

April 14th, 2025



Strategic Planning Retreat

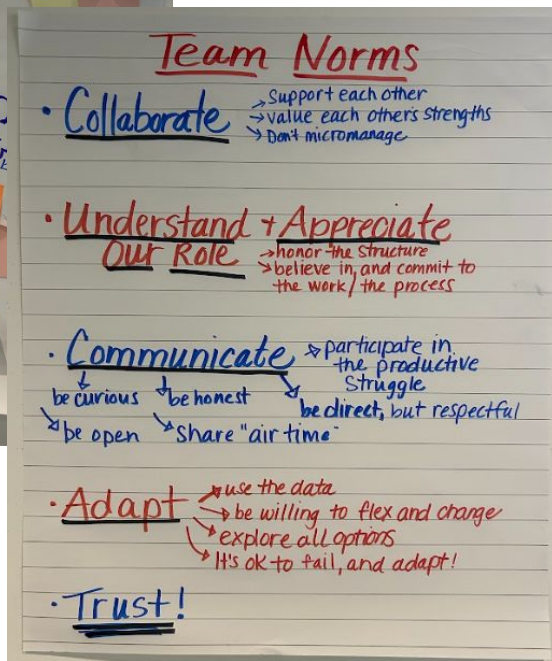
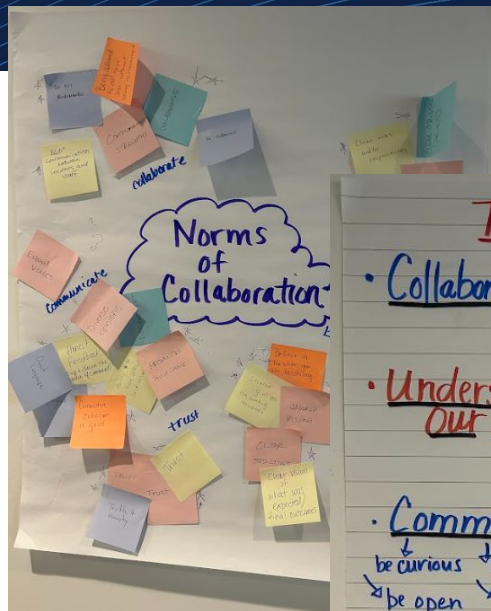
Haslett Public Schools
Educational Opportunities for All



Norms of Collaboration



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER



Team Norms:

- Collaborate
- Understand and Appreciate Our Role
- Communicate
- Adapt
- Trust

Engagement Activity



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Turn and Talk:

- Share one recent positive that you have been a part of or heard about from the Haslett school community.

AND

- Which norm will you focus on today?

Today's Purpose and Agenda



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Objectives:

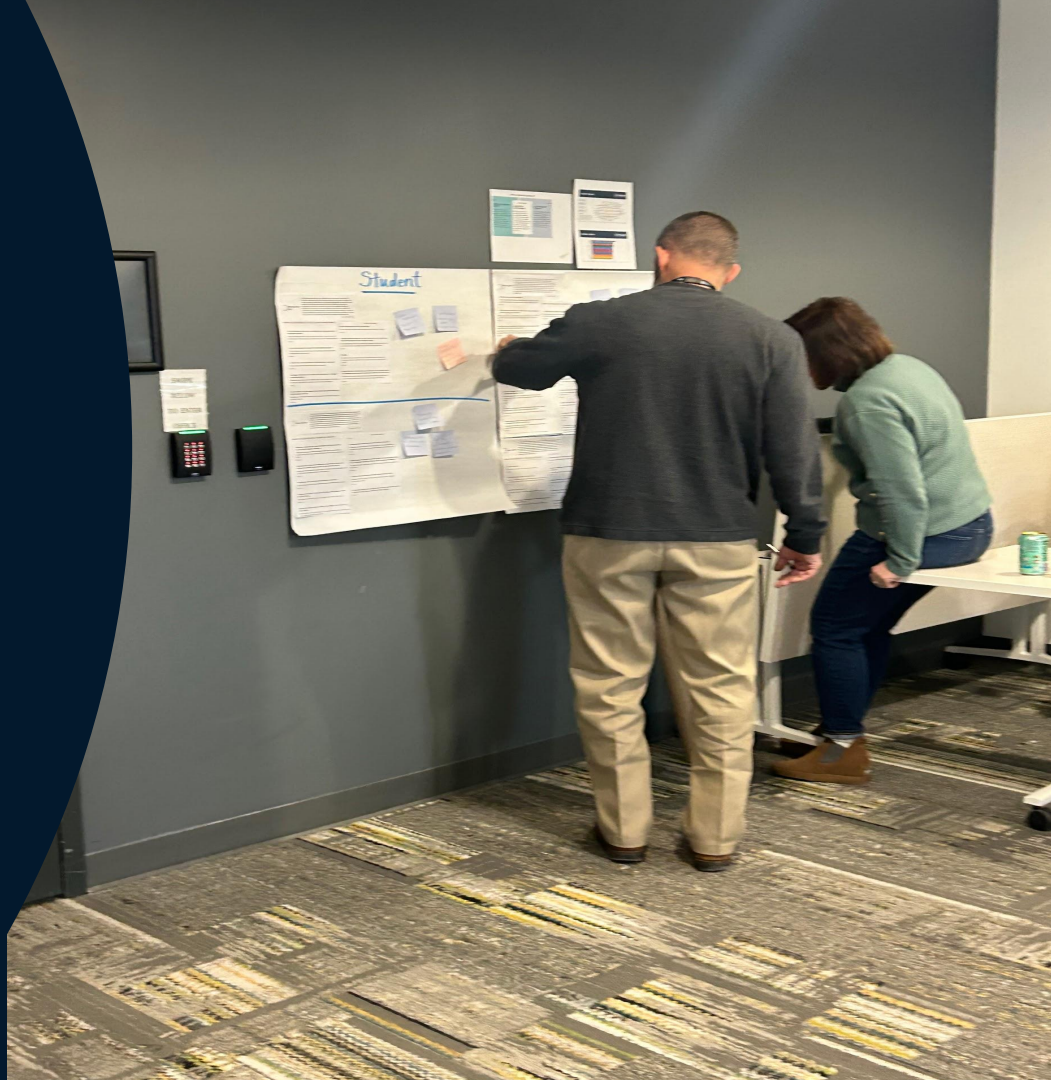
- Reflect on the commonalities and differences in the data dig activity.
- Provide suggested priorities for the “next level” of action.

Agenda:

- Review the Data Dig Process
- Break into Groups and Reflect (15 - 20 minutes)
- Each Group Share Out (15 minutes)
- Closing Activity



Board Reflection on Data POSTERS



Board Data Dig - Community

Community

Academic Quality

Participants frequently mentioned the district's focus on academic teaching as a strength. However, there are concerns about the focus on academic teaching as a strength. There are concerns about the focus on academic teaching as a strength. There are concerns about the focus on academic teaching as a strength.

SAMPLE REFERENCES: ACADEMIC QUALITY

Grade classrooms are amazing for the high school, but there are a lot of inconsistencies. Our teachers are amazing, but it would be great if all assignments had to be done in person in the classroom with a dual date. Even the in-class work.

3.8

Assessment of student educational research and teaching practices. There are traditional and current best practices being applied to the classroom. Differentiation, standard of relevance, high expectations.

3.8

Two math HW throughout the district. HW does not provide a lot of benefits to learning and is an equity issue.

3.3

The most important strength is academic. The biggest challenges are artificial intelligence, critical thinking, and emotional intelligence. The district has been focusing on these areas to ensure that students are well-rounded.

3.8

Advanced learning options other than math. Improving the advanced mathematics options but with some extra programs for Language arts and other areas to keep them challenged.

4.1

Our district should consider technology in the classroom. I think we rely on apps and computer programs to deliver differentiated instruction, but kids benefit from live lessons and more conversation.

3.7

Challenges would be to provide equal educational opportunities for all students. There are a lack of opportunities available for advanced learning. Other than that, the district is not challenged, and become bored or not engaged in lessons.

3.7

I think gifted & talented elementary school students could benefit from district-wide enrichment. Currently, the district has gifted for students who are struggling to keep them challenged and engaged.

3.6

The district's strength is its focus on academic teaching. Challenges include inconsistent behavior management and limited parent teacher communication.

3.2

Hands on learning opportunities and connections

CD focuses on academic quality and communication

Communication and consistency

Challenges for students, advanced learners

Safety and Security

Safety and security were significant concerns, with mentions of inadequate building procedures and inadequate staff resources. Participants also mentioned the need for better behavior management and discipline. The district has been focusing on these areas to ensure that students are well-rounded.

SAMPLE REFERENCES: SAFETY AND SECURITY

Student drop-off at 8:15 is a hardship. If not in the worst experience in the district. Please do something before a student gets to school between the bus and parent home.

3.4

We need extra staff for the checkbooks to close. Cheating doesn't affect the children to the best. Other schools have people open.

2.4

Building continues to be a problem and prevents students from fully and positively benefiting from a safe and happy educational environment. See above comments.

3.8

Our district has travel safety issues, dangerous walking routes, traffic, bus schedules, and dangerous intersections. This is a concern for all parents. Kids should have walking routes and traffic. How should procedures around drop-off and pick-up.

3.9

Building is a significant concern for parents. Families that live in the district would consider their kids' education and safety. How should procedures around drop-off and pick-up.

3.6

There needs to be a sidewalk in front of the angle parking at Rely's. Elementary kids should not have to walk without a sidewalk that may be backing into the lot. Kids should have a sidewalk in front of the angle parking at Rely's.

3.1

School bus drop procedures need to include helping those students safe. School bus drop procedures need to include helping those students safe. School bus drop procedures need to include helping those students safe.

3.7

Building and exclusion seems to be a huge problem. If kids don't feel safe and accepted, nothing else matters.

3.7

Traffic Safety and parking lots

Bullying needs to be addressed

What kind of bullying data do we have by building?

What are best practices in physical safety programs for parents to make do

Communication and consistency

Teacher and Staff Support

There is a strong emphasis on the need for better support for teachers and staff. Teachers need more training and resources to effectively manage the classroom. The district has been focusing on these areas to ensure that students are well-rounded.

SAMPLE REFERENCES: TEACHER AND STAFF SUPPORT

Reducing training for teachers applicable to their teaching areas. There are very few methods and more for all learning quality education.

3.8

The staff in the district are paid too little. Our staff does not make enough to live in the district without a second job. We need to keep our teachers / support staff and keep them in the district.

3.8

Teachers should be paid a competitive salary. Teachers need more support. We need to keep our teachers / support staff and keep them in the district.

3.8

Support our teachers with their personal growth, education and of course life. We need to keep our teachers / support staff and keep them in the district.

3.8

There is a strong emphasis on the need for better support for teachers and staff. Teachers need more training and resources to effectively manage the classroom. The district has been focusing on these areas to ensure that students are well-rounded.

3.8

There are more highly effective educators than ever, but we need to make sure that they are in the right place. Teachers and leaders need to find ways to make sure that they are in the right place.

3.8

We need to pay our paraprofessionals more. We need to pay our paraprofessionals more. We need to pay our paraprofessionals more.

3.8

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Effective communication between teachers, leaders, and the community is essential. The district has been focusing on these areas to ensure that students are well-rounded.

Once again, the district has been focusing on these areas to ensure that students are well-rounded.

Reduce size of the board?

What other ways to improve the district?

Leaders - accountability, discipline, communication, consistency

Low 20 policy - discipline, communication, consistency

Just saying to the parents, no uniforms

What are our policies on social media apps for communication?

Empower the staff and students

There are strengths but our always is mixed

What is there a way to improve the district?

Board Data Dig - Community Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Academic Quality (15 votes)	● Explore trends in learning opportunities and connections including advanced levels
2) Safety and Security (11 votes)	● Need more information on bullying ● Address traffic safety and parking lots
4) Communication and Engagement (11 votes)	● Bullying policy ● Discipline policy ● Teacher accountability (grading, communication, professionalism)



Task Force Reflection on Data



Community

Group #1

Here's What | Now What?

- Gifted & talented opportunities - Homework not needed but → - Consistency + grade book + curriculum "traps" - After school enrichment - Technology	- More data on the definition of bullying? - Provide a guide for parents whose child is experiencing bullying - Physical Safety - Exit survey
--	--

2 Here's What | Now What?

- Provide transportation - Too many places to go - Provide a guide	more discussing follow-up on equitable grading practices
--	--

Task Force Data Dig - Community

3 Here's What | Now What?

- Salary - personal professional growth - communication - retention	- analyze pay scales - neighborhood districts - PD around behavior management
--	---

4 Here's What | Now What?

- better communication for parents from adults - accountability → professional responsibilities	- use 1 app for sports - more advertisements for communication we do have - communicate in short bursts
--	---

5 Here's What | Now What?

- more opportunities - more inclusive - exit survey if quit	- All kids have something - remove barriers - cost, etc. - add clubs for elem. kids
---	---

Task Force Data Dig - Community Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Academic Quality (7 votes) <i>Need for more opportunities for kids</i>	Project and Place-based learning - how to help students learn about interests
2) Safety and Security (11 votes) <i>Need for Emotional Safety</i>	Need for “Parent University” • Hot Topics for parents • “Mini-lessons” to parent emails to keep SEL fresh in their minds
3) Teacher and Staff Support (16 votes) <i>Retaining Staff</i>	• Analyze pay scales • Opportunities for professional growth

Data Dig Groups



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Count off by 3s

- 1 - Community
- 2 - Staff
- 3 - Student

Go to your groups

- Read and review BOTH the Board reflections and the Task Force reflections.
- What do you notice?
- What are your suggested priorities for the “next level” of action?
- Write them on the sheets.

Share Out

Sentence Stems



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

- Say more about that...
- Here is a related thought...
- Another idea might be...
- An assumption I am exploring is...
- I see it differently...
- Taking it one step further...
- That's surprising, I would have thought...

Staff

Our teachers feel underappreciated & under-appreciated

New what? - get other districts pay rates & how compare to us (entry vs. middle vs. fine)

New what? Clearer communication of total compensation packages

Compare all compensation points (clarity, housing, retirement)

When do people tap to leave? What's the too?

1 Teacher Pay

SAMPLE REFERENCES: TEACHER PAY

Teacher pay is a significant challenge in the district, with many respondents highlighting the major issue. Long ranges compared to surrounding districts are causing difficulties in recruiting and retaining quality staff. Many teachers feel overworked and are considering leaving for better paying opportunities elsewhere. This issue is affecting morale and the overall effectiveness of the educational environment. Addressing teacher compensation is seen as critical for maintaining a dedicated and high-quality teaching staff.

Challenge: Teacher pay is not as competitive as surrounding districts. Beginning teachers here may not be earning a livable wage.

Pay: People are leaving. If I paid we did not have the funds in other districts. Why are we putting in other employment that we are good at.

A challenge: The district has no funding competing benefits and pay compared to other districts in the Lansing area. We are providing quality education and teachers and staff compensation and benefits should match the quality of the education we are providing.

We are not staffed and don't pay people enough.

We can't have good staff because they can go elsewhere and get paid more.

Our district pays their teachers significantly less than surrounding districts. Health is an A+ district, and prices ourselves on having the best teachers. Many teachers are considering leaving the district to make more.

Employees wages are low compared to other districts our size

Staff makes longer

To maintain qualified, dedicated staff, employee wages need to be increased at a district rate each year. 2% does not cover cost of living increases.

Pay continues to be a challenge. We lose valuable employees to neighboring districts every year because we pay less. Our rate is regulated by insurance

A benefit strength of this district is the quality people it employs. A challenge is the lack of compensation. Good people are needed "everywhere" and a stagnant wage here creates a retention.

Undervalued staff: underpaid, underappreciated

Staff should feel valued and acknowledged for education and hard work.

2 Dedicated Staff

SAMPLE REFERENCES: DEDICATED STAFF

The dedication of the staff is frequently mentioned as a major strength of the district. Teachers and support staff are described as caring, committed, and willing to go above and beyond for their students. This dedication positively impacts student success and creates a supportive and collaborative work environment. The challenge of retaining such dedicated staff due to low pay and high demands is also noted. The district's ability to maintain this level of dedication is seen as essential for continued success.

Great, dedicated teachers

Students love teachers and so do I. This.

There is great collaboration and support among the staff.

This helps everyone manage and solve daily challenges and creates a positive work environment.

Our teachers genuinely care about each student's success.

Students know their teachers better than I do. I motivate them by their hard. I've seen my own children flourish because of teachers' investments.

One of our strengths is that our teachers care about the students here in Lansing. They are passionate and dedicated to their well-being.

Staff support every difficulty to help students learn and grow as individuals. This is a strength.

It's important because that is what moves the district forward.

We have many teachers and staff that care deeply for the students and flourish in their care. They give extra time and funds to support needs. Staff intention and culture should be a priority.

Most important strengths: solid academics, caring teachers, the band program, and the library.

It is important that children and young people have both a solid academic foundation and opportunities to pursue non-academic interests.

Strengths: Extremely dedicated staff willing to exceed expectations for students and each other via positive interactions and lifelong learning. This trickles down to the students, motivating them to meet those expectations and pursue success with confidence via the examples set by staff.

One strength is your teaching staff. The challenge is how to retain the current staff.

You are only as strong as the staff that work for you. You have some of the most dedicated teachers in any in the Lansing area.

Dedicated Staff that cares for students but they feel burned out

Explore relation data by building + around district new ideas

Explore how we lift burden

Provide shared leadership/ownership

3 Class Size

SAMPLE REFERENCES: CLASS SIZE

Class size is a recurring topic, with many respondents expressing concern about its impact on both students and teachers. Smaller class sizes are seen as beneficial for providing individualized attention and reducing teacher burnout. Larger class sizes are associated with challenges in student behavior and learning needs. Larger class sizes are associated with challenges in the teaching and learning. About 10% of respondents report that the beginning educational outcomes and teacher satisfaction.

Class size and curriculum

Class size comes down (number and priority)?

Testing pressure on teaching

We need advanced options that values authentic learning alongside test preparation.

Curriculum

Community

Teachers are engaged with the whole student, the community and create a safe place for students to learn. There are teachers for students and staff who are not just class, social and a part of community, they are whole! Teachers and staff deserve equitable learning space and resources.

Class size is a recurring topic, with many respondents expressing concern about its impact on both students and teachers. Smaller class sizes are seen as beneficial for providing individualized attention and reducing teacher burnout. Larger class sizes are associated with challenges in student behavior and learning needs. Larger class sizes are associated with challenges in the teaching and learning. About 10% of respondents report that the beginning educational outcomes and teacher satisfaction.

Class size comes down (number and priority)?

Testing pressure on teaching

We need advanced options that values authentic learning alongside test preparation.

Curriculum

Community

Teachers are engaged with the whole student, the community and create a safe place for students to learn. There are teachers for students and staff who are not just class, social and a part of community, they are whole! Teachers and staff deserve equitable learning space and resources.

What space leads to bigger class sizes

What are space issues different between elementary vs. MS + HS?

More data: How do our class size compare to neighboring districts?

More info: What do staff mean by more equitable learning spaces?

What is school size is optimal?

4 Communication

SAMPLE REFERENCES: COMMUNICATION

There is a disconnect between schools and departments. Communication and support is lacking between buildings. Staff often feel that they are not being heard or that their concerns are not being addressed. This lack of communication can lead to misunderstandings and frustration. Improving communication is seen as a key to resolving these issues and creating a more cohesive work environment.

Effective communication within the district is highlighted as both a strength and a challenge. While some respondents appreciate the current communication efforts, others feel that there is a lack of communication between different departments and buildings. This disconnect can lead to misunderstandings and frustration. Improving communication is seen as a key to resolving these issues and creating a more cohesive work environment.

Effective communication within the district is highlighted as both a strength and a challenge. While some respondents appreciate the current communication efforts, others feel that there is a lack of communication between different departments and buildings. This disconnect can lead to misunderstandings and frustration. Improving communication is seen as a key to resolving these issues and creating a more cohesive work environment.

Effective communication within the district is highlighted as both a strength and a challenge. While some respondents appreciate the current communication efforts, others feel that there is a lack of communication between different departments and buildings. This disconnect can lead to misunderstandings and frustration. Improving communication is seen as a key to resolving these issues and creating a more cohesive work environment.

Effective communication within the district is highlighted as both a strength and a challenge. While some respondents appreciate the current communication efforts, others feel that there is a lack of communication between different departments and buildings. This disconnect can lead to misunderstandings and frustration. Improving communication is seen as a key to resolving these issues and creating a more cohesive work environment.

What: Many communication silos (building, district, transition, action departments)

Patrick effect? Need superintendent communicate more - would it change results?

More info: Who does not feel included?

What is the content of the communication gaps?

Do and How Building communicate with each other?

5 Special Education

SAMPLE REFERENCES: SPECIAL EDUCATION

Special education is highlighted as an increasingly important management responsibility. Respondents mention a lack of communication, training, and resources needed for special education students. There are concerns about the current state of special education services and the need for more support and resources. Addressing these challenges is seen as essential for providing a quality education for all students.

Special education is highlighted as an increasingly important management responsibility. Respondents mention a lack of communication, training, and resources needed for special education students. There are concerns about the current state of special education services and the need for more support and resources. Addressing these challenges is seen as essential for providing a quality education for all students.

Special education is highlighted as an increasingly important management responsibility. Respondents mention a lack of communication, training, and resources needed for special education students. There are concerns about the current state of special education services and the need for more support and resources. Addressing these challenges is seen as essential for providing a quality education for all students.

Special education is highlighted as an increasingly important management responsibility. Respondents mention a lack of communication, training, and resources needed for special education students. There are concerns about the current state of special education services and the need for more support and resources. Addressing these challenges is seen as essential for providing a quality education for all students.

Special education is highlighted as an increasingly important management responsibility. Respondents mention a lack of communication, training, and resources needed for special education students. There are concerns about the current state of special education services and the need for more support and resources. Addressing these challenges is seen as essential for providing a quality education for all students.

How can we reduce burnout?

What: Special ed staff need support attention + being asked to do more

Need more data: compare current ed attention to adjacent neighboring districts - what kind of training strategies?

How does special ed need compare to other districts?

Nick's effect - What is our new staff doing to adjust to model?

Strategic Specific Areas for Focus

Board Data Dig - Staff

Board Data Dig - Staff Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Teacher Pay (9 votes)	● Compare compensation points with similar sized districts (pay scale, longevity, healthcare, etc.)
2) Dedicated Staff (10 votes)	● Explore retention data by building and district ● Provide shared leadership/ownership ● Explore how to lift burden
5) Special Education (19 votes)	● Consider our model for services compared to others ● Need for more data - staffing and training

Board Data Dig - Student

Student

Bullying/Harassment

Bullying and harassment are significant issues within the school district, particularly affecting LGBTQ students and those from diverse backgrounds. While students feel that the current anti-bullying policies are ineffective and that bullying often goes unreported, leading to negative social and emotional consequences. There is a call for more proactive measures and better enforcement of policies to create a safer and more inclusive environment. Students also mention the need for more staff presence in hallways to prevent bullying and fights. Overall, the perception is that while some progress has been made, there is still a long way to go to address the problem comprehensively.

SAMPLE REFERENCES: BULLYING/HARASSMENT

- 3.6 The anti-bullying policy doesn't stop bullying. It just stops people from being able to report it.
- 3.7 The anti-bullying policy hurts much more than it helps. Students are still often bullied and harassed but when they report it the bullies get away.
- 3.8 Our school struggles with equality and anti-bullying measures.
- 3.9 In the district as a whole, students are bullied without consequence. This demonstrates the mental health issues of students.
- 3.10 The biggest challenge I see is a little bit of social diversity. Or "bullying" small personal things.
- 3.11 People make fun of all and we're talked to by individuals about it and it's not changed in the middle and high school. It's used to do it the most.
- 3.12 Some challenges I see are people getting along and people keeping things and keeping people alone.
- 3.13 Mental health support is a critical concern for students, with many feeling that their needs are not adequately addressed. Students report high levels of anxiety and stress, often exacerbated by academic pressures. There is a strong desire for more mental health resources, including individual counseling and group therapy. The current support is seen as insufficient to meet the demand, and more proactive measures are needed. Students believe that integrating mental health support into daily school routines and providing proactive school environment.

Mental Health

Students who have suffered from anxiety, depression, and other mental health issues are often overlooked. There is a need for more mental health resources and support, particularly for students who are struggling with anxiety and depression. The current support is seen as insufficient to meet the demand, and more proactive measures are needed. Students believe that integrating mental health support into daily school routines and providing proactive school environment.

SAMPLE REFERENCES: MENTAL HEALTH

- 3.14 I believe our students have a right to emotional health and safety in our school as well as physical health.
- 3.15 I believe we can work on student opportunities such as mental health awareness, more tutoring, college counseling, after school, etc. to make it better.
- 3.16 I think that our school has a great conversation with parents. As a student, I feel like there is a lot of support and care from the school.
- 3.17 I think we should communicate events and opportunities better to students.
- 3.18 I think that our school needs to work on understanding and acknowledging the experiences of all types of students and activities.
- 3.19 People should know about all of our school achievements because people have been too hard on the school.

School Facilities

Students who have suffered from anxiety, depression, and other mental health issues are often overlooked. There is a need for more mental health resources and support, particularly for students who are struggling with anxiety and depression. The current support is seen as insufficient to meet the demand, and more proactive measures are needed. Students believe that integrating mental health support into daily school routines and providing proactive school environment.

SAMPLE REFERENCES: SCHOOL FACILITIES

- 3.20 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.21 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.22 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.23 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.24 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.25 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.

Student

Diversity/Inclusion

Diversity and inclusion are seen as both strengths and challenges within the school district. While some students appreciate the efforts to create an inclusive environment, others feel that there is a lack of diversity among staff and students. There is a call for more representation of different cultures and backgrounds within the district's leadership and staff. The perception is that while some progress has been made, there is still much work to be done to ensure that all students feel represented and included. Students believe that increasing diversity and inclusion would enhance the overall school environment.

SAMPLE REFERENCES: DIVERSITY/INCLUSION

- 3.26 Diversity is a strength in our community.
- 3.27 Diversity is important because without diversity comes ignorance. For example, an adult recently stated they didn't know inclusion was real.
- 3.28 The diversity is low and there isn't much cultural appreciation and attention that is shown to the school.
- 3.29 Everyone should learn about the different races and cultures in our school/inclusion at our school to have a better understanding and more contact.
- 3.30 I think we have very strong morals and values of unity and acceptance but are overwhelmed in other personal things.
- 3.31 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.32 Lack of diversity in students.
- 3.33 Lack of diversity in teachers. It only has white teachers. I would like to see more diversity.
- 3.34 We want more diversity of teachers. There is only 2 black teachers with district. How do you expect students to feel included?
- 3.35 Communication within the school district is a critical concern, with many students reporting that their needs are not adequately addressed. Students report high levels of anxiety and stress, often exacerbated by academic pressures. There is a strong desire for more communication resources, including individual counseling and group therapy. The current communication is seen as insufficient to meet the demand, and more proactive measures are needed. Students believe that integrating communication support into daily school routines and providing proactive school environment.
- 3.36 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.37 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.38 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.39 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.40 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.41 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.

School Facilities

Students who have suffered from anxiety, depression, and other mental health issues are often overlooked. There is a need for more mental health resources and support, particularly for students who are struggling with anxiety and depression. The current support is seen as insufficient to meet the demand, and more proactive measures are needed. Students believe that integrating mental health support into daily school routines and providing proactive school environment.

SAMPLE REFERENCES: SCHOOL FACILITIES

- 3.42 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.43 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.44 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.45 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.
- 3.46 I think we have very strong teachers and a lot of safety and acceptance but are overwhelmed in other personal things.
- 3.47 The reason "We are needed" things are not that as often as we say that everyone is needed and that all are accepted, we could do more to show it.

Board Data Dig - Student Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Bullying/Harassment (13 votes)	● Examine the gap between policy and practice.
2) Mental Health (12 votes)	● What does more mental health support look like and how do we build off of strengths
5) School Facilities (14 votes)	● How do we create time and space for the priorities

Group #2

Staff

Here's what

Now what?

Pay teachers ^{and para's} Better.

Re-negotiate pay scale
Consider additional support staff (esp. non-teachers)

Retention is of concern.

Consider smaller class size (esp. K-2)

Need more counseling staff. (teachers feel short staffed)
High school counselors more focused on academics than m.h.
feeling undervalued.

Find ways (ask!) to appreciate all staff

2 Here's what

Now what?

Staff is dedicated + caring.
Staff is very engaged + appreciated by community + students.

Continue to Build Staff morale + Community

Identify ways to retain staff - can we leverage grants? Think about "compensation" in global ways

Task Force Data Dig - Staff

3

Here's what

Now what?

Class size
space

At what level is this felt the most?
Identifying collaboration space
update & increase space build-out?

4

Here's what

Now what?

Connection b/w bldgs

Consistent policies + procedures across bldgs

time for staff to collaborate

Identify what seems inconsistent + ways to streamline

5

Here's what

Now what?

overwhelmed special ed. staff

lack of consistent staff
lack of SEL & behavioral support in Tier 2

identifying at what level(s) + in what capacity (para, gen. ed, sp. ed.)

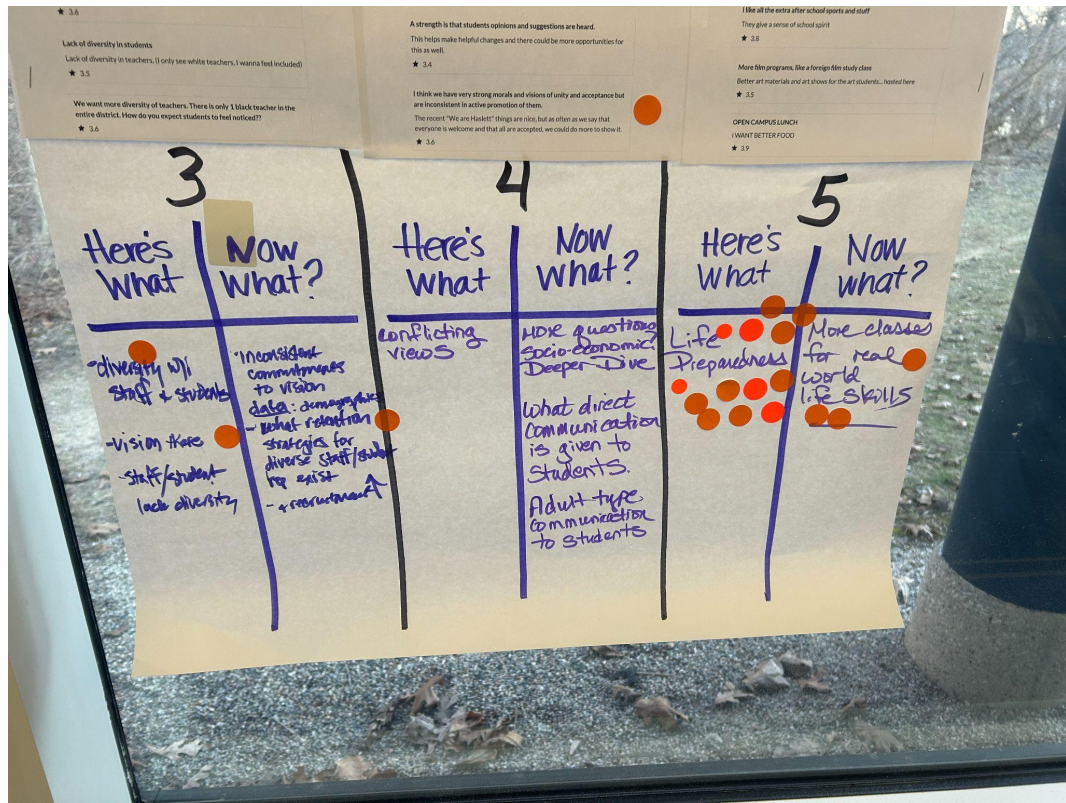
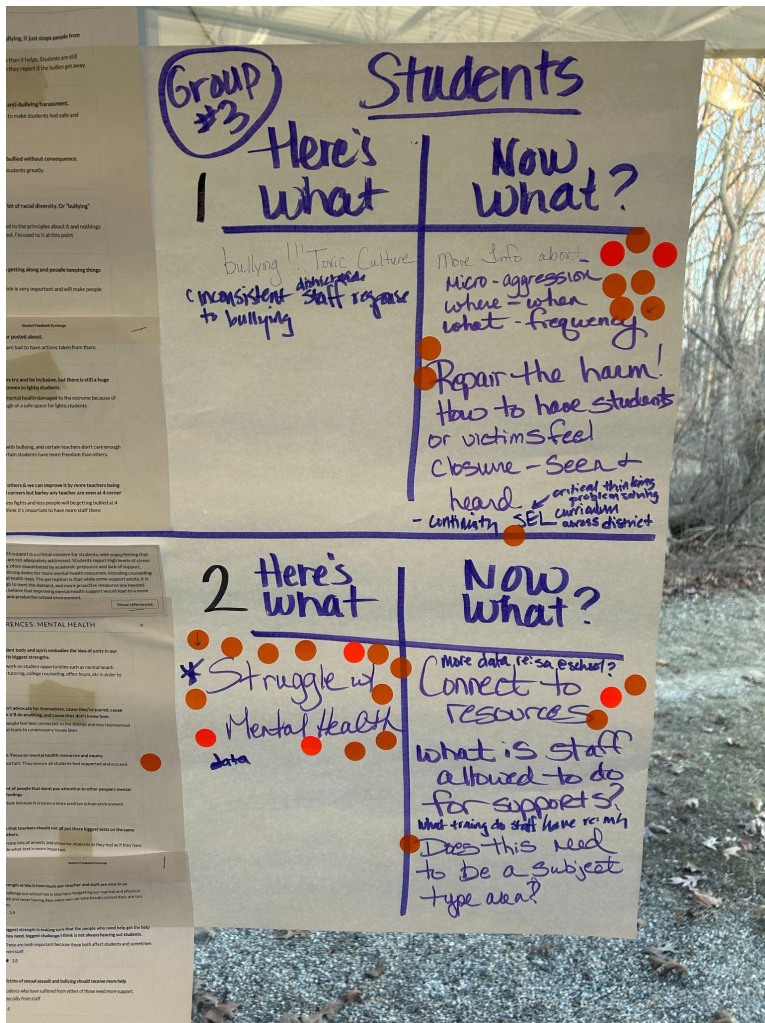
Share expectations w/ families & catch/collaborate w/ families can behaviors be addressed more in Tier 2? adopt consistent SEL curriculum

Task Force Data Dig - Staff Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Teacher Pay (18 votes) <i>Teachers feel short-staffed especially in the area of counseling staffing</i>	• Consider additional support staff (non-teachers) • Find ways to appreciate all staff
4) Communication (12 votes) <i>There is s need for consistent policies and procedures across buildings</i>	• Identify and streamline
5) Special Education (8 votes) <i>Special education department is struggling</i>	• Need for training, paras, and opportunities for kids that parallel the gen ed



Task Force Data Dig - Students

Task Force Data Dig - Student Data



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

3 big “Here’s What” points	“Now what?”
1) Bullying/Harassment (10 votes) <i>Inconsistent staff responses to bullying</i>	● Gather more info about micro-aggression - where - when - frequency ● How to repair the harm (restorative work)
2) Mental Health (18 votes) <i>Struggle with Mental Health</i>	● Connecting student with resources and training staff on how to handle
5) School Facilities (16 votes) <i>Need for “Life Preparedness”</i>	● More classes for real work life skills



IMAGINE 2030

DESIGNING THE FUTURE TOGETHER

