

## **STRATEGIC PLAN SURVEY – SCHOOL CHARACTERISTICS RESPONSE THEMES**

The following pages display: (1) themes for suggestions about the general content in the category descriptions, and (2) suggestions for specific wording in each theme.

### **Category #1. What could improve the description of FAMILY/COMMUNITY ENGAGEMENT? (See page 2)**

- Theme 1. Be more specific, give examples & definitions
- Theme 2. Address equitable access of family engagement and clarity around “opportunities”
- Theme 3. Edits/comments/suggestions about “school improvement”
- Theme 4. Need clarity around business engagement

### **Category #2. What could improve the descriptions for SCHOOL CLIMATE/CULTURE? (See page 3)**

- Theme 1. Revise “teachers are coaches”
- Theme 2. Clarify/define terms
- Theme 3. Revise “personalized environment”
- Theme 4. Revise “culturally responsive”
- Theme 5. Consider including...

### **Category #3. What could improve the descriptions for INSTRUCTIONAL LEADERSHIP? (See page 5)**

- Theme 1. Define terms, be specific, simplify, reorder
- Theme 2. Consider including...
- Theme 3. Edits/comments/suggestions about “formative assessments”

### **Category #4. What could improve the description of PROFESSIONAL LEARNING? (See page 7)**

- Theme 1. Need clarity, particularly around the words “leverage” and “coaching”
- Theme 2. Suggestions about the professional learning approach
- Theme 3. Respondents did not understand what the statement was about

### **Category #5. What could improve the description of COLLABORATION/COLLECTIVE ACCOUNTABILITY? (See page 8)**

- Theme 1. Clarify and specify differences from other categories
- Theme 2. Address “accountability”
- Theme 3. Consider including...
- Theme 4. Comments about “mastery” and measurable goals
- Theme 5. Spell out who the “stakeholders” are

### **Category #6. What could improve the description of RESOURCE MANAGEMENT? (See page 10)**

Note: Some respondents were confused because question six on Survey Monkey repeated “What could improve the description Collaboration/Collective Accountability?” instead of asking about resource management.

- Theme 1. Be more specific, revise “ensures”
- Theme 2. Consider including...
- Theme 3. Address equity of resources

### **Overall. What could improve the SIX CATEGORIES? (See page 11)**

- Theme 1. SEL, Behavior supports
- Theme 2. Focus on the students
- Theme 3. Language needs to be clear, specific, actionable, and measurable
- Theme 4. Equity

## Category #1. What could improve the description of FAMILY/COMMUNITY ENGAGEMENT?

<b>THEME 1. Be more specific, give examples &amp; definitions</b>	
<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>1. Needs to be action-oriented</li> <li>2. not specific enough</li> <li>3. vague</li> <li>4. explain support</li> <li>5. need concrete outcome, too broad</li> <li>6. add reciprocal nature</li> <li>7. one sided favoring schools over family/community</li> <li>8. vague</li> <li>9. define engagement</li> <li>10. engagement is more about action and defined opportunities</li> <li>11. identify goals</li> <li>12. needs more – has to be two-way</li> <li>13. specifics about engagement/improvements</li> <li>14. more specific</li> <li>15. diff between fam and community engagement</li> <li>16. mention mutual benefit</li> <li>17. Examples?</li> <li>18. broad, needs more bullets</li> <li>19. define engagement, define opportunity</li> <li>20. too vague</li> </ol>	<ol style="list-style-type: none"> <li>1. making it plural - families, communities, and businesses</li> <li>2. Goal based wording, such as "to establish measurable and timely benchmarks that reflect the changing culture of our community."</li> <li>3. Oxford comma.</li> <li>4. Family/Community engagement is collaboration between educators, families, and community members that accelerates student learning.</li> <li>5. Make family plural.</li> <li>6. Change engagement to collaborate in the definition</li> <li>7. Create opportunities and foster relationships that support families and the community.</li> <li>8. It should be the other way around--create opportunities for schools to engage the family and community</li> <li>9. Create and Engage families, communities and business with supporting the best outcomes that produce successful youth.</li> <li>10. Create opportunities for families and the surrounding community to engage, support, and develop school improvement.</li> <li>11. Create opportunities for family, community and business engagement to support student and school improvement.</li> <li>12. Consider "Create opportunities for family, community and business engagement to partner in the success of all schools.</li> <li>13. Not only create, but also support</li> <li>14. Include communication</li> <li>15. Perhaps add "evaluate" to the first phrase so it reads, "Create and evaluate opportunities for family..."</li> <li>16. Can a brief statement following stating how this will be accomplished? For example, "Create opportunities for family, community, and business engagement to support school improvement by..."</li> <li>17. Add "student" to the list. Add a period to the end of your sentence.</li> <li>18. Add: all families and all communities</li> <li>19. Include the word - ongoing.</li> <li>20. I think the word value should be in the statement such as MNPS values and strives to create engaging opportunities from its families, community and businesses.</li> <li>21. Add "student" and "school personnel" to the list.</li> <li>22. The addition of educators.</li> <li>23. The characteristics are worded as actions, rather than a measurable characteristics (noun).</li> <li>24. Create and foster (it is one thing to create it, but another to foster the development over time)</li> <li>25. Create opportunities for family, community, and business to develop relationships that support school improvement</li> <li>26. The reading level of this statement is very high (depending on the measurement tool, its readability is graduate level or above). Simplify the language for low-literacy readers. How about "Create opportunities for family, community, and business involvement in school improvement." Or, better yet, "Give families, communities, and businesses the chance to support and improve our schools."</li> <li>27. Try and not talk over the heads of most of our parents. Something else like: Work on having the families and businesses/communities talk with each other to figure out how best to support our schools.</li> <li>28. Initiate &amp; Support</li> </ol>
<b>THEME 2. Address equitable access of family engagement and clarity around “opportunities”</b>	
<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>1. welcome various background</li> <li>2. involvement opportunities</li> <li>3. more clear about type</li> <li>4. kind of opportunities</li> <li>5. diversity, engage the unengaged</li> <li>6. help stay informed/educated</li> <li>7. Can't just be creating opportunities.</li> <li>8. what's available for engagement</li> <li>9. All families informed of opportunities. Equal access</li> <li>10. opportunities is really vague</li> <li>11. needs inclusive cultural perspective</li> <li>12. more emphasis on family support</li> <li>13. leaves out inclusivity of families</li> <li>14. communicate the opportunities</li> <li>15. not just create opportunities, mandate engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. "Create opportunities and actively engage families, communities, and businesses to support school improvement."</li> <li>2. commitment to "meeting people where they're at,"</li> <li>3. Suggested revision: Create 'meaningful' opportunities</li> <li>4. "and foster a community of belonging"</li> <li>5. Consider inserting 'fully funded' between the words 'create' and 'opportunity'.</li> <li>6. Add the word meaningful opportunities</li> <li>7. I feel that the language "create opportunities" is not accurate. It implies that this isn't currently being done. This "engagement" has been a high priority in our neighborhood grade school for years. I would replace it with "create an environment for".</li> <li>8. create meaningful and engaging opportunities for family, community and business to support school improvement</li> <li>9. "Encourage families to participate in their child's education"</li> <li>10. I would add the word "meaningful"... Create opportunities for meaningful family, community and business engagement to support school success.</li> <li>11. Create collaborative opportunities for family, community, and businesses to improve effectiveness of schools.</li> <li>12. Create a welcoming environment that creates opportunities for family, community and business engagement to support school improvement.</li> <li>13. Create opportunities for families, community partners and businesses to engage with schools in meaningful ways to support school improvement.</li> <li>14. Change to "support one another" school provide many services to families and communities as well</li> <li>15. Are we wanting to create opportunities or partnerships?</li> <li>16. I would say instead of creating opportunities, use engagement as your intro: I.e. Engaging families, community and business to support school improvement.</li> <li>17. Examples of engagement such as "by volunteering, contributing financially, and participating in events"</li> <li>18. Encourage active participation of family/community in partnership with Metro Schools.</li> <li>19. Add the word inform. It is one thing to create opportunities and another to create and inform of those opportunities.</li> </ol>

- 20. Change "Create" to "Engages." Many schools create opportunities that meet their needs but might not really engage these groups
- 21. Increase awareness and create opportunities for.....

### THEME 3. Edits/comments/suggestions about "school improvement"

General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. happy, healthy, educated instead</li> <li>2. what improvement</li> <li>3. instead of just school, also individual students and teachers</li> <li>4. student achievement</li> <li>5. also active communication with community</li> <li>6. suggesting need for improvement is deficit mindset</li> <li>7. focus on students rather than school</li> <li>8. more specific about students, not just school</li> <li>9. schools should also improve fam lives</li> <li>10. better define school improvement</li> <li>11. not just opportunities, it's school culture and opportunities for kids</li> <li>12. What kind of opportunities? vague</li> </ul>	<ul style="list-style-type: none"> <li>1. ...Engagement to support and improve our school.</li> <li>2. Creates opportunities for building greater support and capacity in schools, homes and communities, so ALL students have the chance to succeed.</li> <li>3. It should say "student success and improvement" rather than "school improvement". Focus on the students!</li> <li>4. Possibly including student growth as well as school improvement</li> <li>5. Create opportunities for families, the community and businesses to contribute to better educational outcomes for students.</li> <li>6. Change then second half of the sentence to read: business engagement To support and participate in developing ways to support and improve schools</li> <li>7. reword it to include the students themselves not the institution</li> <li>8. ...support school improvement and student enrichment.</li> <li>9. change "school improvement" to "student success"</li> <li>10. ... and student success</li> <li>11. Replace "school improvement" with "student success" or at least mention students somewhere in there.</li> <li>12. I would leave off the word "improvement." I think Family/Community Engagement includes supporting teachers, students and families in ways that aren't tied to what has been recently referred to as "improvement."</li> <li>13. I would change the word "improvement" to "excellence".</li> <li>14. Change wording from "school improvement" to "student learning and growth." Add a bullet to directly link student performance to family and community accountability investment in education.</li> <li>15. At the end add "and student achievement" or "to promote student achievement"</li> <li>16. ...and support teachers and administrators in making decisions in teaching every child.</li> <li>17. perhaps add students as stakeholders who are seen as contributors to school improvement</li> <li>18. The phrasing is awkward. Perhaps "Create opportunities to engage families, community members, and businesses to support schools."</li> <li>19. Add "and student success" time the ending</li> <li>20. I wouldn't say school improvement I would say "student learning and personal development"</li> <li>21. Remove "school improvement" and change it to "student success."</li> <li>22. ...support school SUCCESS.</li> <li>23. I'd include "with teachers/school staff to support school improvement.</li> <li>24. Do we have to say "improvement"? Would "growth" work?</li> <li>25. Add 'and student growth' to the end of the sentence.</li> <li>26. support school and student improvement</li> </ul>

### THEME 4. Need clarity around business engagement

General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. family more important than business</li> <li>2. no business in schools</li> <li>3. how is business different than community</li> <li>4. what does bus engagement mean</li> <li>5. expand on business engagement</li> <li>6. don't need outside business engagement in there</li> <li>7. business shouldn't be on same footing as family</li> <li>8. separate business/community from families</li> <li>9. stop trying to engage businesses/community</li> </ul>	<ul style="list-style-type: none"> <li>1. It would be better to use the word "input". Create opportunities for family, community, and business input to support school improvement.</li> <li>2. Families, the community and businesses/future employers providing input to develop relevant curricula</li> <li>3. The engagement wording is awkward. It's trying too hard. Maybe just "and businesses to support"</li> <li>4. Needs an Oxford comma! They matter! Community does not necessarily equal businesses!</li> <li>5. I think we need to flesh out family, community, and business partnerships; they are not one in the same</li> </ul>

## Category #2. What could improve the descriptions for SCHOOL CLIMATE/CULTURE?

### THEME 1. Revise "teachers are coaches"

General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. teachers learn too</li> <li>2. Not clear – what kind of coach?</li> <li>3. Coaching meaning interaction?</li> <li>4. teachers can learn, students can coach</li> <li>5. teachers are learners</li> <li>6. don't agree with this metaphor</li> <li>7. coaching language is important</li> </ul>	<ul style="list-style-type: none"> <li>1. Something about how teachers are "responsive" or "restorative."</li> <li>2. Teachers should be called "mentors" or "facilitators".</li> <li>3. Change "coaches" to "mentors".</li> <li>4. Foster high expectations where teachers are facilitators and all students are learners in a personalized environment</li> <li>5. Where ALL staff are mentors</li> <li>6. I don't like the language of "Coaches". Strategists?</li> <li>7. Bullet point one: change "teachers" to "staff" - to include all involved.</li> </ul>

8. What do you mean "teachers are coaches"? 9. prefer a teacher to coach 10. teachers also expected to be learners 11. needs better explanation 12. clarify "coaches" 13. teachers should be learners too 14. Description of this? 15. teachers are teachers, not coaches 16. don't compare teachers to coaches 17. this is confusing with the instructional coach position 18. wordage is poor and not appropriate 19. teachers are more than coaches	8. High expectations for all staff and students 9. Bullet point one: change "teachers" to "staff" - to include all involved. 10. Foster high expectations where teachers are coaches and mentors. 11. Teacher should be mentors and coaches. 12. Not sure about the "are coaches"???? 13. I don't care for the term "teachers are coaches." 14. "...where teachers are coaches AND learners, and all students are learners..." 15. Not sure what is meant by "teachers as coaches". I would prefer I said "where students learning is individualized (or personalized) " 16. Consider: "Foster high expectations where teachers are facilitators of learning and all students excel in a personalized environment." 17. Consider changing the word coaches to something else. For example, "Foster high expectations where teachers are compasses helping students navigate learning experiences in a personalized environment." 18. Remove the part that teachers are coaches. This confuses readers. Replace with something about teachers and students being leaders 19. Change "coaches" to facilitators. 20. Lose the coaches language. Use mentors or some other leadership quality.. 21. Wording is awkward. Could you say, "Teachers, coaches, and all students learn together"? 22. Foster high expectations where teachers are facilitators for learning and all students are learners in a personalized environment 23. Teachers are facilitators of student learning. Coaching implies less teacher involvement.
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## THEME 2. Clarify/define terms

General content suggestions	Specific wording suggestions
1. Define. This is highly interpretive 2. reverse order, models first 3. remove first bullet 4. Too general. Democracy implies kids have a voice when they don't 5. Mutual respect? 6. climate is different than culture 7. Too wordy. Simplify 8. put in order of importance, safety should be first 9. language is too high level 10. Examples? 11. equity of outcome of equity of opportunity 12. need specificity 13. It's a mouthful	1. A commitment to promoting a diverse meritocracy, encouraging students to challenge one another & raising the bar on the city's best and brightest. 2. add the word "active" before learners 3. #2 Reverse. Through mutual respect create a safe environment that promotes positive and trusting relationships. 4. Revise first bullet: Foster high expectations where all students are learners 5. Foster high expectations where teachers and parents are coaches and all students are learning in a personalized environment. Create a safe culture of positive and trusting relationships through mutual respect that values the experiences of both students and families. Model the principles of democracy, civility, and equity through culturally responsive environments as a tool for developing productive citizens. 6. foster high academic and behavioral expectations 7. Add "empathy" to the second point and/or the third point 8. Remove the phrase safe culture. State that you will build a culture. No culture is really safe. 9. Remove: Model the principles of democracy, civility, and equity through culturally responsive environments. The school should not be affected by the culture of individual students. Rather, the students should be infected by a culture of learning. 10. #1 Item should be "Create a Safe Culture", Safe, positive and nurturing. 11. Mutual respect- between students and teachers, teachers and administrators, and parents and all MNPS employees. 12. Mutual respect for parents and teachers. 13. I don't think the term "democracy" is appropriate for describing a school setting 14. How about: "Create a safe and positive school climate by building relationships of trust between adults and students." 15. Drop foster, it does not support permanency. 16. Instead of "high expectations" substitute "enthusiasm for learning" 17. ... Create, NURTURE and SUPPORT a safe culture? 18. Remove "through mutual respect" too descriptive and do not add significant meaning to the bullets. 19. "respect for self and others" 20. in number 2 "safe" is implied I would leave it out 21. instead of "Create a safe culture of positive and trusting relationships through mutual respect" you might say, "Make our schools safe, so that students, teachers, staff, and visitors feel welcomed and respected." Use simpler words for your audience.

## THEME 3. Revise "personalized environment"

General content suggestions	Specific wording suggestions
1. Personalized environment? 2. Personalized environment? 3. personalized environment is preached but not practiced 4. Personalized environment? 5. Personalized environment? 6. "Personalized" is loaded. clarify operating definition	1. "Teachers are coaches and the environment is personalized for each learner." 2. I would remove "personalized" as it's not possible. 3. Suggestion for bullet 1: Foster high expectations where teachers provide rigorous learning goals and instruction based on students' individual strengths and needs such that every student shows growth academically and socially. 4. "Hold students and teachers to high expectations. Create a classroom environment where teachers are coaches who give each student a personalized experience for learning. 5. I'm not sure about keeping the "personalized" in there 6. Remove "in a personalized learning environment" too descriptive and do not add significant meaning to the bullets. 7. Who's "personalized environment"? The teacher's or the student's, the class as a whole? 8. I would consider students "achievers." So: Foster high expectations where teachers are coaches and all students are achievers in an individualized learning environment. 9. Reword personalized environment. Call it engaging. 10. Nurturing, responsible environment 11. Personalized environment sounds odd... I don't think we have personalized environments and I'm not sure we should strive to either... maybe multi-approach? Diverse? Supportive? Flexible?

	<p>12. Get rid of the unrealistic "personalized environment" comment.</p> <p>13. "Foster high expectations" does not match the rest of the statement. How about "Expect our teachers to coach and students to learn in a setting where each student's needs are taken into account."</p>
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**THEME 4. Revise “culturally responsive”**

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Don't know what it means</li> <li>2. clarify</li> <li>3. term divides students</li> <li>4. what is meant by this</li> <li>5. What is this? Simplify</li> <li>6. what does this look like</li> <li>7. what does this even mean</li> <li>8. stop putting a focus on peoples differences</li> <li>9. Term not widely understood</li> <li>10. Define culturally</li> </ol>	<ol style="list-style-type: none"> <li>1. Change the last line to say .....and equity through culturally aware and respectful (not responsive) environments.</li> <li>2. 3. Change responsive to respectful. Celebrate and embrace our differences to make us a stronger community</li> <li>3. Delete the phrase 'culturally responsive environments'. This modifier is unnecessary,</li> <li>4. "Culturally responsive environments?"... What? How about "help focus / instill a sense of responsibility and self-discipline in students."</li> <li>5. "Culturally responsive environments" is a bit vague. Be clearer: "by valuing and supporting all students, regardless of race, religion, disability, national origin, immigration status, sexual orientation, or gender identity."</li> <li>6. "Develop cultures of respect based on trust and feedback."</li> <li>7. "Create a culturally responsive environment that instills the principles of civility and equity into adults and students."</li> <li>8. Remove "through culturally responsive environments." too descriptive and do not add significant meaning to the bullets.</li> </ol>

**THEME 5. Consider including...**

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Some students don't have basic needs met</li> <li>2. Speak to class size and discipline</li> <li>3. Include arts</li> <li>4. too idealistic, doesn't address prek-1<sup>st</sup></li> <li>5. include SEL</li> <li>6. supportive learning environment</li> <li>7. start with admin</li> <li>8. reach all learners – EE students</li> <li>9. Positive action from students</li> <li>10. parents role</li> <li>11. add district and school admin</li> <li>12. joy/passion is missing</li> <li>13. needs a strong SEL</li> <li>14. first statement could be all staff</li> <li>15. curiosity/inquiry</li> <li>16. kindness/anti-bullying</li> <li>17. student responsibility</li> <li>18. parent responsibility</li> <li>19. SEL</li> <li>20. student self-worth</li> <li>21. teacher support/respect</li> <li>22. Mention principals?</li> </ol>	<ol style="list-style-type: none"> <li>1. should also include a parent's and student's "first right to remedy"</li> <li>2. Consider augmenting the second statement to read: create a safe culture of positive and trusting relationships through mutual respect in which each student's unique life experience is addressed</li> <li>3. Teaching students integrity and ownership, as well as the ability to develop socially and emotionally.</li> <li>4. Add the following bullet: Where cultural norms work against educational engagement, use a mutually respectful and effective approach to move students towards educational engagement</li> <li>5. "Create an emotional and physically safe culture of positive and trusting relationships through mutual respect."</li> <li>6. #3 I feel the words "on every level we will..." should be added because even the top level at the board should be doing these as well.</li> <li>7. MNPS ELP's model this at the highest level, principals at the school level, and teachers at the classroom level.</li> </ol>

**Category #3. What could improve the descriptions for INSTRUCTIONAL LEADERSHIP?**

**THEME 1. Define terms, be specific, simplify, reorder**

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Who are the staff? Faculty too?</li> <li>2. What do you mean by well-rounded?</li> <li>3. Be specific</li> <li>4. Lacks focus and precision</li> <li>5. Too much jargon</li> <li>6. Start with love of learning</li> <li>7. Bullet points contradict each other</li> <li>8. Put in layman's terms</li> <li>9. Too many words. Keep simple</li> <li>10. Less verbose</li> <li>11. shorten</li> </ol>	<ol style="list-style-type: none"> <li>1. Deleting (in bullet 2) aligned with state standards. Clarifying (in bullet 5) what "formative assessments" means.</li> <li>2. Strong instructional leadership...should be effective instructional leadership</li> <li>3. 4. "Participate" rather than "weigh in" / delete "and monitor teaching and learning" as it accountability is covered elsewhere.</li> <li>4. "District" in point 1 should be possessive, "districts" -what is "the work" in point 2? Unclear if it's talking about student work or the work of staff/teachers/administrators. -I think "evokes" in point 3 should be in the singular, "evoke," since "curriculum" is treated as a plural noun in the first part of the phrase.</li> <li>5. "...rigorous curriculum WHICH EXCEEDS state standards..."</li> <li>6. I don't know that the curriculum needs to be rigorous. Maybe in high school, but not in elementary school. "Enriching curriculum?"</li> <li>7. I would remove "aligned with state standards." They should go above and beyond the state standard if metro schools want to be competitive with local private schools.</li> <li>8. The verb in the first task is weak, and assumes the school already has a clear focus</li> <li>9. Please stop using the word "rigor" and all its forms. It's overused.</li> <li>10. I would add the word "design" ...Design and implement well-rounded, rigorous curriculum</li> </ol>

<ol style="list-style-type: none"> <li>12. How would a school share a focus</li> <li>13. What work is being aligned</li> <li>14. Are "staff" teachers?</li> <li>15. Does this only include school based staff?</li> <li>16. Are you saying staff including teachers would monitor T &amp; L?</li> <li>17. First bullet sounds like oxymoron</li> <li>18. Schools mission lead to district mission or other way? Which powers which?</li> <li>19. Provide examples to support descriptions</li> <li>20. Can't connect to both "district vision" and "unique school community"</li> <li>21. What would 4<sup>th</sup> bullet look like?</li> <li>22. To a parent this sounds complicated and unclear</li> <li>23. Wordy, repetitive adjectives</li> </ol>	<ol style="list-style-type: none"> <li>11. 4. "Create structures and systems that promote environments which facilitate consistent and frequent opportunities for staff to share, evaluate, make collaborative decisions and monitor teaching and learning."</li> <li>12. There may be an inherent conflict between "student curiosity and love of learning" and "rigorous curriculum" and "formative assessments"--at least as I have seen those terms used in practice.</li> <li>13. There may be an inherent conflict between "student curiosity and love of learning" and "rigorous curriculum" and "formative assessments"--at least as I have seen those terms used in practice.</li> <li>14. Well-rounded, rigorous DEVELOPMENTALLY APPROPRIATE curriculum.....</li> <li>15. Consider: "Share a unique and compelling vision aligned with the vision of the district." "Implement holistic, rigorous curriculum aligned with state standards that promotes student curiosity and love of learning" "Promote a collaborative teaching community with shared decision making and consistent reflection, growth and accountability for quality teaching and learning" "Predict and monitor student progress through formative, summative, district, and state level assessments"</li> <li>16. More silly talk here. 1. Teach facts. 2. If facts are unclear, teach contrasting ideas equally. 3. Teach what is needed to create informed, responsible, honest, hardworking adults who are not threatened by opposing or new ideas. 4. Grade fairly and often in the class.</li> <li>17. "District vision?" "Unique school community?" "School mission?" "Core values?" "Evokes curiosity?" "Share on decision making?" WHAT THE HECK!? ... Sounds more like pre-school than it should.</li> <li>18. Add periods to ends of sentences.</li> <li>19. Omit "state standards". Rephrase "aligned with content standards"</li> <li>20. Responsibly implement...</li> <li>21. Get rid of the word "rigorous." It is way overused these days.</li> <li>22. Instead of promotes an environment of... Fosters a culture of collaborative inquiry &amp; continuous improvement</li> <li>23. Emphasize well-rounded.</li> <li>24. Please consider your audience. You will lose your average parent by using words like "evoke," "evaluate," "monitor," etc.</li> <li>25. Bullet 3 is badly worded. What does a well-rounded curriculum mean? What about "research-based best practices, critical thinking and problem solving, differentiated instruction, making thinking visible"?</li> </ol>
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**THEME 2. Consider including...**

<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>1. Commitment to support principal</li> <li>2. Adherences to district standards</li> <li>3. Statement about informing parents</li> <li>4. Add curriculum will align with school goals</li> <li>5. How to summative assessments fit in?</li> <li>6. Nothing about expertise in each academic discipline</li> <li>7. Something about trickle down of information across departments</li> <li>8. Teaching critical thinking</li> <li>9. Importance of accountability</li> <li>10. Commitment to monitoring implementation</li> <li>11. Address current climate of fear</li> <li>12. should be a commitment to providing quality instruction</li> <li>13. include something pertaining to collaboration with families</li> <li>14. should want on-going communication as part of culture</li> <li>15. teachers and para pros should be actively engaged in this</li> <li>16. working with community and families</li> <li>17. differentiation/addressing needs of unique learners</li> <li>18. Professional feedback needs to be added</li> <li>19. Honesty, diversity, and democracy encouraged.</li> <li>20. commitment to developing the whole child</li> <li>21. tap into student interest/curiosity</li> <li>22. curriculum should be aligned to national standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Again- where are parents include in this? "Evokes student curiosity and a love of learning and parent trust."</li> <li>2. "Predict and monitor student progress through a running record including, social and emotional state..."</li> <li>3. For bullet 3, I'd recommend replacing "state standards" with "best practices benchmarks."</li> <li>4. Include language to foster creativity, innovation and continuous improvement</li> <li>5. - Strong instructional leadership is student centered. Consider adding that to the first bullet.</li> <li>6. Implement a well-rounded ... which evokes student curiosity, love of learning and prepares students for college, career and life success.</li> <li>7. In the fourth bullet introduce the word collaboration or collaborative approach and also the word team, to strengthen the idea that teachers are working together rather than competing with each other.</li> <li>8. Promote environments where staff frequently share, evaluate, *collaboratively make decisions*, and monitor teaching and learning.</li> <li>9. Add bullet "Take positive action to recruit and retain strong teachers and leaders who are invested in the school community they serve."</li> <li>10. Bullet #4 (or additional bullet): "...and where students have an opportunity to share feedback with staff/faculty about curriculum/class satisfaction." (*It is important that the classroom is a shared space for mutual/reciprocal learning.)</li> <li>11. Promote environments where students feel safe, supported, and engaged.</li> <li>12. Add something about "aid in the growth of all students and staff"</li> <li>13. Create a culture of collaboration between teachers</li> <li>14. The word "positive" should be included in ...."Promote 'positive' environments where staff frequently share....."</li> <li>15. The description should include something about "qualification". We should make sure that the educators possessing leadership roles actually have the qualification to be in those positions.</li> </ol>

**THEME 3. Edits/comments/suggestions about "formative assessments"**

<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>1. Last bullet is more data-driven then student focused</li> <li>2. Formative assessments?</li> <li>3. Expand on last bullet</li> <li>4. Define formative assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Last bullet: Suggested revision: Predict and monitor student progress through various tools, including the use of formative assessments.</li> <li>2. Is "predict" possible? "Guide" might better describe the process.</li> <li>3. ..."Formative and summative assessments."</li> <li>4. On the last point add the word "limited" to formal assessments. We, as parents, want as few formal assessments as possible in the form of standardized testing.</li> </ol>

<ul style="list-style-type: none"> <li>5. Less emphasis on this</li> <li>6. Too narrow a view, may want to broaden</li> <li>7. Data should also be used to enhance the educational program</li> <li>8. You mean the ones that don't count? Students don't take those seriously. Line doesn't mean anything</li> <li>9. multiple types of assessments -differentiation should be a piece</li> <li>10. Is this the best category to mention these?</li> <li>11. Value added need to be emphasized.</li> <li>12. Clearer description of these</li> <li>13. How do these predict progress?</li> <li>14. too much emphasis on testing and not enough emphasis on respect for students and teachers</li> <li>15. Only formative? Not summative too?</li> <li>16. What are formative assessments?</li> </ul>	<ul style="list-style-type: none"> <li>5. "Predict and monitor student progress...." could also have something explicit about adjusting instruction accordingly or using the data in a problem-solving model/mindset.</li> <li>6. Predict and monitor student progress through the use of as few formative assessments as possible.</li> <li>7. Add not only formative, but summative assessments</li> <li>8. I don't care for the term formative assessments in the last bullet. It doesn't make sense for folks outside of the education realm. Could the word formative be removed and still get to the point?</li> <li>9. not a fan of the focus on "formative assessments" feels counterintuitive to "evoke student curiosity" and then have a bunch of formative assessments</li> <li>10. Get rid of this "formative assessments" line.</li> <li>11. After "use of formative assessments" add "transparently report student successes and challenges to parents".</li> </ul>
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## Category #4. What could improve the description of PROFESSIONAL LEARNING?

<b>THEME 1. Need clarity, particularly around the words “leverage” and “coaching”</b>	
General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. There's more to say here</li> <li>2. Vague</li> <li>3. What “professional” entails</li> <li>4. “educators” need to include all school personnel</li> <li>5. More emphasis on “relevant”</li> <li>6. What opportunities?</li> <li>7. more details on the how</li> <li>8. address educator weaknesses in a positive way</li> <li>9. Way too general and short. Needs details</li> <li>10. What relevant learning opportunities?</li> <li>11. Seems vague</li> <li>12. Clarify coaching in this context</li> <li>13. More clarity</li> <li>14. Would love to see more put into this</li> <li>15. Too much jargon</li> <li>16. Buzz words</li> <li>17. What is meaningful? What is relevant? What is high performance?</li> <li>18. Provide examples to support</li> <li>19. Vague. Needs to be more than this, actionable.</li> <li>20. Leveraging strengths doesn't equal professional learning</li> <li>21. Poorly worded, clumsy</li> <li>22. High performance of teachers or students?</li> </ul>	<ul style="list-style-type: none"> <li>1. . . . Providing meaningful. Relevant, evidence based (or evidence informed), learning opportunities.</li> <li>2. Stronger characteristic is having schools where educators have access to and take advantage of meaningful, relevant, effective learning opportunities.</li> <li>3. I suggest changing "high" to "quality".</li> <li>4. The district provides meaningful, relevant learning opportunities for teachers to improve their instructional, diagnostic and intervention skills.</li> <li>5. 'Leverage' is the wrong verb because it implies that an end state already exists that can be used.</li> <li>6. Maybe instead of using the word leverage (by force) and coaching we could use “Help strengthen educators by supplying training and technology that backs up that training for high performance and providing meaningful, relevant learning opportunities.”</li> <li>7. I feel like it should include words like collaborate and feedback.</li> <li>8. Effective professional development needs to be extensive and focused over a long period of time. Perhaps include "and extended" to the definition.</li> <li>9. Again that word coaching. Come up with a better and more meaningful descriptor</li> <li>10. This part of the sentence is unclear "Leverage educator strengths by coaching..." I would suggest... "Increase educator effectiveness by providing meaningful..."</li> <li>11. Capitalize on educators strengths through coaching and providing meaningful, relevant, and consistent learning opportunities.</li> <li>12. "Provide opportunities for educators to develop expertise and collaboratively share newly learned skills with colleagues? Recognize and celebrate educators who have shown initiative in mastering skills relevant to the trade?"</li> <li>13. Emphasize RELEVANT professional development</li> <li>14. There is better way to say this than "leverage".</li> <li>15. Find a better word than "leverage" not sure of what it means</li> <li>16. This sentence is awkward. At least use "with coaching."</li> <li>17. lose the 'coaching'</li> <li>18. Rephrase to remove "leverage" and "relevant."</li> <li>19. What if we just said: Allow teachers to teach in the style that allows their strength to shine and to encourage their growth by allowing for future education opportunities.</li> </ul>
<b>THEME 2. Suggestions about the professional learning approach</b>	
General content suggestions	General content suggestions
<ul style="list-style-type: none"> <li>1. Evaluation as coaching</li> <li>2. Need differentiated coaching approach</li> <li>3. Educators provide learning for peers</li> <li>4. Personalize the learning</li> <li>5. access to support</li> <li>6. school level autonomy</li> <li>7. Collaborative approach</li> <li>8. Should also be personalized</li> <li>9. Expectation of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>1. Professional learning should broaden each educator's knowledge and skill set rather than linking it to their existing strengths. "Foster professional growth through excellent quality learning opportunities relevant to each educator's career goals."</li> <li>2. Add "to meet the unique needs of each educator." So many PD sessions have been totally unrelated to the educator in question, yet teachers are asked to differentiate their teaching to the needs of each student.</li> <li>3. How many meaningful opportunities? “Ongoing” or once and done?</li> <li>4. add wording to include "differentiated professional learning"</li> <li>5. Bullet #2: Allow educators and support staff to request/suggest professional development opportunities that they feel are relevant to their work and their school's student body.</li> <li>6. If possible add reflective practices</li> <li>7. Capacity Building</li> </ul>

<ul style="list-style-type: none"> <li>10. Promote accountability</li> <li>11. Focus on true differentiation</li> <li>12. Differentiating for teachers</li> <li>13. Should never be the same for every learner</li> <li>14. Differentiated PD for teachers</li> <li>15. Candor about funding inequities</li> <li>16. ongoing opportunities</li> <li>17. leverage existing talent</li> <li>18. embedded, ongoing to build capacity in faculty</li> </ul>	<ul style="list-style-type: none"> <li>8. And proper feedback and resources for growth</li> <li>9. Develop timely, current, and researched based professional development opportunities for all staff members</li> <li>10. Perhaps adding to the end that support whole student success?</li> <li>11. Fosters a culture of collaborative professionalism.</li> </ul>
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**THEME 3. Respondents did not understand what the statement was about**

**General content suggestions**

<ul style="list-style-type: none"> <li>1. Doesn't make sense</li> <li>2. Not sure what it means. Seems like jargon.</li> <li>3. Don't know what it means. Buzzwords</li> <li>4. Fuzzy language. Talking about teachers or students?</li> <li>5. No idea what this means</li> <li>6. Not sure what you mean</li> <li>7. Wording unclear. Is it about PD?</li> <li>8. Not sure what that means</li> <li>9. Professional learning for teachers or students?</li> <li>10. Not sure what you're trying to convey</li> <li>11. more education-speak-silliness</li> <li>12. just words with no meaning</li> <li>13. confusing</li> <li>14. Who is coaching? Phrasing is very confusing</li> <li>15. Is this referring to PD?</li> <li>16. "By coaching for" doesn't make sense</li> <li>17. What exactly does this mean?</li> <li>18. As a parent, don't know what this looks like</li> </ul>
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**Category #5. What could improve the description of COLLABORATION/COLLECTIVE ACCOUNTABILITY?**

**THEME 1. Clarify and specify differences from other categories**

General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. More concise</li> <li>2. Too wordy and non-specific</li> <li>3. Not sure what it means</li> <li>4. Define high functioning</li> <li>5. Replicates other categories - eliminate this and slightly reword others</li> <li>6. Wordy and vague</li> <li>7. Repetitive from other categories</li> <li>8. Bullet 1 is just like one from category #3</li> <li>9. Provide examples</li> <li>10. Bullet 1 is unclear</li> <li>11. Several of these can be combined</li> <li>12. Not grammatically correct</li> <li>13. #1 is a repeat</li> <li>14. First sentence is awkwardly written. Reword</li> </ul>	<ul style="list-style-type: none"> <li>1. Wonder if the word "support" could be worked into the first bullet point. . . . Share, support, evaluate, and monitor teaching and learning.</li> <li>2. First bullet: Delete "working"</li> <li>3. Develop high functioning school teams working together to share, evaluate, and monitor teaching and learning</li> <li>4. "Working" seems out of place in the first bullet.</li> <li>5. Consider inserting the words 'real time, data-driven' somewhere.</li> <li>6. I would change the grammar of first point to read: "Develop high-functioning school teams in which staff frequently share, evaluate, and monitor teaching and learning"</li> <li>7. Sentence structure -- "teams working where"? 2. Catch phrase/buzzword alert..."high levels of collaboration." Also, true collaborative communication is more than two-way.</li> <li>8. "Develop school teams who are knowledgeable about the needs of the students."</li> <li>9. ...Student mastery of high standards</li> <li>10. "working where" is awkward</li> <li>11. The word "working" in the first bullet seems ill placed. What does it look like for teachers and leadership to "work together"?</li> <li>12. Collaboration and two-way are somewhat synonymous ... consider "Create high levels of collaboration among all stakeholders."</li> <li>13. Add periods to ends of sentences.</li> <li>14. Not just develop. "Maintain."</li> <li>15. Consider adding: "across all subjects and grade levels".</li> <li>16. "Develop cohesive, intentional school teams working where staff responsibly share, evaluate, and monitor..."</li> <li>17. Together could be left out of point three.</li> <li>18. Develop high functioning and consistent teams</li> <li>19. If you use "teachers" you need to say "leaders"; if you use "leadership" then "teachers" needs to become "faculty."</li> <li>20. "Promote environments where staff frequently share, evaluate, weigh in on decision making, and monitor teaching and learning"</li> <li>21. I've never liked the use of 'where' as a connector like this.</li> </ul>

## THEME 2. Address “accountability”

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Address accountability and inclusivity</li> <li>2. Address “accountability” with staff/parents</li> <li>3. Accountability is left out</li> <li>4. Accountability includes students/families</li> <li>5. Concept of “accountability” is not included</li> <li>6. Accountability of family/community investment in education</li> <li>7. Students/parents should be included in evaluation/monitoring</li> <li>8. Include parents</li> <li>9. Parent responsibility</li> <li>10. Create conditions for parents to be involved</li> <li>11. Leaving out huge dynamic – student accountability</li> <li>12. Parent accountability</li> <li>13. Student mastery comes from student accountability</li> <li>14. Leadership accountability to show their staff respect</li> <li>15. Speak to the range of accountability necessary from the bottom to the top</li> <li>16. More accountability</li> </ol>	<ol style="list-style-type: none"> <li>1. Perhaps, "Implement candid feedback methods and mechanisms to hold stakeholders accountable."</li> <li>2. Include “parent-teacher collaboration” and “collective accountability”</li> <li>3. Include “parents and families”</li> <li>4. Doesn't say anything about the family/parent role in this... “Develop highly effective teachers and leadership who work *closely with students and families* to ensure student mastery”</li> </ol>

## THEME 3. Consider including...

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Don't overlook the need for time</li> <li>2. Include counselors in this category</li> <li>3. Emphasize teacher involvement</li> <li>4. Create/protect time for collaboration to occur</li> <li>5. Collaboration between schools – charter and TPS</li> <li>6. Community &amp; business engagement</li> <li>7. Parent feedback needs to be considered</li> <li>8. Not enough time for 'collaboration'</li> <li>9. With an atmosphere of trust</li> <li>10. Greater emphasis on local site-based decisions</li> <li>11. What about data to make decisions?</li> <li>12. Collaborative PLCs?</li> </ol>	<ol style="list-style-type: none"> <li>1. “Foster a community of trust”</li> <li>2. The focus for students should be on “experimentation, risk-taking, and engagement,” rather than mastery.</li> <li>3. “To ensure mastery and social and emotional development of holding high standards for students”</li> <li>4. “working collaboratively”</li> <li>5. 2- Create structures and systems that facilitate and build capacity to develop highly effective teachers and leaders who work collaboratively to ensure student academic growth.</li> <li>6. add reflective practices for teaches and administration</li> <li>7. Add: “teach students to think independently, coaching productive study- and learning-habits to ensure self-mastery”</li> <li>8. The shared decision-making piece belongs better here and not in the item listed earlier.</li> </ol>

## THEME 4. Comments about “mastery” and measurable goals

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Mastery at what level?</li> <li>2. Is student mastery realistic?</li> <li>3. How will the goals be measured?</li> <li>4. Unrealistic. Cut the whole thing.</li> <li>5. Not specific enough to guide decisions</li> <li>6. Details matter – how will this happen?</li> <li>7. What's the measureable goal?</li> <li>8. Broad strokes with grandiose ideals</li> </ol>	<ol style="list-style-type: none"> <li>1. Not sure about student mastery. Perhaps student progress?</li> <li>2. Student growth, not mastery</li> <li>3. Consider achievement over mastery</li> <li>4. add "and success" after "mastery" We are here for more than mastery of standards</li> <li>5. Mastery is a strong word. No one is good at everything.</li> <li>6. I don't like "student mastery"--can we talk about critical thinking and problem solving instead of "mastery"?</li> </ol>

## THEME 5. Spell out who the “stakeholders” are

General content suggestions	Specific wording suggestions
<ol style="list-style-type: none"> <li>1. Define stakeholders</li> <li>2. Stakeholders needs to be defined</li> <li>3. Define stakeholders</li> <li>4. Define stakeholders</li> <li>5. Spell out stakeholders – students, parents, teachers, citizens</li> <li>6. Outline “all stakeholders,” does that include families?</li> <li>7. Describe stakeholders</li> <li>8. Who are the stakeholders?</li> </ol>	<ol style="list-style-type: none"> <li>1. Stakeholders should be listed as the “staff, students, families, and community.”</li> </ol>

## Category #6. What could improve the description of RESOURCE MANAGEMENT?

Note: Many respondents were confused because question six on Survey Monkey repeated “What could improve the description Collaboration/Collective Accountability?” instead of asking about resource management.

<b>THEME 1. Be more specific, revise “ensures”</b>	
<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>Who determines? What measures? What are structures?</li> <li>Clarifying what ideal efficiency and productivity</li> <li>Don't understand, no specifics</li> <li>Not clear, define &amp; give examples</li> <li>Not sure what strategic placement of resources means</li> <li>Language to general</li> <li>Seems vague, what is meant by strategically?</li> <li>Not sure what this is</li> <li>It's all jargon</li> <li>Too many words and redundancies</li> <li>All are quite general</li> <li>Overlap of previous two categories</li> <li>Not sure what resources</li> <li>Vague, what does it look like?</li> <li>Deploy resources sounds like a military campaign</li> <li>What does “facilities management” include?</li> <li>Details</li> <li>Who deploys? What resources? Strategically how?</li> <li>What resources?--Monetary? Staff? Be specific.</li> <li>Make it plain</li> <li>Buzz words, lacking clarity</li> <li>Strategically is not clear</li> <li>More specific</li> <li>Further define resources</li> <li>How is appropriate determined?</li> <li>Provide examples</li> <li>Too vague</li> </ol>	<ol style="list-style-type: none"> <li>ensure</li> <li>should be "Ensure", not "ensures" to mirror the subject/verb agreement</li> <li>Replace "ensures" with "ensure".</li> <li>"Ensures" in the point 3 should be singular, "Ensure".</li> <li>Should be "ensure" rather than "ensures."</li> <li>"Ensures" is not parallel with the other bullets, this should be "ensure."</li> <li>The 3 points should have consistent verb tense. "Deploy", "Implement," and "Ensures"?</li> <li>Having the words "consistent structures" may be confusing or misinterpreted</li> <li>Deploy is a terrible word, find a better word, as is strategically, these are words of war/battle.</li> <li>Instead of "appropriate facilities management" I think we should demand cleaner schools! "Excellent facilities management" -- even just "clean schools".</li> <li>Ensure, not ensures</li> <li>Appropriate or quality facilities management?</li> <li>Missing a word here: "Deploy resources strategically to effectively support teaching and learning. I hate the phrase "maximize efficiency and productivity." Not sure that's what you want there. How about a different direction: "Implement clear and consistent structures that give all stakeholders direction in their work and let teachers teach effectively."</li> <li>Consistency is the key word in this category description.</li> <li>Why -- deploy, implement, and then ensures? Why not ensure?</li> <li>Add periods to ends of sentences. In third sentence use "Ensure" instead of "Ensures."</li> <li>Pick a subject/verb agreement and stick with it.</li> <li>Ensure, just ensure- no s.</li> <li>"Ensures" should read "Ensure"</li> <li>Leave out "Ensures appropriate facilities management". That is not happening effectively on all campuses.</li> <li>How do you measure "efficiency and productivity?"</li> <li>You switch to third person 'Ensures' .....stick with same person.</li> </ol>
<b>THEME 2. Consider including...</b>	
<b>General content suggestions</b>	<b>Specific wording suggestions</b>
<ol style="list-style-type: none"> <li>Where is Community Achieves?</li> <li>Include school &amp; student safety here</li> <li>Measurable outcomes</li> <li>Aspirational language</li> <li>Align resources to vision/mission</li> <li>Accountability for these</li> <li>Mention recruiting, retaining, developing talented educators</li> <li>Consistency is important</li> <li>Statements about openness of procedures and transparency of processes</li> <li>Monitor the timeline of deploying resources</li> <li>Infrastructure improvements</li> <li>Teacher input on resources needed</li> </ol>	<ol style="list-style-type: none"> <li>Added bullet: Ensure adequate funding and other resources to support teaching and learning.</li> <li>Would appreciate a statement about "Communicate to taxpayers how resources are budgeted and deployed in a clear and transparent manner."</li> <li>Implement clear and consistent structures and processes to maximize efficiency and productivity while supporting school-based decision-making to maximize student outcomes.</li> <li>Would add, "Ensure teachers have all the resources they need to implement BEP."</li> <li>What about using Resource Mgmt to ensure that resources are used to expand student learning opportunities and to support the community and families?</li> <li>Provide opportunities for frequent and purposeful inventory of resources.</li> <li>Deploy resources strategically [and in an adequate amount of time] to support teaching and learning</li> <li>Is there a need to add a bullet that states that resources will align to support the goals of the district's strategic plan?</li> <li>Deploy resources in a timely manner to support teaching and learning with respect and education.</li> <li>Ensure all students have access to high quality resources including technology.</li> <li>Something here that references remediation and enrichment in the first bullet point. Not feeling that strongly positive about the phrase "maximize efficiency".</li> </ol>

<ul style="list-style-type: none"> <li>13. Research should be research based</li> <li>14. Lacks a time element</li> <li>15. Transparency of funds</li> <li>16. Appropriate teacher compensation?</li> <li>17. Sustainability</li> <li>18. Adequate funding</li> </ul>	
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**THEME 3. Address equity of resources**

General content suggestions	Specific wording suggestions
<ul style="list-style-type: none"> <li>1. Resource equity and/or equality</li> <li>2. Equal resources for all</li> <li>3. More emphasis on fairness or proportionality</li> <li>4. Equal resources</li> <li>5. Emphasis on equity</li> <li>6. Equitable resources for all schools</li> <li>7. Make schools equal with resources</li> <li>8. Based on school needs</li> <li>9. More monitoring from district for equity</li> <li>10. Equitable access to resources.</li> <li>11. Resources should be shared fairly</li> </ul>	<ul style="list-style-type: none"> <li>1. "Deploy resources proportionately to districts where it's needed the most"</li> <li>2. "Equity"</li> <li>3. "Deploy resources equitably and strategically"</li> <li>4. "Deploy resources equitably and strategically to optimize teaching and learning"</li> <li>5. Clear emphasis on EQUITY in resource management.</li> <li>6. Equitable access to resources.</li> <li>7. Add something about equity--this is so important, something like, "Ensures equity across the district."</li> </ul>

**Overall. What could improve the SIX CATEGORIES?**

**THEME 1. SEL, Behavior supports**

General content suggestions
<ul style="list-style-type: none"> <li>1. Whole child, SEL</li> <li>2. Trauma intervention</li> <li>3. Behavioral intervention</li> <li>4. Supports for coping</li> <li>5. Behavioral support staff</li> <li>6. Discipline consistency</li> <li>7. More staff in classrooms</li> <li>8. No mention of problem management</li> <li>9. Efforts to improve attendance</li> <li>10. Address special needs &amp; different learning styles</li> <li>11. Anti-bullying, acceptance of special needs students</li> <li>12. School safety and behavior management</li> <li>13. Issues with class size</li> <li>14. Mental and physical health</li> <li>15. IEP teams</li> <li>16. Sports, the arts</li> <li>17. SEL support for students</li> <li>18. SEL</li> <li>19. Discipline/behavior/wraparound supports</li> <li>20. Extreme behavior issues</li> <li>21. Social emotional health/growth</li> <li>22. Category for SEL and support services</li> <li>23. SEL</li> <li>24. Focus on discipline problems</li> <li>25. Well-rounded, enriching education including arts</li> <li>26. Arts, athletics</li> <li>27. Support special needs students</li> <li>28. Stronger emphasis on discipline</li> <li>29. School climate</li> <li>30. Mention of student behavior</li> <li>31. Diverse academic and behavioral needs</li> </ul>

32. Managing student behavior
33. Student well-being and mental health
34. Extracurricular, arts, athletics
35. Discipline component
36. Teacher well-being

## **THEME 2. Focus on the students**

### **General content suggestions**

1. Students are only mentioned 3 times
2. More student focused
3. Lack of focus on students
4. Make students productive citizens
5. Purpose is to educate children
6. More focused on staff than students
7. Student's meaningful engagement in society
8. Preparing students for college/adulthood
9. Student personal development
10. Start caring about the kids' education & environment
11. Priority is student curiosity, love of learning
12. Prepare students for success
13. Happiness and fun for the students
14. Meaningful student involvement in community
15. Fun while learning, Student stress/boredom is an issue
16. Little emphasis on student learning
17. Student individuality through creative learning
18. More student focused
19. Talk more about the students
20. Student well-being, interpersonal relationships
21. Little mention of the student
22. Consider student involvement
23. Student and parent responsibility
24. Mention creating opportunities for students
25. A student piece
26. What about students???
27. Students' sense of connection, safety, and meaningful engagement
28. Social and civic development of our students
29. Student accountability
30. Encourage children to enjoy learning
31. Student and Parent accountability and buy-in
32. "Student" is only mentioned four times on this page
33. How about one category: Provide students an education
34. Student and parent responsibilities

## **THEME 3. Language needs to be clear, specific, actionable, and measurable**

### **General content suggestions**

1. Content, not rhetoric
2. Be specific, measurable, and actionable
3. Leadership, clear goals and direction
4. Competitiveness with other districts
5. Fewer words, more focus
6. More specific language
7. Clear expectations
8. Need specifics
9. Speak clearly and understandably
10. Specific details
11. Define action steps, measurable goals
12. Define indicators of success
13. Transparency
14. Wording isn't user friendly or measurable
15. Frequently does not equate to meaningful or effective

16. Some can be combined
17. Written too high level for your audience
18. Give examples
19. Need concrete things proven to work
20. Agreement to keep these commitments
21. Actual change
22. Action steps
23. More accountability
24. Trust among stakeholders, accountability and forward moving results
25. More specific with adjectives
26. Be clear, do not promise everyone everything
27. Consistency
28. Meaningful accountability
29. More measurable/definable goals
30. Simpler, clearer language

## **THEME 4. Equity**

### **General content suggestions**

1. Cultural and socioeconomic balance
2. Cultural piece that's child centered
3. Cultural and linguistic awareness
4. Respect for social/racial/socioeconomic differences
5. Appreciation for all ethnic groups
6. Inclusivity of vulnerable communities
7. Equity and desegregation
8. Acknowledge student culture
9. Equity
10. Ensuring equity, responding to and celebrating diversity