

Strategic Planning Community Meeting Feedback

| | | Student Listening Sessions (March 24 and 30, 2009, April 2, 2009) | | | |
|----------------------|-----------------------------------|---|--|----------------|---|
| Strategic Goal Areas | | | Changes/Additions | Prioritization | Additional Comments/Questions |
| Student Success | Quality Instruction at All Levels | Early Childhood | | | |
| | | Elementary Schools | | | reduced class size is a positive |
| | | Middle Schools | <p>Students should have a choice of which middle school to attend or all middle schools should have equal resources</p> <p>-Middle schools should have themes or special focus such as law, culinary arts, engineering, medicine, technology, dance, science</p> | | <p>personalized learning environment is a positive</p> <p>-will there be advisory in middle school?</p> |

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| Student Success | Quality Instruction at All Levels | High Schools | more AP/IB classes should be available -work rosters should be available for teen parents -roster SAT/ACT prep as a class -equal emphasis on all tests (PSSA, PSAT, SAT, ACT, etc) -flexibility around implementing block scheduling -weekly quizzes must be aligned with class lessons -more world languages should be available -need smaller class sizes -fear looping will force students to stay with bad teachers for longer -no core or AP classes last period-students are tired -need to build up quality of existing CTE schools and programs of study -develop criteria for students participate in fun activities like CTE, electives, etc. -like idea of teachers having common planning time so that there can be continuity in what students are learning in different subjects -benchmarks are not measuring what students are learning -common assessments are not aligned with curriculum -suggest small schools dedicated to other professions (like the one dedicated to teachers) -need for scholarships <ul style="list-style-type: none"> • Two teachers per classroom - one to lead lesson, the other to circulate and help students • Like day care centers in high schools so young mothers can feel free to get their education • Against lengthening school day because students need at home time to do work, relax, and socialize • Looping has pros and cons. If don't like teacher, stuck with them for two years. Does offer chance to stay with teacher who teaches well. • Support greater college access and dual enrollment programs • Students need newer textbooks and more up-to-date technology like smart boards | | day care in HS is a positive -more periods/classes is a positive -what's the best time to have advisory? -what's the research that says these are the things we should be doing? -is adding an 8th period going to lengthen the school day? -what do we do about students that are constantly failing? -are electives being increased in all high schools? -how will magnet schools be affected? -how will this plan help me get into college? -are graduation requirements the same at all high schools? -can we have school start at different times for HS students? |
| | | Core Curriculum | issues with following curriculum in HS -more flexibility to move ahead of curriculum (autonomy) | | is there going to be flexibility in using the core curriculum for different schools? |

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| Student Success | Specialized Services and Programs | English Language Learners | | |
| | | Special Education Learners | | |
| | | Gifted and Talented Learners | | |

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| Student Success | Comprehensive Supports and Programs for All Students | Guidance and Counseling | | increased counselors is a positive | |
| | | Athletics | | | |
| | | Student Leadership | | | |
| | | Remediation and Enrichment | More enrichment activities that appeal to both boys and girls – rap music, dance class | | |
| | | Extra-Curricular and Co-Curricular Opportunities | | | |

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| Student Success | Comprehensive Supports and Programs for All Students | Work-Based Experiences | begin career exposure in 8th grade-starting in 11th and 12th grade is too late | | who at the school is going to manage this? |
| | | Re-Engagement Programs | | | |
| | | Health Education | | | |
| | | Early Warning Indicator System | | | early warning indicator system is a positive -will charters and EMOs be held accountable for early warning indicator system? |

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| Student Success | Transition Services | Pre-K to K, Elementary to Middle School, Middle to High School | | | |
| | | Alternative Education | | | |

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| Student Success | Safe Learning Environment | Positive School Climates | don't think consultants or teams coming are useful-needs to be unannounced -have a group of students handle climate-youth climate support team -Better school security needed especially monitors at bus stops to avoid fights -Students should have swipe ids to prove when enter and leave classes and restrooms | | what about safety outside the school in the neighborhood? |
| | | Clear Behavioral Expectations | | | what will happen with really disruptive students? Can you separate them out? (too much of the teacher's time is spent on behavior issues and not on teaching) |
| | | Supports, Rewards, and Consequences | | | |

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| Student Success | Parent and Family Engagement | Clear, On-Going, Relevant Engagement | changes in academic policies must be clearly communicated | | |
| | | Excellent Customer Service | | | |
| | | Empowerment through Education | | | |
| | | Respectful of Culture and Language | | | |

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| Student Success | Strategic Partnerships | Philanthropic Institutions and Foundations | | |
| | | City, State, and Federal Agencies | | |
| | | Businesses | | |
| | | Colleges and Universities | | |
| | | Alumni and Community Coalitions | | |
| | | | | |

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| Quality Choices | A New Model of School Choice | Vanguard Schools | smaller schools should be a model to improve struggling schools -National Constitution Center students want to be one (don't want any mandates) | | |
| | | Empowerment Schools | | | |
| | | Renaissance Schools | honest conversation between students and district -develop policy for closing schools and share with community -students and community should help to select EMOs -communities should be able to select the model of their schools -concerned about charters | | can parents choose to have their student go to a different school if they do not like the renaissance school model? |
| | Uniform High Standards for All Schools | | | | how will magnet schools be affected? |
| | Schools of the Future | | | | are we phasing out magnet schools? (will neighborhood school students be coming to magnet schools?) |

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| Great Staff | Recruiting the Best | | teachers should be distributed more equitably -teachers should have more patience -better substitute teachers -need better support new teachers (especially in classroom management) | | can teachers spend an apprentice year to get used to school/students? |
| | Retaining Highly Effective Staff | | include incentives for teachers in hard to staff schools -site selection should be available at all schools -give equal support to all teachers, not just core subject -need get rid of bad teachers -make sure commitment to school and students a part of rating if teachers are effective | | why are there teachers not certified in the right subject teaching in HS? |
| | Incentives for High Performance | | need incentives for teachers to stay at the same school for more than 4 years (stability rewarded) -Like teacher incentive plan. Higher pay and promotions may help schools keep good teachers. | | |
| | Extraordinary Customer Service | | | | |

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| Accountable Adults | Performance Measurements for All Schools and Departments | | | | can we hold parents accountable like we do teachers? |
| | System-Wide Evaluations Tied to Performance Goals | | Making adults accountable sometimes penalizes students who do not perform well on benchmarks and get chastised -Teachers should be evaluated not just using test results. Evaluate for positive attitude that is respectful to students, creativity, caring, and competent behaviors -Teachers should be evaluated by students -Students should have access to teachers through email -Survey students to see what makes a good teacher -All adults should be accountable including deans and security guards. -Adults should be more knowledgeable about subjects and content -Adults should be organized, have a positive attitude, dress appropriately and professionally, and have a wide range of knowledge -Students should be involved in the content of the School | | how will teacher pay be affected? |
| | Annual Progress Reports | | district should share complete information with the community | | |
| | Common Standards of Professionalism | | School staff should come to work with positive attitude | | |

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| World-Class Operations | Facilities Master Plan | | old schools should be rebuilt | | why are 7th and 8th graders from Gillespie going to Gratz? (will make Gratz crowded) |
| | Streamlined and Effective Operations | | buses to school overcrowded -There should be healthier and more varied food and drink options and more time should be allotted to finish food. | | |
| | Balanced Budgets Aligned with District Goals | | Students should know what monies are coming to the school and how they are budgeted -Money needed for more trips, better food, updated computer equipment, more library books, World Language teacher | | how are we going to pay for this plan? |
| | Weighted Student Funding Formula | | | | |
| | | General Comments | School uniforms should be optional or there should be a uniform free day each week. Earrings size should not be mandated -School should start later than 8 for those who travel from a distance -More time should be allowed in the morning for getting organized at lockers | | |