

Strengths: What do we like about LDHS?

Course offerings (Sciences, Band, Woodshop, Art); Club offerings (Diversity Club); Extracurricular activities; Sports; Majority of teachers and staff; Smaller communities within school and the surrounding community; Friendships within school; Have a voice; Listening staff; Opportunities for belonging (pronoun usage, low-income); Positive staff who make student connections; Therapy dogs; Friends; Water refill stations; PowerSchool and Canvas; Communication from teachers

Opportunities: What do we need from LDHS?

Greater presence from adults during lunchtime and other unstructured times to mitigate bullying, racism, etc.; A clear and consistent disciplinary and reporting process to hold students and staff accountable for toxicity, disrespect, harassment, discrimination, race-based speech (in school and on the bus); Ensure Student Code of Conduct is equitable; Restorative practices and justice; PD and learning opportunities to address toxicity (belonging, social cliques, rape culture, rigid stereotypes, (cyber) bullying, racial slurs, perspective-taking, drug abuse/vaping, relational aggression, empathy, active listening skills, lower SES; trauma); More supportive and consistent organizations, clubs, and programs (e.g., different faiths, GSA); Advertise clubs to increase membership; Foundational curriculum to educate on the power of words; Peer conflict resolution; Compassionate staff who connect students to needed mental health services; Mental health education; Community-building activities to support belonging; More extracurricular activities; Recognize that success is more than test and quiz scores; A prayer room for Muslims; Gender neutral bathrooms; Better quality lunch food; Hire more educators and staff from outside of LD "bubble;" Hiring compassionate coaches; Sprucing up hallways (murals); Considerations given for throom rules with menstruating female students; Neutral teachers that don't favor some students over others; Compassion over late work when life stressors; Trust, honesty; Support for students who speak up (Snitches get Stitches);

LDHS SAC SOAR

$n = 35$

Aspirations: What do we care deeply about (i.e., values)?

Honesty; Respect; Knowledge; Accountability /Reliability; Compassion/Kindness, Creativity/Uniqueness/Self-expression; Religion/Spirituality; Equality/Fairness/Justice/Inclusion/Diversity; Integrity/Trust

Results: What are the outcomes we would like to see?

____ Educators and staff more present to recognize changes in student behavior or body language and help them accessing support; Increased empathy; Students learn to accept differences not as bad but as something to value; Students held accountable for their actions; A school climate that fosters belonging and community; Teachers showing respect to students; More classes that help students learn the work skills needed to enter workforce and provide exposure to fields never before considered; School events that get students excited about participating; Better cafeteria food (keep buffalo chicken wrap) or free lunches; Classes or curriculum that provide opportunities to learn about the various dimensions of diversity (LGBTQ, people of color); Queer and neurodivergent students thriving and not only surviving; Students and staff having conversations about dignity and belonging; More teaches with mental health crisis training; More focus on the whole child (self and social) rather than just academics; Students feeling safe to open up to teachers; Students prepared for the real world (better guidance); Positive energy; More pep rallies; Equality and kindness advertised across the school; Mutual respect between teachers and students; Better parent awareness of mental health needs;



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