

Summary of STAFF results: 173 responding

We strive for 80% support:

STRENGTHS. 66%

WEAKNESSES. 86%

OPPORTUNITIES. 89%

THREATS. 95%

STRENGTHS

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
66 % agreed with all strengths 34% did not agree with all strengths	<p>Staff feedback suggests that while the district's identified strengths reflect important priorities, many employees experience a gap between how these strengths are described and how they are realized in daily practice.</p> <p>The most frequent concerns focused on Class Size & Staffing Ratios, which staff reported are often larger and less equitable than intended, particularly in early grades and at the middle school level.</p> <p>Respondents also raised concerns related to High-Quality Staff & Retention, citing non-competitive compensation, increased turnover, and declining morale. Feedback around Social-Emotional Learning & Student Support highlighted that current systems, including RULER, are not consistently meeting escalating student behavioral and emotional needs, especially at Tier 2 and Tier 3 levels.</p> <p>Additionally, staff shared concerns about School Culture, Climate & Safety, noting variability by building and a perceived decline in trust, consistency, and safety.</p> <p>Overall, staff expressed strong belief in the district's vision and dedication to students, while emphasizing the need for greater alignment between these stated strengths</p>	<p>When asked what strengths may be missing, many respondents indicated that the current list was largely complete however, several recurring themes emerged.</p> <p>Staff emphasized the importance of explicitly recognizing the dedication, professionalism, and commitment of employees across all roles, noting that this effort is not always visible or named.</p> <p>Others suggested elevating special education expertise and programming, including early learning and inclusion, as a distinct strength.</p> <p>A smaller number of responses pointed to building-level leadership and follow-through, ongoing professional learning opportunities, and technology and instructional resources as areas that could be more clearly highlighted when they are effective.</p> <p>Additional suggestions included acknowledging citizenship and media literacy, staff voice and engagement tools, and the need for positive staff morale and a supportive, "brave" culture where equity, advocacy, and safety are actively addressed.</p> <p>Overall, staff responses reflected appreciation for the existing strengths while suggesting that people-centered efforts and implementation-focused supports deserve greater visibility.</p>

	and the day-to-day experiences of students and staff.	
--	---	--

Weaknesses

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
<p>86% agreed with all strengths</p> <p>14% did not agree with all strengths</p>	<p>Staff largely felt the current weaknesses list was complete but highlighted a few missing areas.</p> <p>They emphasized recognizing staff dedication and professionalism, special education and early learning programs, building leadership and follow-through, professional learning, and technology supports.</p> <p>Others suggested attention to citizenship and media literacy, staff voice, and fostering a positive, equitable, and safe school culture.</p> <p>Overall, respondents appreciated the existing strengths but want greater visibility for people-centered efforts and effective implementation.</p>	<p>Staff feedback highlighted several recurring concerns that they believe should be addressed more directly.</p> <p>Many respondents emphasized compensation and benefits, noting that salaries, hourly rates, and retirement benefits are not competitive with neighboring districts and are impacting recruitment, retention, and morale.</p> <p>Others pointed to student support systems and continuum of services, expressing frustration with slow processes, delayed interventions, and insufficient staffing (social workers, interventionists, TAs, specialists) to meet student needs early and effectively.</p> <p>Concerns were also raised about professional learning and staff capacity, including limited time for meaningful PD, inconsistent support for TAs, and structures that do not fully leverage staff expertise.</p> <p>Additionally, staff cited challenges related to decision-making and trust, noting that decisions can feel financially or staffing driven rather than student-centered, with inconsistent follow-through, variable building leadership, and limited staff voice.</p> <p>Finally, respondents identified issues with instructional programs, technology use, and assessment practices, including concerns about age-appropriateness, equity of access to services, grading practices, and overreliance on technology in early grades.</p> <p>Overall, staff expressed appreciation for the opportunity to provide input while underscoring the need for greater alignment between values, decisions, and the lived experience in schools systems.</p>

Opportunities

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
<p>89 % agreed with all strengths</p> <p>11% did not agree with all strengths</p>	<p>Staff feedback on opportunities highlighted concerns about high staff turnover and the need for better support and resources for curriculum development, particularly at the middle school level.</p> <p>A large number of responses questioned the district's emphasis on Artificial Intelligence (AI) integration, citing issues with reliability, minimal training, student pushback, and environmental impact, especially in primary grades.</p> <p>Some staff also expressed skepticism about Social-Emotional Learning (SEL) and restorative practices, noting inconsistencies across buildings and concerns that current approaches may prioritize a small subset of students over the needs of the majority.</p> <p>Overall, staff suggested that opportunities should focus on areas with clear, equitable impact for students and stronger support for educators.</p>	<p>Staff highlighted several areas missing from the district's stated opportunities. Many noted the need for better- aligned assessments in the early grades, early intervention supports, and targeted TA support to ensure equitable access to services.</p> <p>Others suggested expanding enrichment beyond math and ELA, emphasizing student engagement, citizenship, and media literacy, and providing leadership or voice opportunities for students.</p> <p>Professional development opportunities that are equitable and outside the district were also noted, along with a focus on staff recruitment, retention, and fair compensation.</p> <p>Finally, several responses stressed cautious and purposeful use of AI and the importance of transparency, clear consequences, and life skills education to better prepare students for the future.</p>

Threats

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
<p>95 % agreed with all strengths</p> <p>5% did not agree with all strengths</p>	<p>Most respondents questioned or challenged many of the listed threats, often seeing them as internal challenges rather than true external threats.</p> <p>Political influences, tax volatility, and funding instability were mentioned, though several felt these were either overstated or manageable.</p> <p>Fear of change, legal exposure, and staff retaliation were raised as cultural or internal risks. Facilities and enrollment pressures, particularly at schools like Windsor and Thomas, were highlighted as</p>	<p>In addition to the threats already identified, several other areas emerged as concerns. Student and family challenges, including economic hardship, sociopolitical pressures, and inconsistent family engagement, can impact learning and district outcomes.</p> <p>Staffing and retention remain ongoing risks, with teacher burnout, difficulty retaining high-quality staff, and limited accountability noted.</p> <p>Behavioral and safety issues continue to be a concern, particularly bullying, inconsistent</p>

	<p>real operational challenges, with concerns about overcrowding and insufficient classroom space.</p> <p>Respondents also noted issues around classroom content and political commentary, emphasizing the need for careful navigation of sensitive topics with students.</p>	<p>discipline, and the lack of consequences for disruptive students, which can affect both learning and student well-being.</p> <p>Special education and support services are another area of vulnerability, with gaps in resources, delayed interventions, and insufficient support for at-risk or neurodiverse students.</p> <p>Technology and AI integration pose potential threats, including over-reliance on devices, untested AI applications, data privacy concerns, and negative impacts on students' independent thinking and learning.</p> <p>Financial and resource constraints, such as funding instability, redistricting needs with demographic shifts, and limited access to after-school enrichment programs, also pose risks.</p> <p>Finally, external and political factors, including legal exposure, shifting policy requirements, and community perceptions of the district's initiatives, create additional challenges that require careful monitoring and strategic planning.</p>
--	---	---