him to want or accept it
For me, English classes for parents would be helpful

Ed NW - Parents

Access to learning

- Some district assessments are serving as a gatekeeper—limiting access to advanced coursework and widening the opportunity gap.
- To provide greater access to certain courses and learning opportunities, the district needs additional resources and networks.
- Administrators and parents recommend streamlining communication across the district, increasing resources for students and increasing and strengthening dual language learning opportunities.

Curriculum and instruction

- Educators across the district are striving to encourage dialogue and promote diverse perspectives within the classroom.
- Educators are apprehensive about teaching certain topics due to community discourse and pushback.
- Educators require increased support from school leadership and the district to diversify the curriculum.

School climate

- Students offered several ideas for strengthening the connection to school and their sense of cultural and individual representation.
- WWPS educators are working hard to promote inclusive and equitable environments for students and families and want more support from district leaders.

Professional development and building a representative workforce

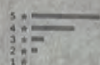
- Educators expressed appreciation for recent efforts to recruit and retain teachers and administrators who represent the student body.
- Educators expressed the need for professional development to support discussion about equity issues with students and families.
- Some staff members of color perceive that they are expected to shoulder the burden of equity work in the district.

Staff

Q1 As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?

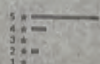
Problem Solving! It's applicable to ANY aspect of life and will help students succeed no matter what they choose to do.

4.1 ★★★★★ (24 Δ)
Ranked #1 of 10



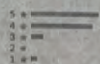
Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness. They are attributes of leaders.

4.1 ★★★★★ (12 Δ)
Ranked #2 of 10



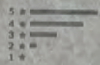
Problem solving with resilience Solving academic problems and/or social/emotional problems with resilience - a life long skill that, when employed properly, makes the world better.

4.0 ★★★★★ (24 Δ)
Ranked #3 of 10



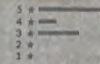
Resiliency, adaptability and self control Students must learning to overcome adversity to thrive in a constantly changing world. They must understand that actions have consequences.

4.0 ★★★★★ (20 Δ)
Ranked #4 of 10



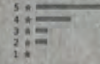
A strong work ethic, honesty, and personal responsibility are critical attributes to success. Employers are not going to put up with an employee that is ineffective, dishonest, and makes excuses. Students need to be ready for a dose reality.

4.0 ★★★★★ (12 Δ)
Ranked #5 of 10



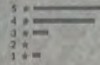
Empathetic, Civic-minded awareness of the world around them Graduates will meet various people in their personal lives and their careers. Curiosity and openness toward others is critical for success.

4.0 ★★★★★ (22 Δ)
Ranked #6 of 10



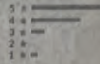
Empathy, Collaboration, Problem solving and critical thinking and writing skills In order to impact the world across any industry, these skills can be applied to any relationship, project assignment or leadership opportunity.

4.0 ★★★★★ (20 Δ)
Ranked #7 of 10



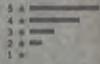
Students need to learn that they can do hard things and learn to persevere It's important because it is a life skill. SO many kids are coming to school with no skill set as far as working through things that are difficult.

4.0 ★★★★★ (10 Δ)
Ranked #8 of 10



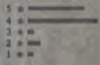
Beginning in Middle school, offer programs that prepare students for skilled labor (like SeaTech). Some students have more of an aptitude for hands-on learning. There is a high demand for tradespeople.

3.9 ★★★★★ (25 Δ)
Ranked #9 of 10



Students must be prepared to be thoughtful, engaged citizens. We're counting on these young people to help repair our fractured democracy.

3.9 ★★★★★ (24 Δ)
Ranked #10 of 10



Q1 What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?

We have bright, caring teachers! Relationships are most important!

4.3 ★★★★★ (24 Δ)
Ranked #1 of 10



I value the teachers dedication and hard work to create valuable learning environments for our children. When a teacher creates a positive learning environment that leads to a positive attitude to education.

4.3 ★★★★★ (11 Δ)
Ranked #2 of 10



The teachers and the relationships they build with the students is what I value most.

4.1 ★★★★★ (14 Δ)
Ranked #3 of 10



We have staff that genuinely care about kids There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches

4.1 ★★★★★ (14 Δ)
Ranked #4 of 10



Students need to learn about diversity and our history. We are a global society and everything throughout the world is connected.

4.0 ★★★★★ (10 Δ)
Ranked #5 of 10



Culture of caring. Some of the best people in our community are our teachers. Our children need a whole community to raise them. Kindness and compassion are important.

4.0 ★★★★★ (11 Δ)
Ranked #6 of 10



WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust

4.0 ★★★★★ (18 Δ)
Ranked #7 of 10



I appreciate the lengths the district office goes to in order to receive input from parents and staff. Feeling heard and understood is the essential first step to any positive communication and relationship.

3.9 ★★★★★ (20 Δ)
Ranked #8 of 10



I value our diversity and unique culture. I would like to see improvement on belonging and inclusion by creating a stronger culture of belonging. Diversity is an asset and making sure all our children and their families feel a sense of belonging will further our children's educational growth.

3.9 ★★★★★ (19 Δ)
Ranked #9 of 10

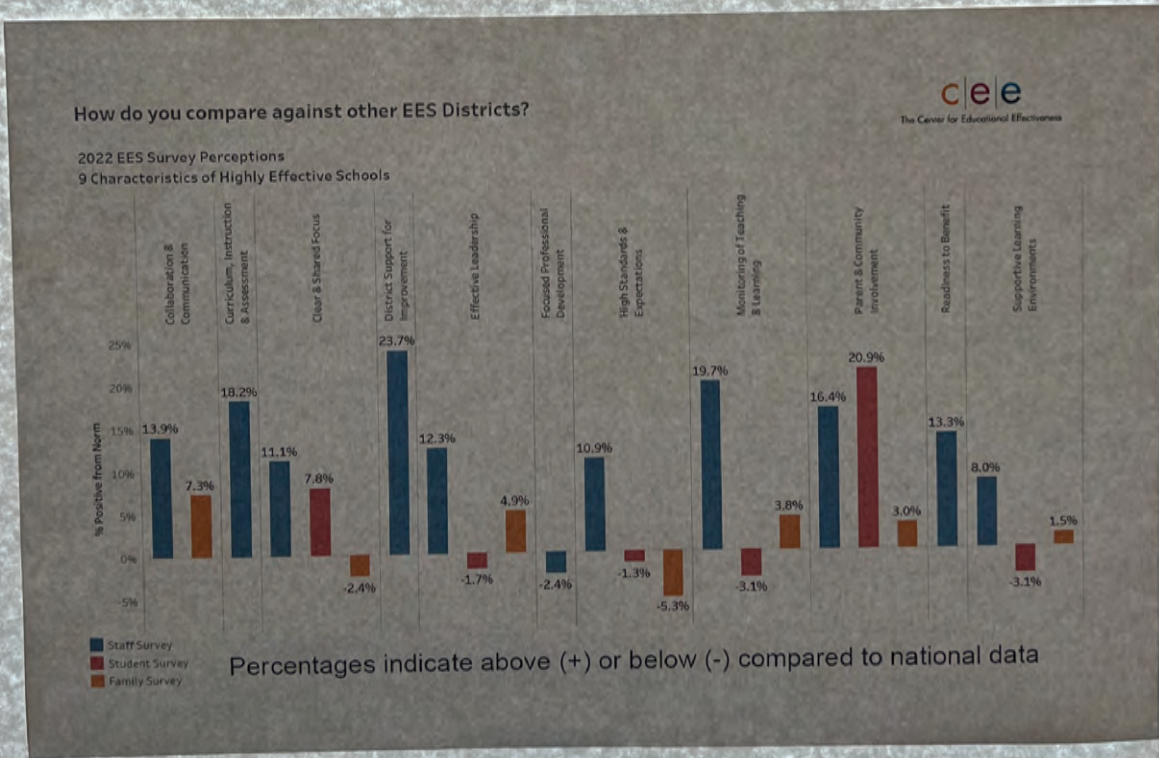


I value stakeholder input and I want to see our schools bring out the best in each student. Education is a pillar of our democracy. Enhancing our students' aptitudes and interests will help us build a strong democracy.

3.9 ★★★★★ (11 Δ)
Ranked #10 of 10



Staff CEE



Ed NW-Staff

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- Some **staff members** of color perceive that they are expected to shoulder the burden of equity work in the district.

Teachers - Pre K

What is working well in your building and at your level (elementary, middle, secondary)?

PK

STAFF

- An administrator who is present and transparent who is creating a sense of community in our building

STUDENTS

HS

- Family Style meals
- fenced playground
- P.E.
- Half day option

TK

- Fenced playground
- Flexibility with meals
- Rainbow road (lines on carpet)

Teachers - Pre K

What needs refinement or attention at your building and level (elementary, middle, secondary)?

PK

STAFF

HS

- Lack of teamwork
- Listen to understand
- Behavior training
- Social emotional training
- Team collaboration time

TK

- More Support Staff
- Behavior training

STUDENTS

HS

- Long bus transportation
(over an hour)
- Teacher involvement for placement
- Building intervention specialist
- Introduce dual language program

TK

- One on one Support
(para-ed w/ student)
- Help regulating emotions
- Building behavior specialist
- Bathrooms are not set up for littles
(paper towel dispensers, soap dispenser)

Teachers - Ele

What is working well in your building and at your level (elementary, middle, secondary)?

- Admin support for ~~new~~ atypical students that allow teachers to continue teaching while keeping students safe
- Flexible and sturdy admin
- Working together to create master schedule that works for teachers.
- Development of school culture and a safe place to disagree
- Staff collaboration using data to meet needs of students.

A... and... social health... with fidelity.

- Bilingual Title/Lap
- DIBELS/LECTURA
- Emergency folder
- Collaboration → Thank you Gayle
- Admin - Firm + positive

- Students Being back in the class
 - interacting & collaboration w/ peers
- Socialization
- Having routines
- Cafeteria → Red + Green dismissals (visual)
- Miles club + tickets :)

- Relationship
 - A princ
- Wed. Collabor
 - Vertical
- K-3 Interv
 - model fo
- Tier II III
- CIS - a gr
- Master sched
 - CORE in
 - Before / Af

Keep our people, ple

SEL mat

PLC proces

Stable bu
(consistent)

GC has all

TK
Support staff
or training

TK
one support
ed w/ student
regulating emotions
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for lttles

Teachers - PLC

What is working well in your building and at your level (elementary, middle, secondary)?

- Relationships in our building.
 - A principal who listens and takes action.
- Wed. Collaboration
 - Vertical planning, PLCs
- K-3 Intervention person. Such an effective instructional model for tier I + III kids.
- Tier II + III groupings (LAP)
- CIS - a great partnership.
- Master schedule / systems
 - CORE in AM
 - Before / After school plan

cal students teaching

master
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& collaboration w/ peers
s (visual)

Keep our Counselor(s) and blue zones people, please! 😊

SEL materials (Purposeful People)

PLC process

Stable building admins/leadership teams (consistent)

GC has all grade levels represented

Paras present for Tier 1 core instruction

Culture of trust/support (self and family first)

Important to PLC In rotating ba

Inconsistent (lots of moveme

SEL Support

Clearly defi of Tiers 1/

Please find not allowing o

What needs refinement or a at your building and level (elementary, middle, secor

need titl

for n better

Mandatory

literacy for (Dyslexia affects 2

Parent Pick-improved.

Cohesive plan

Teachers - Ele

What needs refinement or attention at your building and level (elementary, middle, secondary)?

Staff - E

Refinement

Important to send grade level teams to PLC Institute together, on a rotating basis (HUGE for building trust)

Inconsistent admin (lots of movement)

SEL support for paras (academics too)

Clearly defining staff's understanding of Tiers 1/2/3

Please find a solution to "fire codes" not allowing our doors to remain locked with magnets in place

Staff
• Receive organized set schedule previous school year new school year?

• Discipline - what does
• Review end of day pro
• Teachers feel overwhelmed

Students
• Stamina - building up!
• Perseverance - encourage I can't... YET!
• expectations ... Holding t because

What needs refinement or attention at your building and level (elementary, middle, secondary)?

We NEED a cohesive, ^{school} district behavior plan, training, and communication.

↳ Can we legally restrain a student if they put themselves, other students or staff in immediate danger?

□ need title 1 funding:

• for more support staff for better data

□ Mandatory training in structured literacy for k-3 teachers & staff. (Dyslexia affects 20% of population) **Best Practice**

□ Parent pick-up design needs to be improved.

□ Cohesive plan/understanding of recess. ^{the importance of} _{for all}

• Our staff is willing to be "responsibilities", yet we so that programs don't s

• 2 sections of kindergarten because there aren't enough tackle large class size is

• Support staff not replace lovely, but not the same

• Family commitment to e
- absences
- readiness
- behavior

• Vertical planning/collab

• Teachers feel overwhelm

action.

instructional

blue zones

People)

ership teams

ented

re instruction

Staff - Elementary Refinement

- Staff**
- Receive organized set schedules in advance (end of previous school year? a month before the new school year?)
 - Discipline - what does it consistently look like?
 - Review end of day procedures
 - Teachers feel overwhelmed.

- Students**
- Stamina - building up!
 - Perseverance - encouraging kids!
I can't... YET!
 - expectations ... Holding them accountable because we care!

• Our staff is willing to blur the lines of "responsibilities", yet we need to set clear boundaries so that programs don't suffer as a result.

We've pulled staff from LK1 and Juvenile room + K's intervention to facilitate start up for large (at capacity) high need centers behind Kindergarten classrooms

• 2 sections of Kindergarten - students sent away because there aren't enough teachers. This would also tackle large class size issues.

• Support staff not replaced. Parent volunteers are lovely, but not the same caliber teacher as our paras.

• Family commitment to education

- absences
- readiness
- behavior

• Vertical planning/collaboration CCF / Kinder

• To share feel overwhelmed (It's all so good, just no time to train/learn if you see many things etc)

What is working well in your building and at your level (elementary middle secondary)?

Staff

- Student behavior 😊 improving
- school climate also increasing
- Safety (new building)
- Push in model good for kids!
- Strong team support
- Middle School 101 [benefiting our 6th graders deeply!]
- Staff creating strong positive relationships with students 😊
- Attendance increasing (still needs work in some populations)

- After-school programs → lots of options & free 😊!
- Collaboration Time - 1/2 day Fri
- Admin listens/supports staff... mostly
- As a whole → staff works well mostly 😊
- The smaller class sizes (<25) really help build relationships & better meet needs

What need at your level (elementary)

S

- inclusion & adult support (para) *tra
- matching POC teacher
- Accountability Student behavior of parent en
- not all students to an adult

What need at your building (elementary)

- Communication staff (especially
- Insufficient staff (especially for our - (too many varied - gets in
- Class sizes increasing
- 6 period days teachers = 18 (Guardian)
- Parent involvement
- PBIS/SEL no com
- School-wide event more [planned at

What needs refinement or attention at your building and level (elementary, middle, secondary)?

Staff

- Inclusion classes need more adult support (co-teachers & para) *training & more paras*
- matching demographic → POC teacher to ^{POC} student ratio
- Accountability for all Student behavior → ^{academics} FAIR regardless of parent entitlement Some parents have the avenue to advocate & results in inequity in consequences, classes
- Not all students feel connected to an adult (survey results)

less secondary

- Lincoln
- Resilience
- Relationship
- Unified sta
- Material &
- PLCs are
- After schob
- Support for
- Wrap around
↳ utilizing comm

What needs refinement or attention at your building and level (elementary, middle, secondary)?

- Communication between Admin and staff (especially our para-educators)
- Insufficient staffing
 - (especially for our SPED population)
 - (too many varied preps for teachers)
 - gets in the way of effective PLC time
- Class sizes inconsistent (too small/too big) Science effected
- 6 period days for teachers = 180 students daily heavily - all 4th periods
↳ (Guardian)
- Parent involvement/communication
- PBIS/SEL no committee ???
- School-wide events to build ^{more} school culture [planned effectively & clearly communicated]

What is building (elemen

- Talented Staff
- access to supports - Hazel Health, Health center
- SEATech
- AP
- CTE/FFA
- Opportunity
- WWO
- Lincoln
- School to work

Students WW have so choices in H.S. It's own

WWO - flexibility students → ability to work late work, retakes, custom credits (differentiation)

*TOM - both staff and students

improving increasing

our graders deeply!

needs work in the populations

ns → e! 1/2 day Fri rks Staff...

orks

sizes

et needs

am session secondary

Staff

What is working well in your building and at your level (elementary, middle, secondary)?

- Lincoln - SEL (putting student needs ^{emotional first})
- Resilience with construction process
- Relationships with students
- Unified staff
- Material + technology updates
- PLCs are positive
- After school programs + clubs
- Support for LGBTQ+ population
- Wrap around supports for students
↳ utilizing community organizations

Staff "Going U"

- Supporting one-another
- New facilities (esp. not shared instructional space)
- Reduced load of initiatives + Announcements that reduce instructional Time
- Shoutouts for Staff in Bulletin
- No FLEX Everyday
- No Masks! Assemblies!

need more teachers + paras * phic → ent ratio

all AIR regardless (some parents have the avenue to advocate + results in inequity in consequences, classes) connected results)

What is working well in your building and at your level (elementary, middle, secondary)?

- Talented Staff

- access to supports - Hazel Health, Health center

SEATEch
AP
CTE/FFA
Opportunity
WWO
Lincoln
School to work

Students in WWO have so many choices in completing H.S. It's a choose your own adventure!

Opportunity

Staff - autonomy, flexibility all staff are a part of decisions, our voices are heard. support

Students - instructional + emotional support + sense of belonging

parent square / focus on more communication

WWO - Flexibility (staff + students)

students → ability to work, pursue interests, no due dates / late work, retakes, customized classes, tutoring, enrichment on credits (differentiation)

*TOM - both staff and students

- sense of efficacy for staff

n Admin and educators)

population) or teachers) effective PLC time too small / too big Science effected) - all 4th periods daily

unication

ild school culture clearly communicated)

Staff "Going Well" - Secondary

- Supporting one-another
- New facilities (esp. not shared instructional spaces)
- Reduced load of initiatives & Announcements that reduce instructional Time
- Shoutouts for Staff in Bulletin
- No FLEX Everyday
- No Masks! Assemblies!

Students

- Relationship Building w/ Staff
- Activities Promoting student involvement
- New facilities!
- Morale (for 92.5% of students) is at an all time high
- willingness to be socially vulnerable and open to group-based learning
- No Masks! Assemblies!

Staff

Staff

- Communication breakdown
- Equal distribution behavioral on staff, parents also students
- Balance on reinforcement
- Openness to from all staff

More technical education & Modernize it
How are we

increased issues?
What needs refit at your building (elementary, middle)
-Engagement years vs

secondary
dents

Partnership
w/ Staff
Activities Promote
Student
Involvement
Facilities!
Rate (for 92.5%
of students)
an all time
Success to be
Vulnerable
en to group-
Learning
Ks!
blies!

Staff

What needs refinement or attention
at your building and level
(elementary, middle, secondary)?

Staff

- Communication breakdown
- Equal distribution of behavioral refinement on staff, parents, and also students.
- Balance on positive/negative reinforcement
- Openness to opinions from all staff (input) (new vs. veteran)

Students

- Accountability for learning (be prepared, materials resiliency, participate)
- attendance, tardiness
- lack of basic/soft skills (note-taking, chromebooks, organization, advocate for self)
- behavior in unregulated unsupervised areas.

- More technology education (microsoft, google) No Tech

Modernize instruction
How are we handling it?

- Tapping into para knowledge

- Offer additional para training

- Using quarters vs semesters.
Students lose less credits

- Graduation rate is a joke

increased student Anxiety issues?
What needs refinement or attention at your building and level (elementary, middle, secondary)?

- Engagement look like in 10 years vs last 10 years

- Way to text/call students + families without using personal phones
- Redefine what students need 10 years from now
- Update classes offered to reflect future needs - more for non college bound students
- Para inclusion (including in staff meetings, planning, PLC's, having their own desk/space)

- 3A Sports
Schedule Neutral.

What needs re
at your buildin
(elementary, m

Systems that
can support all
the choices
Kids have:

- Software
- Clerical

We are under staffed
to support the
choices.

Grow elementary
program
- bring back parent
choice in curriculum
Home link elements
Non digital curriculum
- built trust in distr
work with

WVO
Edgenuity - works for staff, lots
options, but some co
customize assessments

Building not conducive to student



- 3A Sports
Schedule Needs

What needs refinement or attention
at your building and level
(elementary, middle, secondary)?

Systems that
can support all
the choices
kids have:

- Soft work
- Clerical

We are under staffed
to support the
choices.

Grow elementary
program

- bring back parent
choice in curriculum/
homelink elements/
Non digital curriculum
- built trust in district
w/ homeschool families

WWO

Edgenuity - works for staff, lots of
options, but some courses are "", difficult to
customize assessments, lack of alignment w/
MS + HS in person
work with
to students

Building not conducive

- supports after graduation???

Opportunity -
Space! Need more space for
assessment & sensitive conversation

Sometimes we are forgotten
in various district systems

Students feeling
included in district
& community
at large

- Comm
- Staff
- Happy
- Flexi

- Strong
- System
to Core.
- Academi

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Admin-ELE

What is working well in your building and at your level (elementary, middle, secondary)?

- Communication
- Staff willingness to learn & try new things
- Happy kids! 😊
- Flexibility w/changes

What is working well in your building and at your level (elementary, middle, secondary)?

- Strong climate and culture
- Systems are in place for access to Core.
- Academically - Tiered systems are in place (need more time to assess practice)

Adm

- Behavior
- Superv
- Clarity appropriate read aloud inclus
- Evaluate behavior
- Time & p when tea

- System and dy
- Nuance student behavior

more space for
& sensitive conversation
we are forgotten
as district systems
Students feeling
included in district
& community
at large

), difficult to
of alignment w/
MS + HS in person

after graduation???

Admin - EIE

What needs refinement or attention at your building and level (elementary, middle, secondary)?

- Behavior support
- Supervision
- Clarity around age-appropriate lessons/discussions/read alouds/etc. on equity & inclusion
- Evaluate effectiveness of behavior interventions
- Time & patience to see growth when teachers are trying new things

- Systems to address violent, disruptive, and dysregulated behaviors. (not similar to 5 years ago)
- Nuanced system of support for students with significant academic or behavioral needs....

What is working well in your building and at your level (elementary, middle, secondary)?

Admin
←

Middle

- Refocus of the PLC
- GC is LEADING the work and the focus is now on instruction; "noise" not interfering
- Multiple targeted levels of support for students and families
- Team approach to TIER I levels behaviors and expectations

muchas gracias por apoyar a escuelas seguras

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- pler
- Engagi
- kids be

Middle
Admin

What needs refinement or attention
at your building and level
(elementary, middle, secondary)?

Family
Involvement

□ Cycle of Inquiry process - staff
needs to see it work and be
Celebrated

teams all need to walk through
a full Cycle, consciously altering
their practice & seeing the results
and be celebrated for it

□ A structured approach for
Peer observations - build trust

□ Engaging Reluctant students.
- kids below grade level are not participating

What is working well in your building and at your level (elementary, middle, secondary)?

Admin

- work of the guiding coalitions
- visible administration
- clear expectations for students
- responding to staff/student feedback
- student engagement (games/homecoming/etc)
952 ☺
- positive student behavior
- clear communication between buildings/programs
"systems focus"

Family
involvement

ff

through
learning
results

g

PUT HERE

Admin

What needs refinement or attention
at your building and level
(elementary, middle, secondary)?

- continued "tuning" of systems
- Tier 2/3 supports (academic/behavior) for students
- focus on instructional practice in PLCs & increasing collaboration
- how do we maintain our 21st Century teaching spaces?
- staff engagement (i.e. participation in extracurricular etc.)





