Value Most

- After school programs
- Campfire
- 21st Century Playground - there is time built in to play!
- Subjects taught - especially math. I love the manipulatives
- A character 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 it
- I like what we are learning with volume and all the language
- Recess, 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 EDA 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 value all of our resources and I love how they give us options for things we either like or dislike, like soccer, basketball, orchestra etc. 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, kid 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 of Fun
Develop a school website - specifically with student made pages that illustrate student art, videos, games, etc.
Kinder playground should have more toys
More recess for all in the PM
Soccer - need to paint an actual field with all the lines and have bigger goals available and several nets
Math - want to include more enrichment challenges and logic puzzles
Reading time: just time to read for fun
After school clubs - chess, website creation...
Field 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 - Hot to sit kids in a time out
School Court - group of student leaders that help resolve disagreements
There is lots of mud puddles because there are no gutters
I would enjoy more clubs 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 classes
Improved food at 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 class (essay or art)
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 science
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 3rd grade students. Everyone plays soccer so we definitely need a soccer team
If we could have more minutes 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 learning 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 make more and run it for us
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 have a lot of different friends, and I enjoy spending time with them.

I value good teachers because they teach me things I can use in the future.

I value the teachers because they are helpful and always there for me.

I value the school because it's a great place to learn and make friends.

I value the school because it provides a safe environment for learning.

I value the school because it offers many extracurricular activities.

I value the school because it offers many clubs for students to join.

I value the school because it offers many options for students to explore their interests.

I value the school because it offers many resources for students to use.

I value the school because it offers many opportunities for students to succeed.

I value the school because it offers many classes for students to take.

I value the school because it offers many ways for students to get involved.

I value the school because it offers many ways for students to show leadership.

I value the school because it offers many ways for students to contribute to the community.

I value the school because it offers many ways for students to learn from others.

I value the school because it offers many ways for students to express themselves.

I value the school because it offers many ways for students to grow and develop.

I value the school because it offers many ways for students to have fun.

I value the school because it offers many ways for students to reach their goals.
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?

<table>
<thead>
<tr>
<th>Skill/Attribute</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing how to deal with real life problems such as taxes and bills. Nobody gets taught that and that is the one thing we could benefit from learning in school and actually use it later on.</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Learn how to manage time and earn money. These are the important things after highschool</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Being respectful of your peers and the people around you. Being able to make big decisions. It’s important because they are life skills and people won’t keep you around if your not respectful and you have to be able to make decisions in life.</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Respect. No matter where you go in life, respecting others will get you further.</td>
<td>4.1</td>
<td></td>
</tr>
</tbody>
</table>
**Value Most**

At Opportunity you get one-on-one teacher time.
You can get all the help you need without 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 at us have to work so that we can live/support ourselves or help our own 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 ask 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.
How do you compare against other EES Districts?

2022 EES Survey Perceptions
9 Characteristics of Highly Effective Schools

Percentages indicate above (+) or below (-) compared to national data
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.
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 critical thinking ability and the ability to read and write well.

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

Showing our students the real-world work that everyone in our school is preparing for and enrolling in college. Our students need to be on pace for college.

Train each student in critical thinking. Critical thinking is to make informed opinions and decisions.

A balanced education is to teach arts and sciences, as well as math, science, engineering, leadership, but we also need the creative.

Applicable skills and preparation for more education, leadership, skills like medicine, communication, regulation, learning, personal finance, scientific research, accountability. Problem-solving, etc.

Some important skills to gain the ability to work with others and understand diverse groups of people. This independent learning allows for effective employee communication.

Students must be prepared to be thoughtful and ethical citizens. We’re counting on those young people to help retool our fractured American society.

Equity for all students. All students need to be given the same opportunities and not have their lives or success limited to any other criterion or contribution.

Flexibility, understanding, a basic understanding of financial management, the ability to think for a career, and a strong ethical/empire. The balance between an economically just society and a diverse society is not too far away. These factors may be the starting point for both.

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?

High school state standards. Every student needs to have these skills so that they have the opportunity to reach high to attain and exceed these standards to be competitive.

Teach financial and accounting scenarios. Young people need to learn about saving and what interest rates are and why they are. Balancing those accounts so they understand how they work.

The teachers and the relationships they build with the students matter the most.

Gender Fair Schools teacher and staff "great" students and alumni outside of the morning and after school. The atmosphere in school like a block party.

WWPS does a great job communicating with the community regardng goals and changes, and they are working to make it. I believe there are issues there are being made. You can't always expect why decisions are made but the openness allows for trust.

Students need to learn about diversity and multiculturalism. We are in a global society and everyone has the world connected.

Teach the basics of reading writing and arithmetic. These basic skills are the backbone of success. Without them, the rest is lost.

We have staff that provides for all. Kids need to see kids, but kids are needed for the things they learn. The most important thing we need to be continued from schools, college, universities, and, in some cases, the best employers.

The willingness of all to accept each student as an individual and make education what is needed to create a well-rounded adult. Every student needs to know what is needed to succeed in our world today.
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: 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 key skills that have diminished 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 university.

The smartest history of this country. You cannot make valid 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 focus in our society today. But lack of these skills will eventually have an impact on our communities.

Critical thinking. We need active learners and massive results of information. Kids should bemega pushed to question the status quo.

Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trade, global citizenship, languages, resistance, kindness. They are the traits of leaders.

Students need to learn that they can do hard things and learn to persevere. It’s important because it’s a life skill. So many kids are raising too much without skill and are not working through things that are difficult.

Understanding that not everyone gets a participation award. It’s okay 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 have always taught that my number one job is to provide a safe learning environment where all students can learn.

Standardized tests (Ready) need not take up as much time if done throughout the year. Also, the elementary level twice a year is more than enough! Standardized testing is becoming less and less necessary. It is a form of college entrance. Why spend $10 a year on I Ready 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 is not 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. All students deserve high-quality materials and assessments that are accompanied in research.

I appreciate how forward-thinking this school district is. During the pandemic, you were a leader in our state, a national leader. 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. School, families, district, to ensure our kids have the best experiences in HANNAH.

More enriched options for kids who don’t see into the Highly Capable Program. Programs like this are so many gifted students who are bored in class because it is only based on the test, despite having it included in her IEP.

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?

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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.

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 readied me 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 specific accommodations and requests, especially at Pioneer. Kids 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. Parent 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, Vivo 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 feel ready to start his day. Principal greets him when suitable 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 tea to a beach party. At the middle school level, parent 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. Appreciate proactive communication rather than reactive communications.

Likes the change to all students having their own Chromebook. 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 age.

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 schedule as it can get chaotic.

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

Free lunch is such a blessing!

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

Grad school district is continuing on with dual language. Being able to provide this opportunity is amazing. Well-executed full immersion model was appreciated too.

What you’ve been able to accomplish with the buildings.

Bond and facilities.

I 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 members to participate. Unsure how lack of ticket sales will have an opportunity 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.
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
- Meth 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

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School climate
- Students offered several ideas for strengthening the connection to school and their sense of cultural and individual representation.
- NVAPS 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.
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Staff
How do you compare against other EES Districts?

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Teachers - Pick
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

HS

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

STAFF

TK

- More support staff
- Behavior training

HS

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

STUDENTS

TK

- One on one support (para-ed w/ students)
- Help regulating emotions
- Building behavior specialist
- Bathrooms are not set up for littles

(set up for dispensary, sleep dispensary)
Teachers' Ele

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

- Admin support for typical 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

- Bilingual Title/Lap
- DIBELS/LECTURA
- Emergency folder
- Collaboration

Admin - Firm + positive

- Being back in the class
- Socialization
- Having routines
- Cafeteria → Red + Green dismissals (visual)
- Miles Club + tickets

Relationship
- A principal

Wed. collaboration
- Vertical

K-3 Intervention model to
- Tier II III

CIS - a great
- Master schedule
- CORE in
- Before / After
Keep our Counselor(s) and blue zones people, please!!

- PLC process
- Stable building Admin/leadership teams
- SEL materials (Purposefull People)
- GC, has all grade levels represented consistently
- Relationships in our building
- A principal who listens and takes action
- K-3 intervention person; such an effective instructional model for Tier II, III kids.
- Tier II III groupings (A-G)
- CIS; a great partnership
- Matter schedule/systems, before/after school plan
- Vertical planning, PLCs
- Rotating leadership, students
- Collaborative work, tiers
- Vertical planning, PLCs
- Literacy for Parent pick
- Consistency
- Rotating 1
- Clear definition of tier of needs
- SEL support
- Inconsistent, class movement
- Parental involvement needed
- Parent involvement needed
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

We NEED a cohesive, district behavior plan, training, and communication

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

Our staff is willing to be “responsible”, yet we see how things go when programs don’t set expectations up front.

2 sections of kindergartners because there aren’t enough to tackle large class size is not being met.

Support staff not replacing lovely, but not the same.

Family commitment to e-absences - Readiness - Behavior

Vertical planning/collaboration

Teachers feel overwhelmed

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

Receive organized set school previous school year

Discipline - what does end of day planning look like?

Our teachers feel overwhelmed

- Stamina - building up!
- Perseverance - encouraging,
  I can’t... yet!
- Expectations... holding up because we

People

Leadership teams re instruction

- Need Title 1 funding: for more support staff for better data

- Mandatory training for structured literacy for K-3 teachers & staff

- Parent pick-up design needs to be improved

- Cohesive plan/understanding of recess
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!
- Persistence - 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.
- 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

We are so good, just need time to bloom/learn/
- Student behavior improving
- School climate also increasing
- Safety (new building)
- Push in model good for kids!
- Strong team support
- Middle School 101 [benefitting 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 - half 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

- Inclusion of adult support para*tra
- Matching & POC teacher
- Accountability of parent efforts
- Not all students to an adult
- Lincoln - SEL (putting students' emotional needs 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
  - Supporting one another
  - New facilities (esp. not shared instructional space)
  - Reduced load of initiatives & announcements that reduce instructional time
  - Showouts for staff in Bulletin
  - No FLEX
  - No Masks
  - Assemblies!

- Talented staff
- Access to supports - Health, counseling, student health
- SEATECH & CTE/FA opportunity
  - Lincoln School to work
  - Students in college - taking classes
  - Students in competitive real world programs - choose your own adventure

- WWO - Flexibility (staff + students)
  - Staff autonomy, flexibility - all staff are experts at decision making
  - Student voice - ability to work, pursue interests, no dual dates, late work, make up classes, tailored, enrichment credits
  - Parent Square
  - Parent on board

- Talent - both staff and students
  - Sense of continuity for staff
  - Community for students
"Going Well" - Secondary

- Staff
  - 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!

- Communicate breakdown
- Equal distribution on staff, particularly students
- Balance on reinforcement
- Openness to feedback from all students

- Modernize it
  - How are we handling increased issues?
  - What needs refresh at your building (elementary, middle, high)
  - Engagement years vs
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
- Modernizing instruction

How are we handling the increased student anxiety issues?
- Engagement looks like in 10 years vs. last 10 years

- Tapping into para knowledge
- Offer additional para training

- Using quarters vs. semesters. Students lose less credits
- Graduation rate is a joke

- 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, professional learning communities, having their own desk space)
What needs refinement or attention at your building and level (elementary, middle, secondary)?

- Systems that can support all the choices kids have:
  - Software
  - Clinical
  - We are under system to support the choices

Opportunity - need more space for assessment & sensitive conversation.

Space! Need more space for assessment & sensitive conversation.

Sometimes we are forgotten in various district systems.

- Students feeling included in district & community at large.
- Work with MB + HS in person.

Building not conducive to students.

- Supports after graduation??

- Staff say Happy

- Community needs input on para training给予者的。

- Strong

- System to Core

- Academically
Admin-ELI

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

- Communication
- Staff willingness to learn and try new things
- Happy kids!
- Flexibility with changes

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

-Behavior
- Supervision
- Clarity appropriate for read aloud inclusive
- Evaluate behavior

-Time at special education

• System and data
• Nuance student behavior
- 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 II levels behaviors and expectations
What needs refinement or attention at your building and level (elementary, middle, secondary)?

- 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 and 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)?

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