



# Report for Edmonds School District Community and Staff Blueprint 2025 Strategic Plan Feedback - Round Two

Edmonds School District Community and Staff Blueprint 2025 Strategic Plan - Round Two

Edmonds School District sought feedback on two draft strategic plan options via an online form from May 6-15. The two options were listed, along with questions about what the respondents liked about each option, didn't like, what changes would be made.

## Option 1:

### Our Foundation:

- Student, Family and Community Engagement
- Leadership
- Teaching and Learning

### Our Goals:

1. **High Expectations:** Each student is supported to reach their highest potential, with academic growth made every year.
2. **Strong Community:** Our families, staff and community partner to create success for our students in safe and welcoming schools.
3. **Equity and Access:** We remove barriers for success and ensure equity in programs, opportunities and facilities across our schools.
4. **Culture of Kindness:** We create a culture of kindness in every school community, with caring and culturally competent teachers, school leaders and staff.
5. **Global Readiness:** We provide the tools our students need for academic and social-emotional success, graduating with options and prepared to be positive, productive members of society.

## Option 2

### Our Pillars:

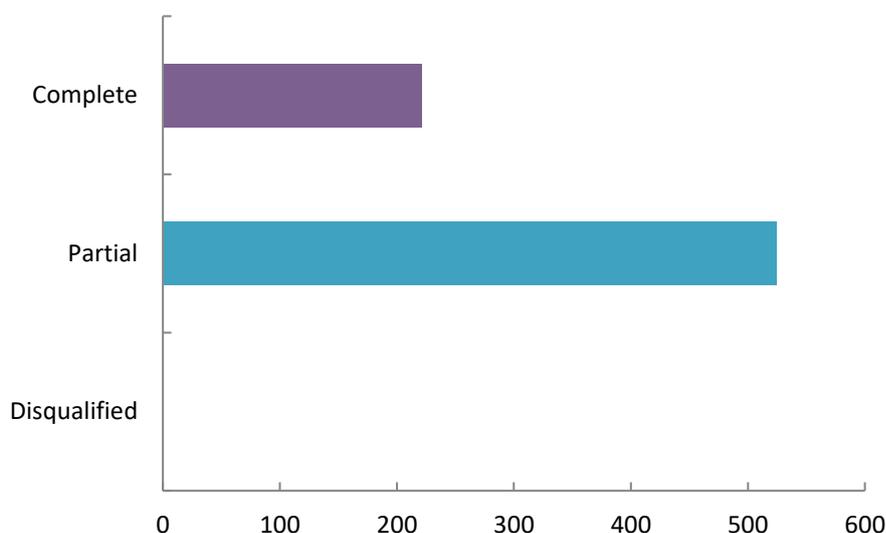
- Student, Family, and Community Engagement
- Leadership
- Teaching and Learning

### Our Goals

1. **Create and sustain great schools** where every student—without exception—is encouraged and supported to learn at their highest level.
2. **Nurture the potential in each student** so they graduate well equipped for a world of infinite possibilities.
3. **Close opportunity and achievement gaps**, while raising the achievement for each and every student.
4. **Create safe, welcoming and respectful learning environments** that build community.
5. **Provide for our staff** by ensuring our educators and support staff have all they need to help every student reach their full potential

## Response Statistics

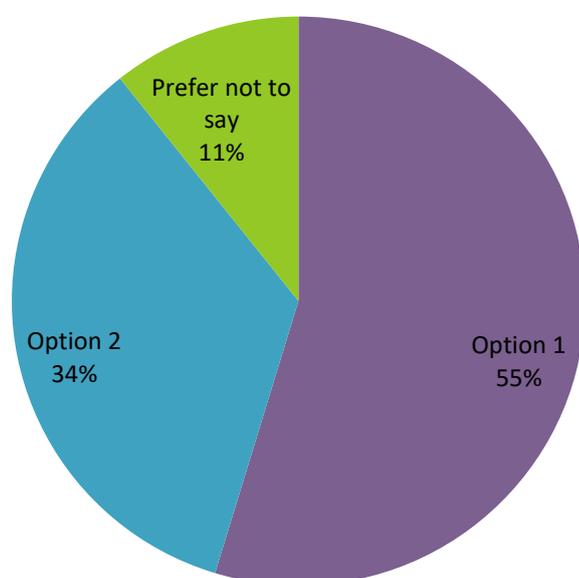
A total of 745 people took at least a portion of the survey, but only 221 people completed it. The number of open-ended questions might have meant that some people did not fill out the entire survey, so we pulled data from the 221 completes for questions 7 and 8 below and listed all of the 745 responses in the open-ended questions.



	Count	Percent
Complete	221	29.7
Partial	524	70.3
Disqualified	0	0
Totals	745	

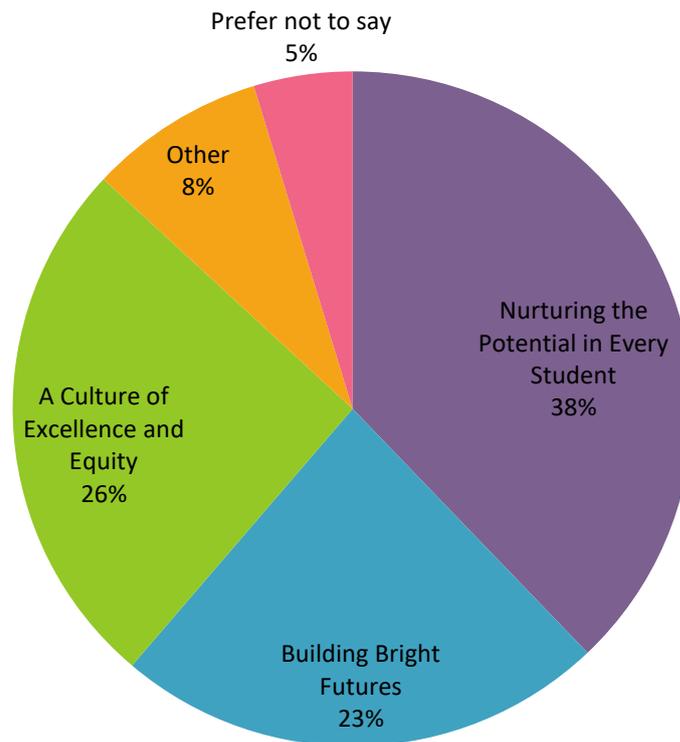
### 7. Which option best reflects what you think should be the goals for Edmonds School District?

Option 1 was the favorite however the open-ended comments do suggest some edits and changes to this version.



Value	Percent
Option 1	54.7%
Option 2	34.6%
Prefer not to say	10.7%
	Totals

8. We are looking for a way to summarize the vision of the District. Below are some options. In your opinion, which of the following best reflects the work of Edmonds Schools District?



Value	Percent
Nurturing the Potential in Every Student	37.9%
Building Bright Futures	23.4%
A Culture of Excellence and Equity	25.7%
Other	8.4%
Prefer not to say	4.7%
	Totals

## 1. What do you like about this option (Option 1)?

Response
Key words
I like the culture of kindness and the choice of the word access
It puts the responsibility on the district, to ensure each student has what they need in order to succeed.
I like the wide scope of concepts this addresses
I really like the 'Culture of Kindness' called out -- different from last time around. Lots of people need to work on this!! I also like how equity is called out and how it's achieved is described.
Overall I like this. I think the meat for me will be the supporting evidence for measuring these goals.
Focused on processes and outcomes for students
Global readiness
The five goals are interesting...
The addition of Culture of Kindness is interesting. I like the 5 categories.
I like that there are key words (pillars) and then a more detailed explanation about what the key words mean.
I think it's quite broad and encompassing.
It incorporates community, staff and students. The wording is clear and should be accessible by all.
focus is on students and parents as the audience.
easy to read
I like that it accounts for the "whole child" in a sense of academic, social-emotional, and making our district a positive place to be.
Global Readiness--our options have to support students to be ready and prepared to engage with our WORLD.
Clear and succinct
Active verb tenses. More concrete than prior iterations

I like that it is stated in terms of what we will do.

I like 1, 2, 3, and 5

clear overarching goals

short tag lines

high expectations, strong community, and equity/access appear to be top priorities- which I agree with

High Expectations, Global Readiness, Equity and Access

These cover the things that we want for our students. I really like "remove barriers for success and ensure equity" combined with care and cultural competence.

I like how the semantics are not all the same format. "We" "Our" etc.

The foundational principles. "Culture of kindness"

Goals and explanations for them

High expectations- though could it be more rigorous Equity of Access- this is clear

Strong foundation- inclusive Goals- complete

Equity and culturally competent

Like #3 calling out removing barriers and ensure equity in programs, opportunities and facilities #5 calling out academic and social-emotional success

Pretty comprehensive

This seems community and family friendly. This fits the Edmonds School District.

I like it

I like the verbs. I really like the "Culture of Kindness"

The wording.

Good overview.

Global readiness and Culture of Kindness are critical for an acceptance of all.

I like the Global Readiness here

The foundation is solid! the goals are realistic.

Appreciate student centered focus. Identifying crt and sel as components of district wide priorities.

Side by side with option 2, I prefer this option. I believe more of our community can get behind it.

I like the kindness and idea of support for each student.

High expectations and culture of kindness. If you have those two things the rest will follow.

Everything. Especially culture of kindness and teaching

It appears to be a plan that has touched all of the main and important elements. It asks for volunteer participation to meet the high standards of academics and care.

It all sounds really good

I like Global Readiness, Strong Community and High Expectations

Removing barriers and ensuring equity.

I appreciate that we acknowledge that we have high expectations of our students if we have high expectations students will rise to meet those expectations.

Culture of kindness and graduating with options

The words sound good, but I can't say that the structure of schools/classrooms supports the goals, particularly along equity, kindness, and social-emotional success

I like that the focus is on student need to reach their potential whether that is learning, equity, access or a combination of it all.

These all sound good.

Seems reasonable.

Goal #5 -

OK. Wordy

I like the new goal about creating a culture of kindness. I think that this is an important goal for us to work on with each other and our students. I also like how the 1st goal has a growth focused mindset.

seems like you could remember all the goals I like the idea of a foundation with academic

I like the academic growth, because not all students will be at grade level, but they should all make growth. I also like the part about social emotional success.

The emphasis on community, climate, equity, and the desire for creating worldly people, but not test scores illustrates that we are a district who understands that we are enabling future productive citizens, not creating a label, a test score, or a statistic.

high expectations and strong communities (Families)

It is succinct and easy to read and follow.

Student/Family Engagement

I like: 1. That each student is supported to reach THEIR highest potential. Of course, assessing what that is can be difficult. But I feel like this statement can apply to both ends of the learning spectrum, from low-high achievers. 2. Partnering! Yes, please include parents. I often feel left out of the educational process once the kids are out of elementary school. 3. Hmmmm - wondering what this means in effect 4. I like kindness - wondering how you will do this. 5. Again, I like this, but wonder what it means in actuality

The foundation seems to cover the important pillars and the goals are well rounded.

It SOUNDS good in theory, but how will you implement it?

I like things like "culture of kindness" and "equity and access" in theory.

Great goal with positive outcomes.

I like Goal #4 - Culture of Kindness. It is not something I usually see in school system mission statements and I think it is one of the most important things to teach and expect. I also like that family and community engagement are included in the foundation.

it sounds nice

The focus is on student learning. Many of the other points, even though the word 'learning' isn't in them, are goals that promote learning by removing obstacles.

I love these items and think they reflect trauma-informed practice

I like it.

Simple and clear, except for Goal #2

I like the 5 areas of focus.

I really like everything. I think the foundation is good, and the goals are lovely and well-thought out.

The goals themselves are all good.

I LOVE the focus on a Culture of Kindness!

High Expectations, Foundation of Student, Family and Community Engagement

It's very positive

I love that social-emotional success is added in. I feel that this is missing in a technological world.

They are good goals to have but I am not sure how they differ from from what our goals are already.

I like the focus on "academic and social-emotional success" as I think these have to be foundational skills for any student to succeed.

High Expectations, strong community, Global Readiness

I agree with the values that are represented, and the move to greater community involvement.

Simple. I like the culture of kindness and that it's included in the highest level of goals. I also like the Global readiness definitions of "graduating with options" and social-emotional success.

I especially like the global readiness piece, but really this whole option is good.

I really like the goals regarding community, equity and access, culture of kindness and global readiness. I especially like that social-emotional success is part of the goal.

I think it covers a lot of different things which is really nice.

Culture of kindness and global readiness: graduating with OPTIONS. Not every student can or should head to college. Students also need functional, every day skills and job readiness.

High expectations are at the top of the list. I think Global Readiness should be toward the top as well, teaching students how to become productive members of society.

Kindness called out

That all students are given equitable opportunities. That family/community are part of the education process. That high expectations are held for our students

Includes global readiness

I like that high expectations is #1, emphasizing that each student will receive the help to reach their highest potential. I like global readiness piece as well.

I like that equity and culturally competent teachers is explicitly stated. It holds the district to provide training accountable to staff

'Each student is supported to reach their highest potential...' I've been telling my son's teachers that he needs extra support in English since 8th grade, (he has not passed an English class in all 3 years of HS), but nothing happens. Now he is in danger of not graduating, yet he doesn't get the help AND all Juniors have to take 'Honors English' at EWH

I like the incorporation of Global Readiness. and high expectations

looks good if you can make it work district wide

Culture of Kindness - we are sadly missing this in today's society.

The 5 goals seem to have focus and seem linked to what we as an education community can do

I like the focus on high expectations for all, as well as equity and access across schools and programs.

High expectations... If the kids are expected to reach high... They often will achieve it. Also the culture aspect.. No celebrate all who are in our schools

I like that the first goal talks about growth instead of mastery. This makes achievement a potential for every student.

It sounds like some good goals, but it isn't a plan.

Broad categories are good.

This looks good.

I like that the goals focus on the students and their success.

I like that kindness is called out as a goal, I think that is a powerful focus. I also like that high expectations does not necessarily mean all students at 100% success, but that they are to reach their highest potential and make growth every year (regardless of their current skill level)

I agree that we are working towards a culture of kindness in every aspect of our district.

The three foundations are highly common and easy to understand. The goals with descriptions are explained in a simple manner to allow for a broader level of comprehension.

The simple explanation for the Our Goals section.

safe and welcoming schools caring and culturally competent teachers

I like that it includes a culture of kindness! I think it is also important to include the global readiness component.

I like the balance of community, kindness and access as supports to success. I appreciate high expectations in all of these areas.

it sounds like it includes communities and is sensitive to both student and community needs

These sound like good goals.

These sound very lovely... it would be lovelier to actually see the district put them into action, not just nice words on a poster we have to hang in our classrooms.

High expectations and culture of kindness.

I like the bold words that create a clear idea of the goals.

High expectations for all, global component, kindness

I like the equity and access as well as global readiness.

Love the emphasis on kindness and equity!

I especially like the kindness and focus on social emotional success. Students are needing further support in these areas in order to work with others successfully. The academic growth piece is also important.

that it includes academic progress as well as human kindness

2- Get the gun free zone signs off our buildings. Quit making us targets. 3-Cut out the equity crap that is coming our way and get back to teaching the basics. 4-Of course we should treat each other as we want to be treated

That each student is supported. Often the students on a 504 plan are left to their own accord. There is a lot of support for students on IEP or high academic like AP or IB. The middle students who have a 504 are often not supported in my experience.

Nothing. A lot of fine sounding words, carefully crafted to be empty of real meaning.

I like the community engagement!

Not sure what kind of a "plan" this is. It does not give specifics on anything. Just a bunch of buzzwords that have vague meanings.

I like the idea of removing barriers for success and ensuring equity in all programs which is currently an issue. I also like the idea of staff and families actually working together which is not how the current system works, currently it's staff telling families how things will be and not really listening to family input.

I like that it includes community and family goals - it would help families in the district feel more connected to their child's education.

Teaching and Learning in "Our Foundation" and High Expectations in "Our Goals".

High expectations should be the primary goal of the school's. If students feel the bar is set high and they are expected to achieve without lowering expectations it sends the message to students that they are valued, intelligent, capable and supported.

Achievement focused

The culture of kindness.

I like the focus on teaching and learning and community. I feel schools should make parents and families welcomed.

Focus on community and a culture of kindness. I like that social emotional learning is explicitly called out as something important to be prepared on a global scale.

Kindness and global considerations

Culture of Kindness Equity and Access

Academics are first priority. Kindness and social maturity are included. Anti bullying campaigns are very important and I think effective.

That it's positive and lifts the students up and it seems like it will work with them where they are at educationally and make them successful.

As a former teacher and parent of 3 children in the ESD, a third grader in an IS classroom, a high-achieving sixth grader who has overcome the physical and psychological effects of being bullied, and a high school freshman on a 504 plan who is taking classes both on campus and through eLearning, I feel these goals meet the diverse and compounding needs of all students. Each is critically important to the success and every day lives of our students.

I like that this plan seems very positive.

Good

High expectations for all students

This does not reflect the reality in my school! Barriers are ingrained in the culture and clear to see in our school data!!! Kindness is practiced at the will of educators. Most choose otherwise! And in complete

contrast to global readiness, Alderwood is nurturing dysfunction with a structure that has appointed a 'Dean of Students' to enable failure and dwell on trauma instead of inspiring resiliency.

I like the focus on students and being kind. I would write more but the option is on the eh previous screen and I can't see it anymore.

All on point, with high expectations and global readiness being concerns in the forefront for me as a parent. We should teach kindness and emotional intelligence at home and look for academics to be taught to our already-decent kids at school. Whatever we need to do to collaborate to make good things happen-- please give us the guidance to help our children thrive.

High expectations and readiness

The number one goal is to set high expectations

Global readiness as described

It supports the students!

I like that it is talking about helping every child reach their highest potential and trying to tear down the barriers to diversity.

It would be nice if we actually held each student to their highest potential. Having a graduated senior from last year and a freshmen in high school this year I see a lot of just getting by from a lot of surrounding students. It's not acceptable, but some how it is in ESD.

sounds supportive

the focus on community, kindness, and equity/culturally responsive issues from everyone,

The global readiness piece is the most important. If the district continues to cut staff and programs they need to focus on the above area primarily. It is sad to say but the majority of parents won't get involved.

It covers many of the missions of the schools.

It has all the right components.

#4 Need to put emphasis on the kindness" & "caring" piece of it, as there are some staff at the buildings that don't walk that talk . I think it is a huge piece of student success! I like all of it!

Graduating with options is the best part of this statement

It feels that we value inclusiveness in a warm and positive way.

Emphasis on developing character

culture of kindness, strong community

Leadership

Engaging with the community is a very important aspect of creating a meaningful impact in a student's education.

Brings family engagement in as a large component of student success. I love Culture of Kindness!!!

Everything but most importantly for me is Equity and access

clear, succinct, clearly the "real work" of an education system

I like that our vision is for equity. We are not there yet.....

High Expectations, Equity and Access and Global Readiness

It helps us share's our ideas and also change our ideas if we want to

I think it's good that we make sure that the students have the best possible chance to learn.

I like the culture of kindness and strong communities. The cornerstone of everything that I accomplish as a teacher is based upon the relationship of mutual caring and respect that I build with all students, staff, & families.

These are important and real topics in today's world and in the families of our students.

It says all the "buzz words" that make people go Ooh and Ah... but it reads like "legalize"

I like that we acknowledge that students need to be provided with options prior to graduation. I appreciate the balance of each of the five components.

High expectations. Not sure what Leadership and teaching and learning mean. Also Equity and Access?

I like all of this.

This option includes a social/emotional component.

Community and High Expectations

I appreciate the idea of "strong community". As a veteran teacher in the Edmonds School District I have seen the decrease in parent participation in their childrens' education. More and more responsibilities are being placed on our schools and parents MUST be more active participants in the process of educating their students.

I like the goals. I like that high expectations is first.

Strong community while maintaining progress on an individual student scale

I strongly agree

I like caring and culturally competent teachers, social emotional success, and equity in programs, opportunities, and facilities. I think that is very descriptive and inclusive for even one sentence.

Involving the community and individual expectations

The general idea

High expectations is at the top, and a general emphasis on building relationships throughout.

Students reaching their full potential and being caring individuals

Like all

It's based on things that are truly good - family engagement, teaching leadership, and gaining knowledge.

I like that High Academic Expectations is first! I also like the Culture of Kindness.

Equity and Access

I like the areas that this option addresses and I think the explanations are easy to understand and not too wordy.

It touches on all of the most important parts.

I like that there are many facets to the goals of the district

Emphasizing a culture of kindness

equity and cultural competency

All of the above

Succinct Goals with following support statement.

School & family & community partnerships for students

social emotional success, graduating with options... partnership with families and staff for success

I like the emphasis on cultural competency, it's not enough to say kindness...I believe our community thinks of itself as 'kind', we have to grow and understand how our bias plays a part in our every day interactions and causes harm to other members of our school community.

It appears to be inconsistent with firing teachers or increasing class sizes.

High expectations.

Well, I'm wondering how you will be able to achieve these goals if you are having to hand out 45 red slips and remove our paraeducators. The teachers will be so burnt out from not having extra help. Devastating.

nothing

Can't find anything wrong with the goals.

I like all of these. More specifically, I like that high expectations for all students is a district expectation of teachers, paras, and support staff with the emphasis on individual growth each year - perfect! I like that equity and access as well as kindness are included in the strategic direction. These are incredibly important.

The goals center around developing the WHOLE child.

Includes language regarding equity of access to programs and opportunities. Being academically and socially prepared to be a productive member of society.

I like the idea of support and options for success

As students move to the future, I like how they will be prepared from an academic perspective, but also from an emotional intelligence perspective. Life success isn't just about how smart we are or how much we know. How we engage with people is critical. A culture of kindness is missing in the world we live in today. We try to instill the importance of kindness and understanding at home and am happy this will be continued in the learning environment. I also like the statement about achieving full potential. That to me says the environment will be one of Coaching, understanding each student has different strengths and opportunities.

The goals have titles that are simple and easy to understand/remember. I like the focus on kindness.

Features high expectations in a supportive culture (kindness, equity).

Everything

Commitment to high expectations and culture of kindness

Puts all students first

this survey is poorly designed. If you want us to be able to compare the two options, shouldn't we be able to see them at the same time, side by side?

Seems fine to me.

I like the ideas that they have and the motivation behind it as well as the equality and access

Making it about each individual student and their learning, treating each other with kindness and teachers/staff creating a welcoming environment for all.

ideas are ok but really doesn't say how this will take place. i would start with students and parents keeping the school property neat and tidy. cleaning up trash and picking weeds - taking pride in the school property ... then the local parks in areas around school...

I like the listed goals- easy to read and example given

This is not useful wording. It is all in terms of things adults should do. Goals need to be about what students will be achieving, and the goals need to be measurable. This is just another hodgepodge of platitudes like the Strategic Direction. The statements here represent action steps that adults might take to help students reach goals. We need goals that are student-centers, so that we will know if we are making progress as a district.

I like it

Teaching and learning

I like the fact that we are expecting each student to grow academically every year.

This sounds great but this should already be happening... this is not a proposed idea.

Everything looks good except for "We remove barriers for success and ensure equity in programs, opportunities and facilities across our schools." What does that even mean? Nice to see students have high expectations. Is it too much to ask we have high expectations of teachers as well?

The focus on global readiness is necessary in this day of a changing global economy.

All of it.

I like the Equity and Access, the Global Readiness and Strong Community.

## 2. What is missing from this option (Option 1)?

Response
Nothing
Measurements?
Nothing comes to mind.
The language is not strong enough
'Classrooms' is left out of the places where 'equity' is described. Does 'programs' cover that?
Graduate profile seems to be implied, but not deliberately stated what they will look like.
The connection from "leadership" to "our goals" is not clear
I think there might be redundancy in global readiness and strong community with culture of kindness, but I need more time to think. How do we measure culture of kindness?
Something that includes creating a safe learning environment for students.
unsure
ways to measure success in meeting the goals
student responsibility - what are the students doing?
Maybe an element of birth to 12
Specifics about global readiness
Nothing
4 - Love the statement but not the heading.
Is there a synonym for "kindness" that is stronger?
I'm not sure.
High expectations- academic growth can be interpreted in multiple ways. If not clearly defined, minimal growth could still be growth yet isn't at the standard of high expectations.

Don't see anything.

Global Readiness needs some more about sustainability and living in a changing world. A bold statement would include climate change.

I don't see teaching and learning in this very much and that was one of the foundation pieces.

Whole Child

#1 Academic growth is not spelled out. What is adequate growth?

Nothing

I think the academic emphasis should be stronger

Core values are missing

Student Voice.

I worry about the budget to address the barriers.

Nothing

In general, it encapsulates all aspects of focus for district.

I would add to #3, from option 2. It might read: Equity and Access: We remove barriers for success and ensure equity in programs, opportunities and facilities across our schools. We close opportunity and achievement gaps, while raising the achievement for each and every student. I think naming gaps specifically is powerful and gets to the core of the matter most effectively.

How are you going to support each student? How are you going to support the kids who have learning issues that aren't reflected in an 501 or an IEP? Specifically, those kids with writing and reading issues that aren't easily addressed at school?

That it is ok to celebrate differences but the focus should be more on what keeps us connected to each other. We should have common goals as American teachers & learners such as freedom and pursuit of truth and knowledge. The hyper-focus in recent years on racial/gender/orientation has detracted from those goals and from the business of educating our children. No more divisiveness, we make each other better when we can see how we are alike.

I can't see anything

Accountability?

I think positive, productive members of society is very ambiguous and having students that are ready to work or continue their education is more specific.

We could have more than just academic growth.

A dose of reality, our district has not demonstrated any focus on equity or access, and with the current posturing by our administrative team they are actually demonstrating the opposite

technology skills

Student behavior. High expectations for academics, but what about emotional, behavior or trauma support for so many of our students who are struggling in this area. It greatly impacts our classrooms on a high frequency-daily if not hourly.

What accountability measures do we have for students other than grades/credits? How do we incentivize students to "do their best" & produce quality products? (Not allowing "passing w/ a D" being good enough.) How can we help students make better career preparation choices.

Difficult to achieve given the cut backs and possible serious increase in class size above 3rd grade.

Not every student is destined for college - I would like to see vocational education as a goal

Community responsibilities, volunteerism

I would like more details in the foundation section. What do you mean by these groups?

It feels like there is not enough about student learning and education.

A push for stronger educators in the classroom that drive each goal. Having the greatest leadership available to us doesn't mean shit without proactive, diverse, and well rounded teachers.

Accountability for schools And students

Need to have a consistent definitions of each of these terms to make sure everyone is on the same page. Seems vague and not all that different from other versions of the district purpose/mission

Resources for staff to accomplish this

I can't think of anything.

Implementation

Clarity - what does a "positive, productive member of society" look like? What does "success" mean? In which context? How do we measure "success"? What does "leadership" look like? This is all too vague

This does not include anything about supporting and respecting educators as professionals with valuable input and viewpoints. There are no details or explanation of what "leadership" as one of our foundations means. Also, include students in the Culture of Kindness goal.

Any concrete plans to actually attain the goals

That we will do this within the budget we have.

Nothing stands out.

Nothing as far as I can tell

Nothing

Under the High Expectations description, perhaps add "with academic and personal growth made every year."

nothing

commentary that addresses staffing and staff development

How this will actually be implemented and in the face of a 17 million dollar shortfall.

more information about equity across schools--does this include preschool for all families?

The continued education of staff, commitment to professional development and recruitment of highly qualified teachers.

It mentions equity but doesn't specifically talk about racial equity or diversity of hiring

Not sure.

I can't think of anything that is missing!

Support for teachers

Staff support.

Community option needs to include teachers

Too many "goals"

Culture of kindness could be extended to say "kindness and respect"

The 'How' of it. It's great to have high expectations, but how are we supporting the kid who is not low income, not of color, doesn't cause trouble and just plods along trying his hardest but not being successful. I've met with English teachers and school counselors. It took me about six months of email to finally get him into the 'credit retrieval' advisory course because no one would respond to my email. I

know it's hard to engage parents, but when we are trying to support our kids and get no response, it definitely makes me, as a parent, frustrated and feeling like my one kid doesn't really matter.

Environmental responsibility

none

Morals. Respect for those who stand for the basic American values.

Preparing students for real life. We do not teach them what they need to know after school is over. There is much more to life than the academic end of it.

Funding to eliminate barriers (like the need for more high school credits, later start for high school, music programs supported at elementary level)

I believe equity and access should include programs for low-income/working families, i.e. free extracurricular or homework programs to help struggling students before or after school. I also believe global readiness should include a component about ecological awareness and students striving to reduce their ecological footprints.

Respectful... Kids are often so disrespectful to teachers, para's and other staff members.

Staff. How is the staff going to be treated and supported in order to make these goals achievable?

There is a significant lack of substance about how these things will be achieved. Being a teacher in the district, I am seeing a greater need for more support staff; paras to provide more 1:1 support, psychologists to help those students with mental health needs, more counselors to support the general population with the day to day issues that our students face. The admin of this district could do a better job of supporting teachers, as well. I have seen a significant reduction in morale in our building. There is a sense of conflict between the district admin and teachers. We aren't feeling respected. Example: The start of the e-mail that this form came with a teacher appreciation week thank you to the staff that helps our students. The next sentence started with, "Speaking of student success, we need your help." How about an e-mail that only shows appreciation rather than one that mostly asks us for more of ourselves. I could go on with this line of thought, but I don't feel the reception would be sincere. Happy (low stress) staff are more effective staff.

Global readiness can sometimes come in conflict with district/building interpretation of what a culturally-competent teacher looks like.

Maybe something along the lines of preparing 'life long learners', student leave school with a growth mindset - curious and know that learning is a life-long journey.

I wonder about calling out differentiated instruction as a goal - each student getting what they need to learn at their level. It seems to be something that is not consistent from classroom to classroom and school to school. I also am wondering about social-emotional learning being called out as a goal specifically, as I think it is an underpinning skill required for all of the other goals.

While the foundation lists leadership, I would like to see more written specifically about this in the goals. I am thinking about guidance from administration, both at the building and district level.

Descriptions for the Foundation prompts.

Add descriptions to the Our Foundation prompts.

SEL focus - social/emotional support

Looks good to me.

not sure

Funding, reduced class sizes, and access to necessary services which would make these goals attainable.

\*Where is the focus on attracting, hiring and retaining the best educational staff for our students, including a diverse teaching population?

Reality--in some schools family engagement is not at all a reality. In others it's extremely high. There is now way to force families to engage if they are not interested, don't understand, or are unwilling to be involved.

This one sounds more like what you see in many districts, not as personal as the 2nd option.

Extra expectations for staff, time-where and when will this additional "work" will occur in the school day, materials and funding.

goals for leadership

We need to include ESC and administration in buildings in the "Culture of Kindness" bullet point. School leaders is vague, and doesn't extend to services students receive at the ESC or digitally for online courses now that I think about it.

Would love to see problem solving in here somewhere as the future will need adults who are cognitively agile and able to move around in their thinking as problem/life variables changes

health and physical well being

Seems like a lot of gobbledegook in place of a level of learning that will help kids compete in a global economy. Math writing science...

A commitment that the teaching staff will pay attention and support 504 students. While the admin staff is supportive and creates the plan with the families, I find most teachers either don't know there is a 504 plan or don't take any time to check in with the 504 students or make any accommodations.

No mention of developing a sense of responsibility for taking care of each other and this planet and solving the big problems we face. Climate change, ecosystem destruction, the breakdown of democratic institutions- solving these problems is what we have to prepare students to do.

Not sure what kind of a "plan" this is. It does not give specifics on anything. Just a bunch of buzzwords that have vague meanings.

The High Expectations goal needs more details about what every student being supported to reach their highest potential means. Right now the district uses a one size fits all approach and if a student already knows material that is being taught they at most get extra worksheets which isn't helping them reach their potential. Does this option mean that all kids will be adequately challenged, or does it just mean that the district is trying to get all kids to meet standards?

Not sure..

I don't feel it emphasizes the challenge I have witnessed with today's youth. Accountability, competition, goal setting, personal motivation. The true achievers are motivated, driven and focused on their future. I think there is too much concern for being fair, equity and balance for the underdog. Two examples: I have 3 boys and 1 girl Gender equity cannot be created by tearing down and diminishing one gender in an attempt to elevate another. My son loves legos and when he heard the assembly at school would be on the subject of legos he was thrilled. When I asked about the assembly at the end of the day he was very disappointed because it was a presentation on how LEGO's are for girls and actually targeted boys by accusing them of dominating the product. He felt attacked, shamed, ridiculed and disappointed. Another example: There is a tradition at Maplewood school called Spring Fling. A teacher/restaurant owner started it years ago. It was structured as a formal dinner put on by the schools 7th graders to honor their outgoing 8th peers at the end of the school year. He saw it as an opportunity to teach students about etiquette and gave the 7th graders ownership in making invites, dinner, decor, practice serving plates meals etc. This event has become a highlight and coming of age experience for middles schoolers both in the capacity of serving as well as being honored. It is paid for by a fundraising event at the beginning of the year. Our school merged with Maplewood center and we were informed that we needed to be equitable and offer participation to their students, These students don't have the capacity to serve, and most cannot feed themselves requiring an aid or two to sit with them. Their school and parents don't participate in the fundraiser and does not support the program financially forcing the budget to be spread thin with additional students and their aids joining the event. When they do attend the kids and their aids are integrated into the tables with the 8th graders who don't know each other in an attempt to be equitable and are not practicing etiquette or manners. It diminishes the whole experience for the students who have funded the event. Even after making all of the concessions, pre cutting the food for these students, placing aids at the tables where faculty has never sat before, paying attention to dietary requirements and providing the evening for free to these students when the others had to earn their funding the evening was further disrupted when a student and her two aids decided not to attend at the last minute. The food is plated and numbered specific to each student has a personal server. This threw a huge kink into the evening and there was panic in the kitchen trying to adjust the planning around this disruption. This didn't seem fair to students who were dressed up, practicing table manners as a person across the table ate with their hands. When we had balloons decorating the gym for a school dance we were advised that it was a temptation for some of the disabled students who my have a tendency to bite them and we were asked to clear them out. Equity is important but not by changing a whole class in order to accommodate a couple of students. We don't let blind students take drivers ed, we don't have students in wheelchairs racing in track, we don't ask deaf students to sing in choir or ask a paraplegic to play a musical instrument. Not all students are provided a private bus that picks them up and drops off on their doorstep, not all students have personal aids who assist them solely throughout the duration of a school day. In an attempt to integrate students my son had a student that joined his choir class from the Maplewood center. My son was kind and compassionate and as a result they seated this student next to him everyday. The problem my son experienced was sitting next to someone who smelled like a dirty

diaper everyday. He found himself holding his breath and feeling sick from the odor. Why are we pretending that there can be complete equity? Why can't we support all types of students and their capabilities without lowering our standards and expectations of others? Students should only participate in a class if they are capable to meet the requirements to achieve without negatively impacting the experience for others. I have a disabled mom and I do have compassion for those with physical limitations. I have learning disabilities and dyslexia. I learned differently than my peers, my mom as well. But what we both experienced in our generations were quiet concessions and assistance that didn't impact our peers learning experience. I got extended time to take tests, I could check out taped textbooks from the library etc. My mom has her PE requirement waved being that she was unable to meet the physical requirements of the class. I voice all of this because I realize on paper it seems the right thing to do. To offer equity is fair and just but the consequences need to be considered on an individual basis.

Common strategies for all schools to follow to direct safety of school campuses

I would like to see the arts included in this option.

Finding ways to ensure each school has what they need for children to grow and learn. They need supplies, art time, music, sports ( PE), small classroom sizes. Families need someone at each school, especially the preschool to help them navigate school, special education issues and resources.

A commitment to support staff (teachers, admin, etc) via PD, honoring time, collaboration, etc. and a commitment to learning environments that promote high quality teaching and learning, including smaller class sizes

Should the Leader in Me be tied in?

Social & Emotional growth and competence.

Innovation, using technology better, trying to drastically change the school day experience in which so much time is wasted. Place a higher value on TIME- the time of kids and teachers. Place more emphasis on active learning, creating, experimenting and meaningful interactions rather than passive experiences for students and repetition for teachers. Get rid of teachers who teach science but don't do any labs.

The extra support staff that is needed for this.

The ESD needs to make sure teachers, paras, and all classified staff feel supported and empowered to fulfill these goals since ultimately they are the ones who must have the tools to carry them out.

I am not sure how I would critique this option. This is a very vague representation of goals. I'm more interested in how this would be carried out.

Nothing

None of this equity investment is reaching students in classrooms. The proposed solution to budget shortfalls is to cut access to support and smaller classes for marginalized students? What do all of those TOSAs do anyway? Cut your Admin bulk and support students!

Teacher professional development.

skill based learning needs to be a higher priority and not listed as #5. It is most important. and what teachers/the district should focus on. #3 and #4 are how, not WHAT we are doing.

Measurable goals Will there be required training for ALL staff around equity work (POC, LGBTQ, Deaf, DA, etc)

It doesn't really say how you will help each child be the very best they can be.

Talking about Teachers having the tools to help the students. I think with each year that passes teachers are less equipped to keep up with changes necessary to engage students and keep teaching styles up to date and current.

more student-focused language

A serious reality check on the current status of the school district. If jobs are cut and class sizes don't get smaller and schools continue to be over capacity how is anything going to change?

nada

A PBIS model in our secondary school! Coming from the top down, where the expectations include all staff, everyday! Mental Health - too much of it and not enough support Check and Connect System in schools for those students that need it

Creativity & creative thinking for students

None

That we cannot have equity with our large class sizes in grades 4-12. This is not in the best interest of our students. 30 kids in a class is setting them up for fa

Inclusion, I do not believe that Equity and Access covers this for children needing any type of special education I also feel that this district has put so much emphasis on K-3 that it is loosing touch about the children in Middle and High school

future planning goals

What is missing from this option? I don't know, maybe the entire plan. This is not an "option" or plan for the future of the district, this is simply the bare minimum of what a school and school district should already be doing. The schools job is to make sure students learn and have the best possible chance at success in the future. Considering that this is what the new plan could be, it makes me wonder how we were teaching students before this.

Actually, all 5 goals sound good, but I cringe a little when I see all these goals without the supports needed to accomplish them especially since I just read the budget letter!

nothing that I notice at this time

No Staff/Teaching Support... Broad range of goals makes doing all of the well a challenge to attain.

Teaching and Learning support for teachers in trying to accomplish these objectives.

At the moment, I can't think of anything.

Individualized Learning

I think that it is complete!

I don't connect with the foundations. It needs more text to make sense.

Providing opportunities for educators to further develop their skills so they can feel supported help students with a wider range/depth of skills

I feel that we need to educate the kids alot more in school about guns and safety and to be more aware of other kids that might need someone to talk too. These school shootings have made me nervous about sending my son to school everytime I hear a emergancy siren while school is in session I get anxiety.

Diversity in schools. Perhaps equity in the foundation piece, as that is one of the greatest contributing factors to success.

With decreased budgets and support, how to provide the needed programs. We are seeing more and more children with social-emotional issues and very few ways to support and help them. Many of them do not have the family support needed.

High Expectations: Why leave this so open? What do we mean by highest potential? Isn't that just weak wording? Strong Community: We use the word strong in the header, but then get passive with "partner to create success" in the middle. Equity and Access: We remove barriers? HOW?????? Culture of Kindness: We create a culture? How do we do that? Global Readiness: The word Global is in the title, but we really don't mean that. We mean the low bar of WA State. Can we not pretend, please?

How do you plan to achieve these goals?

nothing

I think it is important that we are clear that these are GOALS and not reality at this point.

I feel that culturally competent teachers was included, but that is not the case in reality.

nothing that I can see

Something about ensuring communication and efficient sharing of critical information between the district and families regarding systemic changes at schools or at district level. There have been some mis-steps at the district level in the last couple years.

safety

The fabulous phrase from the option 2: "world of infinite possibilities". The concept of and word "respect". Perhaps added to #4 above.

Feels light on academics. And while I feel kindness is of tremendous value, it feels a bit much in the forefront. Needs more mention of teachers and how they are supported.

The details about what it means in practical terms to reach these goals, I think the community needs to see what this means in terms of action items for the school district.

Lower class sizes

Sense of school pride

accountability of student and family

I'm interested in specifics. For student performance, my opinion is smaller class sizes at the secondary level so the teachers have the opportunity to reach more students.

Support for teachers, paras, and support staff (specialists)

I would love to see something around promising a learning experience that is rich, engaging, authentic, culturally relevant ..

Include "respectful" in "Strong Community" There is no mention of providing PD, training or resources to staff so they can be successful.

Staff support

More about the environment we are creating for our teachers should be represented. While it's called out as a bullet, what does that mean? There seems to be an opportunity to discuss teacher engagement and creating an environment that fosters job satisfaction/engagement. Perhaps invite them to participate in a discussion about what they need in the future for job satisfaction/overall engagement. I'm not saying there is something wrong with the current state. However, in my experience, if something doesn't stay within our view it fizzles out. I couldn't have asked for better teachers. My daughter is excelling and I attribute much of her success to her teachers.

It could have something more about staff.

Emphasis on high quality teaching and other tools to make high achievement possible.

I cannot think of anything at this time.

Social/Emotional support

I wish that the district would clue in the fact that people are demoralized and struggling to survive the year while getting laid off and be more sensitive to the fact that constant surveying about the future and goals is tone deaf while people are losing their jobs and programs are being dismantled.

Should be about teachers, paras and class sizes in all of k-6. Your lack of a superintendent that does her job and the terrible budget make this not achievable.

Not considering the time commitment as a factor as well as how you are going to attack this and help change it

Clarity!

How that will happen without the funds we need. How we can support our teachers and actually set them up for success.

as i stated ... how your going to get them involved... 2. have them go to local nursing homes and perform with music, reading and arts and crafts or even meal clean up

Student-centered goals such as— 100% of students will graduate All students will read on grade level by third grade Unexcused absences will be reduced by X%. All students will report feeling safe at school. All students will report being treated fairly at school.

Practical life training. Such as credit, bill paying, and such

Smaller. Class sizes

The expectation that students make the choice each day to grow and learn as well.

The plan. What is happening to make sure these things are actually happening to ensure the positive environment?

Teacher accountability. But that is always missing so it is not surprising.

Nothing is missing

Nothing I can see at this time.

Support for staff...moving forward. This option doesn't seem to address that Pillar.

### 3.What changes might you make to Option 1?

Response
None
Add something about nurturing perhaps
Could we include students in #4? (caring and culturally competent students)
Strengthen the language
No significant changes, but more thinking about the careful wording.
I'm not sure I like the word "Kindness" - it seems a little too surface level. I feel like it should be a stronger and more deeper word. I do like it as a pillar, but may think of a deeper word for Kindness?
I am very hung up on the "community" engagement. I feel like that expands our mission beyond what our mission is. I don't deny it happens, but it is overpowering as the 4th word.
establish ways to measure progress towards meeting goals
"Our Goals" are not goals. Those are commitments. They should not be called goals.
Add an element that expresses we are interested in supporting students from birth to graduation.
Global readiness as its own goal, with specific language regarding how students will be prepared to take advantage of global opportunities
Nothing
Switch Teaching and Learning and Leadership in the bulleted list
teaching and learning to Student Learning
I would consider changing "culture of kindness" to speak more articulately to cultural competency and call out research-based effective engagement practices.
Although I like the idea of a culture of kindness, are we subconsciously messaging a value of a white-dominated society to not engage in conflict? Just something to consider... I would be interested in reactions of others to that phrasing.
None recommended yet.

Culture of kindness- can this be reworded and include words like inclusive, empathetic, critical citizens, healthy.

Stronger language around Equity, consider stating we are working to become an anti racist institution

Some how addressing that this is a process - equity and removing barriers, Culturally proficient - are all a process we are NOT there yet.

None - answering these questions with a time limit is not practical

stronger academic emphasis

Realize that these are broad goals but we need to know the plan for our teachers.

None that I can think of.

None.

Delete #4. Measuring this will be incredibly difficult.

Spell out how you will make these changes. How you will train staff to be kind and respectful. How you will make sure that kids are getting the support they need at school, and not just at home.

No more divisiveness, we make each other better when we can see how we are alike. This means no more overtly political events like the "Equity Summit", no more (shockingly) school sponsored events like anti-police groups (Black Lives Matter), etc. None of this helps; stick to high educational expectations for everyone and teaching kindness (Golden Rule) and maybe even throw in Covey's Seven Habits of Highly Effective People and there you have some common goals woven into our education system.

I am not sure

I don't know

I think Equity & Access and a culture of Kindness could be combined, especially since a Culture of Kindness mentions "culturally competent teachers"

add academic and personal growth

Culture of kindness is childish, and does not exemplify any sort of school I would want my children attending, lets focus on building functioning adults, kindness should be baked into that.

make global readiness more specific

Not sure if its a change to this or an assurance of thinking, but "tools" need to be more than curriculum or paper mandates. We need resources to help behavior, social/emotional and trauma needs so that we can reach all our kids academically.

Career education required for all students. Creating a system that helps students be better informed about themselves and different post-high school education, apprenticeship and career pathways...

Focus on staffing - training and retaining

Work on the foundation section

"Ensure equity in programs, opportunities, and facilities" sounds good but I don't think this is something that can be proved or disproved. And it might be a good goal, but I don't think the district is at the point where they can promise this.

Change "Teaching and Learning" to "Educating and Growing". Teaching and learning to a curriculum, which is inferred from 'teaching and learning', is the least important aspect of a child's school day. Problem solving, social and emotional learning, creating friends, learning how to learn, etc. are all vastly more beneficial to a person's future success than a literacy lesson.

Clarify the terms (definitions).

For # 4 - I'm hoping this "culture of kindness" will also include restricting some of the language that is allowed on campus - I am floored by all the crude, obscene, vulgar words that students are allowed to use, unchallenged. I'm hoping this "culture of kindness" will include respect for adults and peers. I'm hoping "culture of kindness" includes expectations that students will look beyond themselves and their own needs to act in ways that do not impede the ability of others to learn.

The wording of #5 in goals is awkward.

I would add the steps to show how it will be implemented across the district so that students benefit from it. Theory is all well and good but it needs to be followed up with actionable steps.

More detailed and purposeful, less "broad" and "political" sounding.

Tell us how

Put -Teaching and Learning as the first point under Our Foundation.

None.

wording of Goal #2 Strong Community All the other goals are clearly stated, except for #2. It's not clear what it's trying to say

Nothing.

Can't think of any at this time.

Change "Culture of Kindness" to Culture of respect and dignity

include wording on staff since they are also a key part of this equation

I think it looks great

The How's.

Leave off the Equity and access - it is so overused by the current district leadership. Plus it always seem to be thrown out there right before someone wants to discriminate.

I would add the wording that reflects a commitment to lifelong learning for all staff.

Culturally competent seems like an outdated term. I would use culturally responsive

NA

None.

Making sure language is accessible

I would move number 5 closer to the top of the list.

Add teacher component

Remove kindness- that is imbedded in other goals.

Put teaching and learning as the first item in our foundation. After we're a school district, not a community center.

I'm not sure how cultural of kindness will be fostered by the district with regard to professional development.

Make it mandatory to respond to inquiries of parents within a specified amount of time.

I'm not sure that leadership needs to be part of the foundation

can't think of anything

Social-emotional success. It's time to get students off the "feelings" merry-go-round. Use wisdom from knowledge gained. Do not be lead by emotions/feelings.

I would move the culture of kindness higher because without kindness we are losing what made us great - that we cared about one another.

I think there need to be definitions for ideas like "culture of kindness"

Add something about behaviors.... Striving for positive behaviors and natural consequences for poor behaviors

Add into your communication of this 'direction' with specifics of how this all will be achieved. You list lofty goals, but they aren't a plan without the specifics of how the goals will be achieved.

Somehow incorporating equity and access with global readiness language. Our goal is to prepare students of any cultural background to be successful in the content of all school subjects and emotional/social learning to expand their career options for the future. Learning the culture required for success in a profession does not mean that teachers are advocating for a white-privilege view of education and behavioral expectations. We want to teach all of our students, regardless of background, so they may succeed in their choice of career in the future.

I'm also curious about combining kindness and strong community into one goal, as they seem strongly interrelated.

Include descriptions for the Foundation prompts.

Add descriptions to the Our Foundations section and rearrange the order.

Have a category for developing a readiness to learn through social/emotional support

none

dont know

We need to define a bit more on who we will be demonstrating kindness to: people of color, people with disabilities, varying religions, people of different genders, etc.

Fully fund education like the students are the priority so that educators can focus on these goals

While this may be a "mission statement," I am not understanding how this is a strategic "plan." There are no action steps. There are no ideas for how (for example) the district will ensure equity in programs, opportunities, and facilities. We are falling SO short in this area as it stands with our current "mission statement," Each student Learning Every Day. How will these new "plans" be any different?

Removing barriers for success is subjective. The District talks a lot about Equity but they don't always REALLY provide equity for our students and staff. Cramming 32 kids into a fifth or sixth grade classroom with NO ASSISTANCE is not good for ANY student, especially students who are beginner ELL's (2), Intermediate ELL's (6) SPED (3) and kids going through trauma.(1/3 of the class has significant trauma at home at this time). These things need to be accounted for in some way!

The goals tie back into all of your foundation except for leadership. You might want to add a third foundation that better encompasses your goals.

"Culture of Kindness: We create a culture of kindness in every environment, digital or in person, with caring and culturally responsive students, teachers and administrative personnel.

See second box

add in a health and physical well being component

Stick to basics and let families teach the rest, Don't be wasting time teaching kids they are victims and other such racist nonsense.

Each teacher should confirm and acknowledge a particular student's 504 plan and make concerted effort to meet the goals and accommodations, not just wait for the student to speak up or fall behind. Teachers need to take proactive steps similar to the proactive steps that teachers take for IEP students and high academic students.

The word "success" is used often. What does it mean? Using this word without defining renders the goals meaningless. if you mean high test scores or good grades, these simply don't correlate to success in jobs and careers and relationships in the real world.

Give specifics on how change will be made. For example, how you plan on encouraging kindness, how you hope it affects the students and the community, and plans formally overseen by a clinical psychologist with a PHD. If "wholesomeness " is going to be a priority, it needs to be done right. Otherwise, the school should be strictly academic.

surveys and consulting fees would be better spent on direct educational funding

I think the option looks great on paper, what I would add is more details on how the district will actually get to these goals. Right now many programs have equity issues, some more obvious than others, and district staff for the most part only use one way communication, they really don't care what families think.

Changing the goals into one complete sentence, with the goal word(s) in bold in order to make the goals more cohesive. Who is "we"? Teachers? Community members? Everyone??

Make "Teaching and Learning" the first bullet point in "Our Foundation". Afterall, our goal should be to provide the best education possible to our students.

see Question 2

Add safety of students and teachers as a primary objective

Under high expectations I would add appreciation of arts and growth in social emotional learning. Both of these positively impact academic success.

I think we spend a lot of money and time on issues that are unimportant to our children. I think we're too top heavy with administration and that money could be spent on what the children need in each school. I feel the district forgets why they are here- for the children. If we give them knowledge they will be strong.

Add graphics that make the bullet points clear for all stakeholders

None

I believe Kindness should come before Equity. Kindness removes barriers

Students should be grouped by learning styles, activity/energy level and attention span, etc and tailor the learning to the students strengths. Then allow the students to learn at the right pace for them, faster or slower learning should be options.

none

These seem like very basic goals for any school, therefore I am curious about how we intend to put these goals into action.

Nothing

We are currently overly focused on equity/diversity, etc. I don't mean that this work doesn't hold importance, but we don't have the resources at this time to support this work. Please direct your focus back to high quality teaching and learning.

ACCOUNTABILITY!!! None of this is working!

We need to focus on students AND teachers.

The third bullet should be THE bullet, the first two bullets should be under it as to how it is accomplished. Our goals should read #5 as the first goal, #1 as the second goal and 2-4 should be sub goals as a culture for reaching those two goals. Culture is not what we are teaching, it is our environment that we teach in.

Life is not equitable, I wish it was. I'm not sure I see the benefit of creating equity in ALL programs.

Changes the word "Safe" - Many of our targeted or marginalized students don't feel safe.

I would speak a bit more specifically about about being more diverse and helping the numbers of minority students achieve success the same way the school makes sure that white students do.

Holding teachers and students accountable for learning every day. There seems to be less accountability.

global readiness seems misleading--name it something more applicable

I think high expectations should be more than just academic growth? But not sure how to state that--acknowledgement that we're teaching the whole child.

The school district needs to stop trying to please everyone and just make changes. It is important to seek information from the parents but ultimately the school board needs to do what needs to be done. Case in point changing starting times for high schoolers. Many districts have done this and it was a transition. This should have happened here and didn't. Huge mistake. Take a look at the absence and late ratios at some of the high schools. Best thing the district did was not listen to the parents in putting a resource office back in the high schools.

Move teaching and learning to the top bullet.

Teaching and Learning should be the number one priority. Where equity and access are concerned we should make everything EQUALLY available to every student, without making concessions to individuals.

Creating PBIS in the secondary - doesn't have to be the full blown program - but top piece would be wonderful to see implemented. Hold staff accountable for using it and carrying out the kindness/caring piece in #4 above. Check & Connect - too many students are not getting that piece of the pie!!!

Leadership is stated as foundation, but it's reflection in goals is not as clear as other two foundations

I would change the order of goals to match the order of foundation.

I would put Teaching and Learning First, then Leadership, then Family Engagement. This puts the things we are responsible on top. Many of our students don't have families who engage and we still need to teach them so that they achieve at high levels.

None

Prioritize students and give these teachers equitable classrooms.

Inclusion, either add that to the goals or make the equity and access include children with IEP's, 504 plans. Also find a way to make sure that class sizes are not overly high, and have equity between the middle schools and high schools

The change I might make is about my high expectations towards my future and my education.

As a goal it's fine I suppose, there just doesn't seem to be an actual plan for how to achieve them.

These are strong statements. I agree and support them. I do not think changes need to be made.

Teaching and Learning should be the #1 Foundation bullet... That is the PURPOSE of public school  
Global readiness should be #2 in Goals.

I might add, under High Expectations: Teachers and school staff communities are supported by District staff and departments to reach their highest potential through access to current curricula and on-going professional development opportunities.

specific sentences in first 3 bullets

I would NOT put academic achievement as number 1. Here is a possible renumbering 1. Strong Community 2. Culture of Kindness 3. High Expectations 4. Equity and Access 5. Global Readiness

See above something about meeting needs of every student and directing them to the post HS plan that works for them

None

I'd push for community engagement and helping students find a way to be heard more. We're usually comfortable talking to teachers over administrators, but teachers can't really do a lot to influence big choices the way that higher-administrative positions can

I would tighten up security for one at all schools. And figure out a way to let the children know what a school shooting is and what they should do if it were to happen also if they see a peer that is acting angry or very very depressed or some one that is being picked on to alert a adult and just maybe that can help. There is no easy way to approach such a subject but it needs to be addressed and maybe the teachers could have a some kinda of notable information about certain behaviors that a troubled child could show.

I think we need to have a goal expressed to have more teachers, administrators, and rule-makers represent those they're deciding for. Staff and faculty, not just faculty, who are intersectional and represent different groups just like our students do.

More emphasis on learning

None

Regarding the Culture of Kindness (which I love) - it is distressingly prevalent to hear swearing and disrespectful language throughout elementary school classrooms and playgrounds to high schools. Regardless of what's going on in each individual student's home, WE CREATE OUR CULTURE. Our buildings are homes. We can be bold in our values -- does our district want to teach young children that swearing and using disrespectful language is appropriate? (Not commenting on it when hearing it used in classrooms, at recess, and in high school hallways is passive approval.) Do we want to continue to let it be our culture in our secondary schools? I'd like to see the district and our building and staff choose to make our collective spaces BETTER by eliminating "verbal garbage" that injures people, of which includes students who may feel that it's not "their place" to "clean up" the language used in school.

I would add the word "we strive to" or words along that line instead of stating some of the statements as truths.

Enforcing the culturally competence.

again, I wouldn't change anything

I'd take another look at some of the words used to make sure that even parents or students without a strong command of English can understand the district's goals. "Highest Potential," "Equity," "Cultural Competence," and "Social-Economic Success" can be difficult concepts for people without a lot of experience in education.

None

Instead of using "culturally competent", consider using "culturally intelligent" which seems to be a more updated phrasing of the intention.

See previous response.

I'd clarify the 'Leadership' foundation item...not clear what that means? I'd replace it with Equity or Building Community

More teachers, to lower class sizes

Take the word equity out....that usually means take from one to give to another. Also add institutional before the word "barriers", anything outside of school policy is just words, you can't actually do anything about it....using it like you do makes you look desperate to work in buzzwords. Have the courage to actually do something, for example, teach people how to do for themselves.

I would focus more on the academics not the political correctness. Teaching and learning should be first.

None

Add support for teachers, paras, and support staff (specialists)

Include "respectful" in "Strong Community" There is no mention of providing PD, training or resources to staff so they can be successful.

To have successful students you have to have supported staff and resources

Feedback already provided.

Add in emphasis on teaching and staff.

Nothing

Include SEL teaching rather than just kindness.

New superintendent.

Try focusing on what happens at school before going outside of school. many kids in school have the tools and ability but some do not and don't have the same goals as the adult doing this, once they do then you can set plans

This option sounds like a page straight from a buzz-word guidebook! Although not that different from Option 2, it's worded in such a way that it just sounds pretentious.

Not reducing teachers and staff but utilizing them without wasted time. If you need to get rid of teachers, I'm sure there are a handful at each school with discipline problems or many many complaints. They should be replaced with teachers that have a passion to be there, but if not, at least you can start with weeding out the negative teachers that bring down the team.

more detail on how this is going to happen. it can't be organized by teachers they have enough ... parents need to volunteer and be involved in students life. school is not daycare.

I don't like that teaching & learning is listed last

Change all goal statements to be about student achievement and well being, not about what adults are doing. Have statements about what adults are doing be used as action steps to help meet the goals for students.

Less students in class

I want to clarify what equity means in some way. I don't like the word competent as it denotes just barely good enough.

The district isn't even providing any changes. These are goals that should be happening now. I see what is happening and these teachers need more, not less!!!!!!

I don't think a culture of kindness is necessary as a target

see item above - support for staff...teaching and learning

.

#### 4. What do you like about this option (OPTION 2)?

Response
Seems easier to wrap your head around, geared toward community, less education-ese
I like the pillars as they retain some of the historical work we have done
I like 'pillars.' I like this one more than Option 1!
This option feels more personalized but it may be lacking the equity piece as clearly outlined. It's harder to see support services connection to this model so I would like to see that in the measurables.
I definitely like it better than option 1, more robust, better language
Is more focused on learning and outcomes.
I do not like this option.
It isn't clear what the five pillars are. I feel like I need to read the sentence and then create a pillar. For instance, #1 - I read it and then I say, "Oh, I think that this one is talking about academics; however, it doesn't actually say academics."
More focused
Focus on all students, without exception Focus on potential
more about what district will do to help students achieve
I like the elements about staff
Create and sustain great schools
Love the term "nurture." Very humane statement
I like # 2 in this one.
Unique/different
It "feels" good.
Safe, welcoming and respectful learning environments. Create and sustain great schools
I don't like it

Calls out the words schools and achievement gaps Like the safe learning environment statement
I like the wording of #3.
strong foundation
Creating, nurturing, provide for staff
#3 calls out closing opportunity and achievement gaps
all encompassing
I like this option because the goals have a clear academic emphasis
I like that we are talking about every student, without exception. This needs to be about and for all children. I like the phrase "nurture the potential in each student"
Almost everything; 1-4. I think it should talk more about equity and diversity
It's fine
Nurturing the potential
Raising achievement for each student!
The word Pillars is strong, better than foundation which is more cliché
More specific in student achievement.
#1 & #2
I like the idea of closing the gaps in opportunity and achievement for every student. And the idea of a safe and welcoming environment.
The first goal is the best, about supporting each student to their highest level.
It includes all the important aspects of the district. It really appears similar to the first
Staff are provided for.
closing opportunity and achievement gaps
This feels a lot more specific and addresses safety concerns that are lacking in the other one. Students need to be safe, encouraged and supported no matter what is going on. "create and sustain great schools...without exception..." This should mean a new way of supplying resources

other than the Needs Assessment. Resources are poorly distributed and specific needs of individual schools, that might change from year to year are not addressed.

Sounds good too.

Seems more reality based.

It seems to have a wider focus

Better

I like the 5th option where it talks about how the district will provide for the staff to make sure that they are equipped to work with the students and community.

goal #2 seems like a reachable goal

nothing

This option is quite optimistic with a focus on in-school academic success.

Potential in each student

easy to read and understand, little to no education jargon

Create and sustain great schools!

1. - Great! 2. - Yes, like it! 3. - Closing gaps - sure, but how? 4. - YES!!! We definitely have issues with a lack of respect on our campuses! And I'm all for building community. 5.- Sounds awesome! But I do have some concerns (see below).

I like the "provide for our staff" goal. It's difficult to help every student reach their full potential if we aren't given the necessary resources.

Also sounds good. It is very difficult to compare them, however, unless they are side by side. I think I like the first option better.

I like the inclusivity of "every student - without exception"

I like Goal #5 - Provide for our staff. That is missing in Option #1. I like that words like encourage, support, and nurture are used rather than the phrase "High expectations" that is used in Option #1. This option still talks about students learning at their highest level and raising achievement which is a better definition of "high expectations".

Not much, too emotional, too vague

I like how the goals are stated, except #5. Maybe another word for "provide".

Directly addresses achievement gaps

I like the whole plan!

Nurture the potential in each student so they graduate well equipped for a world of infinite possibilities.

It addresses staff as a participating part of the equation

This is more individually minded which I like better. Again, this is what we should be doing already.

I like that the main hope is so obviously stated and direct, in an action oriented way, strong verbs

I like the focus on teaching, leading & learning.

I like the commitment to quality learning for students and staff.

I like the mention of closing achievement gaps.

I like the focus on infinite possibilities for students. This suggests not all students follow the same path, which they don't. So it's very realistic and provides for more opportunity to explore those various pathways and how we can support them.

More simplistic.

Seems very inclusive

Provide for staff - so they in turn can provide for their students.

Sounds nice and fair, but what exactly does it mean? How would it affect students as a whole? Will we focus so much on equity that students who strive hard to achieve are overlooked?

Including educators and staff in the goal

That we are talking about sustaining our schools, not just making a temporary change. How we will nurture the students, take care of their emotional needs. Support of our educators.

Achievement gap

The word Pillars is good. #5 is a good addition.

Support students to learn at their highest level...I also think it should have the 'academic growth made every year' statement as in Option 1. I like that this talks about what STAFF need to support student learning.

I like the word "Pillars" and "Nurture the potential"

like first one better

Concise. Clear goals.

All of it - this is what we need to create the next great generation - ones that don't put themselves first but work together for the good of everyone.

The offer to provide for staff all they need to help students

I like that this option considers providing for staff.

I love it all... But especially the support to staff... As it seems like they don't always have access to the resources they need due to budget cuts or whatever. Also love the idea of helping children reach thier potential and being ready for the world when the graduate

I like that there is no use of the word mastery for student achievement.

See my comments on the last page.

This option gives clarity, specificity, and support to the learning community! Equity and accessibility is broadly defined so ALL students are our focus. I love "graduate for a world of infinite possibilities." This wording expands student success to include the performing arts, visual arts, etc. as realistic options we can support as a district to keep student options open.

Easier to recall. Easy catch phrases.

I like the emphasis on individual student growth.

Closing opportunity and achievement gaps is a great goal because I believe it's easily measurable and so important for our students, our community, and really our world. It is AMAZING to see providing for our staff as a goal and a priority (you can't pour from an empty glass, right?)

This one has a more distinct focus about providing what teachers need in order to be able to create those learning environments. I also think this version sounds more applicable to every student, rather than goals written in more broad or generalized terms.

Simple layout and format.

The goals are clear and precise.

Nurture the potential in each students encouraged and supported to learn respectful This option leans more toward the essential nature of learning.

I like the component of nurturing the potential in each student. I think it is also important for the district to provide for the staff to make sure that we all have what we need to ensure students' reach their full potential.

I like closing the opportunity gaps! Tough challenge but a very important one.

sounds more individualized both for students and schools, and i like that staff are also mentioned

I like the word "equity" rather than #3 because it shows how to close opportunity and achievement gaps

I like the wording on these better, but again want some sort of action steps to make sure they don't just make pretty posters.

This option is more realistic and provides for growth opportunities for all students, no matter where they are currently.

I like the way the goals are stated in this option. For example I like how #1 clearly states "without exception." The wording sounds clear and doable.

Appreciate all of the positive goals and high expectations for all students and staff.

It's more detailed and goal oriented goals.

I like the "provide for our staff" piece, and the "teaching and learning" pillar. It ties in to the idea of continuous learning, even for staff.

The encouragement and nurturing for EVERY student, preparing them for infinite possibilities. Learning environment goals are needed too.

providing for our staff

Better than option 1. 1- seems like a basic school function 3-I don't know what this even means. Raise achievement how. The way you "close gaps" can be quite socialist in nature. 4-Again. Get rid of the gun free designation if you are concerned about a "safe environment"

This option is better suited for teaching and supporting students. Community is of course important but the main goal of public education is the students.

Goals 1 and 4 Less loose talk of "success"

I like naturing every student, that is very important.

It sounds more supportive of the staff and students.

I like goal 1. However, it is still more of a mission statement than a plan.

Closing achievement gaps.

More reader-friendly. Pillars instead of foundation sounds like we're building our students up.

I like that this option provides support for EVERY student to work towards their potential. I think we need to do our best at providing opportunity and support for all students, those who struggle and those who excel. Providing for our staff and creating safe, welcoming and respectful learning environments, are equally important.

Safety Providing for staff in order to create an environment for student achievement

I really like the providing for the staff. All staff including classified such as para educators and food service need to make a livable wage.

I like this whole option. It is more about the children and focuses on getting them ready for graduation and beyond.

I like that each point focuses on an important aspect of our education system (schools, students, staff, etc). I also like that supports for teachers are explicitly called out and student individual needs are at the forefront. I also think the language is easy to read and understand.

Simpler language

Provide for our staff by ensuring our educators and support staff have all they need to help every student reach their full potential.

Focused on the fact that students deserve to be treated as unique learners and teachers need more support.

#4 and #5

It's nice to see some acknowledgement of staff needs. For years teachers have been "making it work" with less support and fewer resources. The focus has moved too far away from supporting teachers and the work they do in classrooms.

All school communities are only as strong as their weakest links. Lots of weak links in the ESD.

This option allows students to learn at different rates and that that is ok. It has the pillars all needed to foster the goals. One cannot stand alone.

Respectful learning environments

Nurture potential, provide for staff

This version is more action oriented and concrete with something that is more measurable.

I like this everything about this plan, not sure I in the Close opportunities and achievement gaps part, though.

I like the focus on students.

This seems way more direct at closing the opportunity gaps for success between white and nonwhite students. As a mother who is part of the minority community I have always felt that nonwhite students are not represented in the success opportunities as I see the white students and their families.

I like that this option talks about, "without exception". I also like that #5 talks about getting behind the teachers so that they are able to help the students. Sometimes it feels like Administrators vs Teachers vs Students.

more realistic

I like the create and sustain great schools, and the focus on opportunity gaps.

Option 2 overall is my choice. It is much more focused on the student and making them successful in life. This is needed now that there needs to be 24 credits to graduate. There will be too many kids that will give up and drop out due to this new graduation rule.

Provide for our staff

It seems to focus more on learning and the learning environment.

Again, warm and inclusive.

Focus on supporting students in need. Good for students of trauma.

support for staff

leadership

Providing support for educators

it seems more focused, that is, teacher, student and families are working together because they want their child to succeed and learn. To me, this option holds a standard to see kids succeed in the classroom and not trying to cover so many areas such as option 1.

Nurture the potential in each student, I think we need to look at students on an individual level and not a one size fits all. Create safe and welcoming and respectful learning environments, this is a must and is not done at each school currently

The options are strictly forward based on the goals/plans

This option is so much better because it includes what I thought was missing in the first...the Districts commitment to support. Sometimes so much is asked of us as teachers without giving us the support that we need!

WITHOUT exception!!! So true! Also, I love the support of students AND staff.

Much more concise. Supports students and staff... Doesn't sound like a politician's stumping platform...

The only part I appreciate in this version is that it acknowledges that staff needs support, too.

1 - 4 goals are positive and not punitive.

The statement says good things. It just sounds kind of half-hearted.

more descriptive

Family and community engagement

I greatly appreciate Number 5! As a veteran educator I have seen the decrease in support for our teachers and students. It is challenging to meet the needs of our diverse communities when so much rests upon the classroom teacher.

I like the connection that staff with resources will be able to support the students.

The push for both student growth and teacher growth (especially since one without the other is hard).

I already stated what extra I would like to see in schools every where security and some kinda of aproch to these school shootings and what they should know to do if it where to ever happen.

I like that it mentions opportunity gaps as that is important and common in schools.

Recognition that staff need to be recognized.

Helping each student reach their potential.

all

Same pillars.
Providing for staff is specific to what you plan to do to support your staff
I don't really like this option.
It has a lot of personable statements in it--feels safe and supportive.
Providing for the staff and support personnel so they can help each student reach their potential.
explicit call out of staff/educators and giving them tools to do their work
All of the above
"World of infinite possibilities". That phrase is so inspiring. The concept of providing for staff (missing from option 1) in order to support students.
Goals are more tangible, closer to being able to be measured and evaluated with data than option 1. Comprehensively addresses all the stakeholders while putting students first.
family friendly wording high standards - "no exceptions"
I like the emphasis on every student 'without exception' and the language like 'nurture'
It appears to be incompatible with increasing class sizes
It is very positive and up lifting. I get the sense everyone is onboard to make everyone better. I really like it.
Why are we reading these "options"? This should all be a "given"! But it won't be if you keep firing people. We need these people at our elementary schools! It is the foundation of their schooling.
much better
Family engagement.
I like that a safe and welcoming environment is included. Many students do not feel safe at school, so this is paramount.
Includes a respectful learning environment and supporting teachers and staff.
The staff support
Number 5 addresses comments provided about option 1. This should be added to option 1.

I like #5.

Discusses achievement gaps, equity.

The wording doesn't seem as positive.

Commitment to staff support Meeting students unique needs

Priorities seem to put all students first

I appreciate that the needs of individual students seems to be addressed - those on both end of the bell curve.

It sounds good on paper.

This option appears more student-centered. Also, it encompasses everything. If an environment is respectful, then you don't have to waste time 'creating atmospheres of kindness'. Also, a goal of creating (I'm sad that they don't already exist across the district) and sustaining great schools makes great sense!

seems pretty typical

Its attempt to focus on student learning.

Option 2 sounds great

All of it

This option sounds much more enthusiastic.

This sounds better than the other model (I guess) but again this should be already on the model. If you want your teachers to provide these things. Provide what they need!

Everything but "Close opportunity and achievement gaps, while raising the achievement for each and every student." This cannot happen without it happening in the home and within the community.

The first four statements are very strong

The goals, especially #5.

Closing the achievement gaps and providing for staff.

## 5. What is missing from this option (Option 2)?

Response
Not sure
I think we need to be careful when we say we're going to provide all our educators and support staff with all they need. Eek!
Feels less student focused, and more about system. While students are in there, it's all written about things that impact students down the line.
equity spelled out?
I'd like to see race and equity called out specifically. Otherwise it won't happen.
The goals are too broad. I liked the specificity of goals in option 1 better. I don't think this communicates actual goals.
Clarity
unsure
Specifics. The statements seem too broad and may hard to understand. Infinite possibilities...what does this look like and what is infinite?
no measurements for success
Leadership is a pillar but I'm not sure that comes through in the goals.
More details in #4
It has a good feel, but isn't concrete
I don't see anything about families or community.
It's wimpy- not professional enough for me.
Equity specifically called out.
Simple wording.
Option 1
facilities, budget

Equity
Too general. Sounds like a commercial.
Not well articulated or specific enough
I think calling out family engagement would make goal 4 stronger
More clarity on the why - why do we want students to learn at their highest levels? Why do we want to close the achievement gaps? Why are we creating a safe and welcoming environment? Describe what the world of infinite possibilities are - it does not have to be long, but we have to create a picture for everyone of what we want for our students and why.
Equity
Direction
Where is the community involvement?
Nothing
Student centered.
I don't know if it's aspirational enough.
Again, steps that you will take to get there. To make sure that communities are welcoming, too, and that steps are taken when there is a shock to a school, such as graffiti or inappropriateness from a school official.
Foster independence. These goals sound a bit too touchy-feely, and like it would create too much dependence on the school system for support. Students need to be ready to go out into the world boldly and self-sufficiently.
I could not identify what is missing due to my limited exposure and experience with planning. If there was a presentation and discussion I feel like I would get a better picture.
growth outside of academic growth.
culture of kindness
Specificity
The pillars address family and community engagement, but I don't see anywhere in the goals that address this.

?

Again, how can you provide educators and support staff all they need with the budget cuts that are coming.

?? - I like it

responsibility to participate

I am confused by what you mean by "Our Pillars".

Something about teaching and learning, more specifics.

There is a lack of attention given to supporting students as future community members. The focus here is success in the classroom, which is important, however there are so many other needs that must be met for a student to be able to sit down and learn that by not addressing them we are doing our students and community a disservice. Option 2 also seems cliché and unrealistic. "Great schools" is meaningless, "great could be dropped altogether; "every student—without exception—is encouraged and supported to learn at their highest level." we have students who's only goal is to be non-disruptive and kind enough to others while at school that they are able to remain in the classroom, academics isn't even a concern for the student at this point; "Nurture the potential in each student so they graduate well equipped for a world of infinite possibilities" is a dumb sentence - it implies that every student has the potential to be equipped for a world of infinite possibilities, this is laughably unrealistic. An alternative is "Foster each student's potential while equipping them with the tools to thrive in a diverse and challenging world." "Close opportunity and achievement gaps, while raising the achievement for each and every student." Would be more inspiring and accurate if it read "Working with families and community leaders to help close opportunity and achievement gaps, while raising the academic success for each and every student." or "Striving towards equitable academic success for all students by working with families and community leaders to help close opportunity and achievement gaps." Bullet 4 has redundancies to it, it could read "Create safe and respectful learning environments that build community," Safe and respectful schools are, by their nature, welcoming. I appreciate that bullet point five focuses on providing for teachers, but we should also strive to hire more quality educators.

Measuring points quantifiable?

It's vague and seems overly "touchy-feely"

How are you going to do this and raise class sizes?

For #3. - What does "raising the achievement" really mean?

I can't think of anything.

Same as before.

The fact that you're going to cut staff and make all of this terribly challenging. It rings cynical and hollow. It's easy to say how great we can do, but the district needs to SHOW US THAT YOU REALLY CARE by INVESTING in staff and training, not cutting.

The word kindness.

Concrete goal and how to meet them

Academic focus seems nebulous here, not clearly defined. Goals seem vague. Not everyone is going to graduate, ensuring educators and support staff all they need is very open to interpretation.

This seems more focused on the schools and buildings than the students.

Less focus on equity. I also liked the goal about culture of kindness.

Viability and reliability

High Standards

a more serious tone

The how. We know our kids need options that do not fit the usual academic trajectory but yet we do not offer these alternatives.

What makes a school "great"? I worry this doesn't consider schools where there is existing inequity, or where scores will be lower but the students are still making progress and there is a lot of growth. It may not look "great" to a school that has higher scores, but didn't actually show much growth.

It is great

It is one thing to say we are closing opportunity gaps, another to boldly call out why we have those gaps and create a culture of awareness and action against systemic racism and institutionalized bias, often found in curriculum, class tracking, and extra curricular activities.

No mention of the word equity, diversity #5 is too vague with "all they need"

Nothing, I like this one.

I think the goals in the first option align with my professional goals better. This does not address equity in programming, which is important to reduce the siloed practices across the district.

Accessible language

#1 and #2 are very close in theme

Nothing

Emphasis on learning to serve community

I like the buzz words from option 1 at the beginning of each goal. The emphasis on a global world from option 1 is missing from this. "world of infinite possibilities" sounds cute but it doesn't communicate the global realities of our society.

Equity is missing.

Environmental responsibility as global citizens.

wording from first one

Some explanation may need to clarify how the goals will be reached. ex. Raising achievement gaps: How? For every student. Will they be assessed and then be addressed on an individual basis?

The one about caring staff We create a culture of kindness in every school community, with caring and culturally competent teachers, school leaders, and staff.

an actual plan or focus

The components are optimistic, but do not include sufficient detail as to how they will be achieved.

Can't think of anything right now

See previous comments

Narrow-focused wording related to equity, accessibility, and culturally-responsive teaching. These terms have been misunderstood and "pushed" from a point of view that puts barriers between people who love kids, love to teach, and want the best for all of our students. No agenda being passed on via district/building interpretation using this terminology.

A little too generic and cliché - sounds less like a strategic plan but rather a school motto or words for a school song.

Would like equity to be specifically mentioned.

I believe social emotional learning needs to be called out as a specific goal. It underpins success in all other areas.

Again, include descriptions for Strategic Plan.

Add description to the Our Pillars prompts.

a goal of culturally responsive teaching

could be more explicit in honoring alternative pathways to success, and the many definitions of success for different students

doesn't mention the global preparedness part, but I am OK with that

Again, where is the attract, and retain diverse educators?

Kindness. We teach this as a foundational skill.

How will this be implemented? Staff support for training and when does this occur? Funding?

Once again your foundation includes "leadership" but none of your goals reflect this foundation.

Where is the equity and mindfulness in this?? There is no mention of cultural sensitivity, diversified instruction/communication and that is a big mistake.

As for closing the achievement gap, it would be good to see alternative education mentioned for those students who don't fit or succeed with the current high school model. Scribe is such a program where strengths are sought and worked with. I would love to see more skills training for these students.

a focus on individual student achievement

How about to provide quality teaching of the basics and to support our teachers and schools with the money constitutionally owed them.

Same as my comment in option one. A confirmation and acknowledgement by teachers that they will review a student's 504 plan in every class and make concerted effort for that student.

Anything of real substance. Simple, empty wishes.

For creating and sustaining a great school you have to have exceptions. Not everyone is equally talented and that will hurt people who aren't straight A's

global readiness

Specifics on how to implement the plans. So, same as the previous plan. Also, if my child is doing academically better on a specific subject than another child, I want to make sure she is not stuck at a lower level until the other child catches up.

Equity, closing achievement gaps will not solve the equity issues in the district. Even if achievement gaps are closed it won't change the fact that especially at the elementary levels schools have a large difference in the programs that are available by school. Nor will it solve the issue that some students can't participate in some programs because equity issues. One great example is Maplewood, students with parents who don't have schedules that allow them to have set volunteer hours can't access that school, and the fact that parents pay others in some cases to complete their volunteer hours is a huge equity issue that needs to be addressed.

A community aspect/how the community and the school district will work together to attain these goals.

Not sure

Concrete statements about how to accomplish the idealism that everyone can learn every day

While getting them ready to graduate we need to focus on other options besides college. Not all children are suited for college. They need to be introduced to all their options after graduation. Plus not made to feel like a failure if they are not IB OR HONOR students, that's it ok to just do well and do what you love.

There's no explicit mention of cultural responsiveness of equity

Kindness and global considerations

Nothing?

The focus on achievement seems to be at the expense of the focus on students as individuals. Where do those students on IEPs, 504 plans, or with mental health issues fit into this model?

I don't see the overly used word "equity." This is a good thing.

The pillars are not holding the weight of the goals. The system is NOT working for students who need it to work for them!

Professional development

It it's more process-oriented and less results-oriented.

Skill based learning that all students leave each grade with basic tools to equip them to be productive, employable members of our community. "nurturing potential" is meaningless verbiage that is not measurable or helpful - give kids skills, basic foundations to any job, higher education and life skills.

Preparing students need for academic and social-emotional success, graduating with options and prepared to be positive, productive members of society

How are we going to do this? #5 - Sounds great but as you know great teachers and para 3s are being surplused or let go. This is not working out for our school as the teachers that are making the difference for our POC, LGBTQ, etc are younger teachers (newer hires) and we NEED them to stay for our students! Other staff do not have respectful learning environments and do not go to trainings or pay attention when trainings are provided on building days. - Frustrating!

Nothing

#3 reminds me of bringing everyone to the middle. I hope it's not meant to be written like that, but that's how it reads to me.

Less focus on community building. It's mentioned but not specifically called out.

Nothing
I don't know
Nothing - this option seems well rounded.
Seems pretty vague - Missing the personal feeling to the student
Advancement opportunities for students at the top of their class.
character ed
community related goals, how are our students going to change the world?
Heart
None
Not sure if it is missing but have resources outside of the classroom to help parents help their kids so that it doesn't completely rely on the teacher to accommodate several cultures, languages or behavioral issues. For example, create a calendar of events that offers classes for ESL for parents, library events to get tutors for students and community health services.
I feel that there are not any solid goals, they all seem very broad and open to interpretations by each person
How to maintain our goals or progress
This doesn't seem different, this seems like the same thing re-worded. And is, again, what we should have been doing already.
Nothing!
Under Provide for Staff... Help students AND teachers reach their full potential. Competent, supported teachers(and paras), are better able to affect positive results in their students.
All specifics - it's too vague.
Pillars should include all district staff - right? So support staff, etc.? This was missing in Option 1 also.
I do not feel this statement is as strong as the first statement. I feel that it doesn't seem as strong in stating how the students will be prepared for the future, and how we partner with families and community members to achieve this.
Customizing learning

I don't like the emphasis of the word schools. It is more about the learning and environment and expectations.

Closing achievement gaps is a good first step, but also maintain a focus on furthering overall achievement

Same as last comments

Number 5 is the only one that makes sense and that has a description of what the general goal is. The others aren't great goals in that they aren't specific or measurable. This set does not mention equity in any way, despite that having been one of the original main goals listed at the beginning.

Again - these goals are so vague that they could mean anything.

How will you reach these goals? The emphasis seems to be put on academics for college bound students only these days with fewer options for students with other strengths like hands on learning for trades etc.

nothing

Except for #5, this one seems more vague.

The first options seems so much more clear and I like the flow of it better. I also like Foundation versus Pillars.

Concrete phrases--it feels like there are some large philosophical statements that are best for vision statements and not so much for a blueprint.

Something about ensuring communication and efficient sharing of critical information between the district and families regarding systemic changes at schools or at district level. There have been some mis-steps at the district level in the last couple years.

safety.

Strong goal statements

Goal 4 ought to explicitly mention parents

Specific language around the need for cultural competency which is so critical right now as our teachers/leaders and other staff as a group don't match our community in terms of demographics.

Lower class sizes

Nothing

Student and family accountability

The individual student goals.

Everything that was in option 1.

more on diversity, respect, equity

#2: well-equipped academically and socially to be productive members of society in a world of infinite possibilities. #3 Close opportunity and achievement gaps by ensuring equity of access to programs, opportunities and facilities, while raising the achievement for each and every student.

This seems more constraining than option 1. Less visionary and less holistic. Again, number 5 is the only item I like and believe this should be added to option 1.

It doesn't mention the involvement of families and community.

High quality teaching, culture of the schools.

Hire and keep staff that is qualified and well trained.

The lack of a good superintend and a budget that doesn't have this in mind.

the how this is going to happen ... it's there is people want it ... it's getting them to want to be involved ...

Measurable goals that define what students will be achieving.

Smaller class sizes

The expectation that the student and their choice is at least half the equation.

The money!! It is not and has not been used wisely! The communication from the district is nonexistent or incomplete.

Teacher accountability, again not surprising.

Provide isn't a strong word, it's too passive.

Community Engagement

## 6. What changes might you make to Option 2?

Response
I'd like to see equity included in the pillars.
I think it is more "education" speak, so maybe less clear to the community?
Maybe say 'guide our staff' to make sure they have access to ....
I don't love goal #5 - this should be about the kids.
May each of the 5 pillars very clear to the audience.
The word "community" is expanding our mission and is overpowering in the first line.
Not sure about the word, Pillars. I wonder if this will be understood by the community. What does a pillar do? Have all that they need - I wonder if this is vague or readers may wonder what do staff really need
add measurements
"Our Goals" are not goals. Those are commitments. They should not be called goals.
change the word pillars to something stronger like foundation.
Incorporate a strong element of what the Leadership pillar stands for.
#4 ...that build a culturally responsive community
Not sequential numbers
I'm not sure I like the last bullet with staff having what they need. That seems like a strategy and not a goal.
long tag lines 1 and 2 seem very similar
Close opportunity and achievement gaps... I am wondering about the wording... nurture the potential in each student... almost feels like a cop out when they aren't successful or setting up a mindset that there is a ceiling for each student.
Don't like pillars. Prefer "Foundation" from the first choice. Too wordy.
Change the word pillars - don't think this will connect with as many families as we'd like

Can it just be (1.) learn at highest levels? Including the word "their" indicates some kids have higher levels than others which can perpetuate the idea marginalized groups can't go as far.

without exception -- opens ESD staff to a fault if a students family interprets exception in their viewpoint. Close- should be narrow or all students making growth

include language around belonging and significance

staff "Have all the need" how can that be achieved with budget constraints?

#2 sounds like a commercial #5 enables teachers/staff - not realistic to say we will have everything we need.

add family engagement

I don't think this is the place to talk about staff. The vision for the district needs to be focused on children. If we want to create a job description for the responsibilities of staff in order to implement the vision, that would be great, but I don't think this is the place for that. I don't think we should have "provide for our staff" here. We need to be providing for our students. If we are talking about providing professional development for our staff and providing opportunities for them to learn and continue to support their skills in becoming excellent teachers. This is about our commitments to children, not about commitments to staff.

Take off the part about staff

I don't care for this one - I get lost in the words

The words great schools

None that I can think of.

More specific focus on relationship, trust, value building focus.

Make trainings for all levels of staff mandatory and make some sort of review process for everyone. Reinstate handwriting lessons in the early grades, as there are students who are still struggling with the lack of that in higher grades. Kids who don't get that figured out in elementary school have a really hard time catching up.

Community service projects as part of curriculum? Planned and executed by students. It will teach them leadership and independence.

None

add personal growth

Option #1 is better

Addressing the need for families to take their part of the responsibility for student achievement. We can't do it alone.

Don't know.

I hope there is clearer definition of what you consider potential and achievement growth.

?? - I like it

This one does not really talk about how we will go about accomplishing our goals.

These all sound too floofy...like not attainable because they aren't specific. There are a lot of buzz words but they don't say anything.

Please add oxford commas, their lack thereof is bothersome.

For #5. This one is going to be difficult. I do not believe we can educate every student to their full potential. We are a district with limited resources, and it is unreasonable to expect that ALL students will reach their full potential. To that end, however, I do believe in supporting teachers who are given students with needs that are outside the bounds of the typical classroom, whether that is for students who are bored and need more educational opportunities, or students who are disruptive and need to be removed so that the rest of the class is not negatively impacted.

Nothing.

Side by side options so that individuals may compare them.

Increase staff and provide training to staff in order to actually achieve these goals.

Anything to indicate how these goals are to be achieved

Add something about hiring and maintaining qualified, respectful, high quality staff.

Goal #1 already states "every student" so it is redundant to say "without exception"

I would prefer that equity is specifically named in our goals

Some of the words are too esoteric.

get rid of the "Close opportunity and achievement gaps" this is impossible and should not be our focus.

make it less like a slogan at a pep rally

A plan on how to implement and how to fund.

language about students with disabilities
Wouldn't change
I would be more specific about what equity looks like to us, and what we are focused on making more equitable.
I like the short headings for the goals in Option 1 better. More specifics about what staff needs. more focus on racial equity and diversity in hiring, more staff of color reflective of the population of students and families we serve
What does highest level/full potential really mean? They are good keywords. How will that be measured though? And can it be measured, if it's different for every student? I like the ideas around these plans. What are the specific, measurable goals?
I would not use this. It is not comprehensive enough.
There is a lot of teacher language that may not be accessible for everyone.
I like this one very much
None
Remove goal for staff support
get rid of "world of infinite possibilities" and make it "well equipped for our today's realities and tomorrow's possibilities" or something to that effect.
see above
Define: #5 "All they need" That is a fairly wide-open statement that for the most part doesn't occur when asking for any support.
adding the culture of kindness with caring, competent teachers
This one is too pie in the sky - vague ideas that rely on the students to really make it happen (terms such as ALL, and EACH and EVERY, and INFINITE possibilities)
None
Change the first goal to focus on growth for students, not just at high achievement levels. Make this goal attainable for all students.
See previous comments

Nothing---leave it as is.

I prefer the greater detail in the first plan. It sounds more professional and thoughtful.

This seems more employee centric and less student centric.

Nurture the potential is super vague and sounds nice, but I'm not sure how it would be measured.

Add a more comprehensive description to the Our Goals sections.

Make Community Engagement its own category.

see "missing" piece

a nod to the idea that not every student needs to follow the same path to their idea of success.

#1 and #5 are too vague.

Explain funding, support, training, time...

Nurture is so generic-- that begs to be asked-- how does one nurture?!

I would add another goal, it's important: 6. Teach to the whole child, by making meaningful connections with families through culturally responsive practices and community engagement.

see above

find a way to marry these two options

Implement some kind of mandatory check system where administration checks in with teachers to ensure the teachers are reading and following a student's 504 plan. The option expresses great goals but doesn't have any objective measures by which the district and administration can ensure the teachers are actually following the goals. All teachers indicate they are committed to education and each student's success. But actually implementing that is a completely different animal. There needs to be performance objectives and evaluations of teaching staff.

#2 is meaningless #5 is a different type of goal- doesn't belong here, can be something the district commits to but why here?

Equality over quantity

Add specifics on how you plan to execute the plan.

Many of these goals are not measurable.

Address equity in the plan, and while one of the pillars has family engagement this plan doesn't have engagement anywhere in it.

Putting "Teaching and Learning" at the top of "Our Pillars". This should be priority number one. A solid, quality education. We are losing many families to private schools because that is what our community wants for our kids.

Clarify the first two ideals into more concrete statements

Choose option 1

#4 should come before #3 #5 should be higher on the list. You can't have great schools without great teachers and staff

None come to mind.

Goals should focus more on the whole child rather than testing scores and grades.

Listen to effective educators instead of those who apply for jobs that take them away from the classroom. Talk to the NBCTs in my building! Learn from experienced educators!

It sounds expensive and like my child will get very little attention or challenge if doing well.

Goal #2 is written using very lame fluffy feel good immeasurable jargon. Be more specific. This is what this version provides differently from the first and you lose it on this one. #1 and #4 should be combined. And, in the pillar section, the first pillar should be Teaching and Learning. If there was more focus on that students would be better prepared to function in the world. You are turning teachers into social workers and that is not what they are trained to do, nor is it why they became teachers.

Create and sustain great schools where every student—without exception—is encouraged and supported to learn at their highest level. - Make it measurable and include CTE - not only IB or AP

Being a bit more specific on how you can close the opportunity gaps and success of nonwhite students.

Sometimes it feels like Administrators vs Teachers vs Students. It would be nice to create a learning environment that all 3 could work together and not against each other.

Either plan has to have the student at the center to make it successful

I don't like pillars, without exceptions, and that build community

Again make teaching and learning the top priority.

change to the 1st option

None

Make the goals somewhat more specific to ensure that they can't be left open to interpretations by each person.

I might change the closing and the achievement gaps that student may have so that we can move a step forward a head

This is great!

See above...

I'd go with Version #1.

#5 is a bit harsh on staff, maybe. How will the district ensure what is needed to have staff help every student. What are those "things?"

Wording of #3 "Close opportunity and achievement gaps" It is impossible for the school district to completely "close the achievement gap" because that is referring to outcome. Of course we can influence outcome, but we do not create the outcome. That is solely the students' responsibility. We can provide equal opportunity and equity in services amongst our schools (INPUT) and therefore "close opportunity gaps" however, "closing achievement gaps" makes the claim that we are providing equal outcome which can only be achieved by students. Therefore, including the wording "close the achievement gap" is not appropriate for the district to claim. Either remove the word achievement or completely change the entire statement.

See above

I struggle with statements about "closing the achievement gaps for students". Many of our special education students make progress but will never meet standard due to their individual challenges IF their progress is measured by the SBA. I want all students to make growth but the "gaps" that are often described are difficult to be bridged when a child has a profound disability and is compared to his/her peers.

I don't like the focus on gaps.

Maintain community focus too

Same as last comments

Statements should all explain what we'll do, even generally as in number 5. Provide our staff by...(?) Nurture potential by...(?) Include equity. It is more important than a lot of other things. A school that is "great", "safe" and "welcoming" cannot be so if it does not understand what makes various groups of people feel safer and more welcome. Some students of color have mentioned the safety officers actually make them feel less safe. The officers started appearing frequently, I can imagine that would make targeted groups feel less safe at school, let alone having no one or virtually no one who identifies the same way as an administrator or counselor. Even for a quick general statement, I would be embarrassed if our district didn't address equity as one of our guiding principles.

none

This option feels a bit dramatic: "create...great schools where every student -- WITHOUT EXCEPTION -- is..." and "...a world of INFINITE possibilities." Again, speaking to #4, to the environments that create community, it would be valuable to have a district that raises us to a higher standard of language.

I don't like the term: Close opportunity and achievement gap as it tends to target certain races/classes.

I would stick with Option 1.

The wording is very broad and, therefore, up to interpretation. I would clarify such phrases such as "achievement gap"--whose standard are we using? "nurture potential...well-equipped for a world of infinite possibilities"--this is a tall order and one that is vague for measuring.

This one looks good.

None

See previous response

Would be more clear about including cultural competency and that this is a critical part of teacher and admin education and push #4 to something closer to the culture of kindness from the first option.

More teachers, to lower class sizes

Number three....close the achievement gap etc....to buzzwordy, everyone says it since the 1950s and it has got worse. How about identify and provide all students below an 80% in any class after school remedial, then teach those kids what they need to know.

teaching and learning should come first.

Add the individual student goals.

#2: well-equipped academically and socially to be productive members of society in a world of infinite possibilities. #3 Close opportunity and achievement gaps by ensuring equity of access to programs, opportunities and facilities, while raising the achievement for each and every student.

Add number 5 to option one. Our teachers are our front line leaders and need to come to work in an environment that promotes engagement and satisfaction.

I like the word "Foundation" better than "Pillars".

Not as interested in the emphasis on staff. Emphasis on culture of the schools.

The "provide for our staff" part sounds odd. Are you talking prof. development, compensation, time?

Number 4, should be put as the 2nd priority.

I'd like to see an understanding that the physical schools/sites are part of the neighborhoods/communities. I'd like a greater focus on buildings that are part of our neighborhoods and are places for community members to gather and contribute.

New superintendent

I would remove the portion of #4 that reads "that build community." It goes without saying that a safe, welcoming and respectful learning (or any) environment will build community. A succinct message is more meaningful. Same for #1, "without exception"- remove it!

1. without exception.... i know students that just won't hear what some facility say as the hypocrisy and the dictator communication! or you have those teachers that still think they are students and talk with lingo rather than educate

Don't like the "pillars" goals are less direct/specific and too wordy

Change all of these adult actions that are phrased as pie in the sky platitudes into actual student outcomes that can be measured and monitored.

The statement "have all they need to help every student reach their full potential." is one of the always never statements that it is crucial to avoid because "all they need," "for every student," and "reach their full potential" are three always statements.

Board members that actually know what it's like in a classroom. Be in a school again. Take a pay cut...

Remove the first five words of #5 and start with Ensure.

I don't like the word Pillars. I prefer the way Option 1 is written. It feels more concise and attainable.

I like more of the goals from plan 1 (it seems to better address the pillars that are addressed). I would include goal #5 from this option to the first plan, then it seem much more complete.

**OTHER SLOGAN OPTIONS**

A Culture of Excellence, Respect, and Unity
Culture of Excellence and Inclusion
Each student learning every day
Educate so each student can reach their full potential
Excellence for all Students
How about a Culture of Excellence. Period.
Initiative and Excellence
Inspire HOPE
Lower class sizes
Not the Excellence and Equity - that is horrible
Putting Student's Needs First
Supporting/Building/Encouraging/Maximizing the Potential in Every Student (a different verb than "nurturing")
The Best Education, Every Day
The courage to teach
Trying there best with what they have.
Trying to look good while doing mediocre work.
Uirtus et aequitas
Wish we had leaders that cared...
suitable environment for learning

**9. Please share any additional comments or feedback you would like us to know.**

I like the reference to 'a culture of excellence and equity' but I think it needs a gerund at the beginning of it like the other two.
Culture is very important
Edmonds needs to explore and plan for a dual language program in the near future
I like either 1 or 2 for the summary. Nurturing the Potential in Every Student Building Bright Futures
I feel like a mix of options 1 and 2 would be worth considering.
Are these really what we've paid for from the consultants? I had higher expectations of an outside company. Given the samples from a number of districts, this seems very "basic".
We have worked on a high culture for learning and equity district-wide this year. All staff should be able to support a Culture of Excellence and Equity.
When will we stop parsing words and change adult behaviors?
I prefer I hybrid of the two
N/A
Looks like nice progress is being made. Looking forward to seeing the ways progress will be measured.
You can say whatever you want about the schools and the district, but there are changes that need to be made now. Not in 10 years time. Edmonds is a great district, don't get me wrong, but you are doing a disservice to the students you serve by putting them in crowded schools and claiming you will fix it in 10 years, when most of the kids in school now will be off to post high school things. Putting a pretty bow on what you are doing just makes it look prettier superficially. Make some changes that will actually benefit all the students in your district. That is what I'd really like to see, no matter how you phrase it.
Get rid of Equity, Diversity, & Inclusion departments in all schools and at district level to free up budget for truly needed resources like teachers, teacher aides, para hours, and anything else that would help us serve students better. Recent cuts meant some teachers/staff lost their jobs but that could have been somewhat avoided if the district could finally stop being so obsessed with social justice.

With limited exposure to the blueprints other than these surveys, all looks generally acceptable . There is very little difference between the options in my opinion

I appreciated that option 2 had a mention of staff .

I don't think "potential" is the right word that matches the various options. Building Bright Futures is kind of vague. I like the third one because "culture" represents our values and how we act on them, "excellence" is what we strive towards and Equity should encompass all races, cultures and needs.

We've been doing the Equity work, but I haven't heard much on establishing a "Culture of Excellence".

Let's deal with the budget crisis first and make sure that we do not go back wards in the progress we've made in lower class sizes and adequate materials. Also, you need to work on updating seriously out of date curriculum like Elementary Ed Social Studies.

Equity is a great thing to strive for but.... 1. the district is NOT equitable so to include that as something that we do well, is not telling the truth 2. Shouldn't be more important than teaching and learning (which almost feels like it isn't included in these options.)

I wish there were a way for me to be more involved in the process. I am the mother of six kids who have been through the ESD over the last 19 years. I am a substitute teacher in the district with experience in every school and grade. I feel like there is so much untapped potential for us to address, such as involving parents and community more, and so many ways we have abandoned our responsibilities as adults by allowing kids to take over the schools (particularly at the high school level). - Lori Hagen

.

None of these things will be possible with the cuts to funding that the district is proposing.

This is great, what a wonderful thing to get input from the School District Community. I think that during this time of budget cuts it is important to keep our focus on the education of the students. We can eliminate some things that affect only a few, and keep things that can potentially affect all students. One big issue I see is Union bullying, and honestly, I am not sure what to do about that, but it would be nice to be able to eliminate the ineffective staff that have direct contact with the students. (Certificated and Para's) Good luck.

We need to keep clear of some of the more controversial issue of the day. lay off the LGBTQ propaganda and just respect and love every student with out giving preference to one group over others. Our Christian and Muslim kids need to know that it is OK to have a different point of view.

I look forward to learning the details and implementation strategies for whichever plan vision statement is chosen.

I know these goals need to be generic, but I worry that the language is still geared toward students who will always achieve, and not inclusive of students with disabilities or who are facing inequity in other ways

These past few years the district has become a "one-trick-pony" attaching the word equity to every memo, publication and talk. I think either of the first two options is a much better focus than the "politically correct" number 3. As a parent it makes me feel as though you are showing love and not pushing an agenda.

We need to keep the students first!

The goals are provincial and do not inspire. They make me want to teach in a district that strives to support social change through student learning and leadership. Our goals could come from any of the last 4 decades. Teaching is urgent but the goals are apathetic.

I like that there's more emphasis on academic learning and helping students achieve their highest potential. That's a school/district I want to be part of. Now let's take steps to achieve those goals.

none

I marked Building Bright Futures because both of the other two provided options are far too Educational jargon based with ideas that mean nothing. At least with the idea of a bright future - those not in education have a vision of what that means to them

Focus on student growth rather than just achievement levels.

The goals in pages one and two are similar enough that one isn't noticeably better than the other. The phrases in item 8 really aren't summaries, so much as they are catch-phrases. It's like "Every Student Learning, Every Day." They are designed to be recognized through repetition.

Each of our students deserve our attention, compassion, research, and extra effort. We are compassionate and intelligent people who do not need to be re-trained into a particular ideological perspective in order to address the needs of our students. Let's not allow the divisiveness in society to move us to make radical educational decisions. Teachers need to be respected for the above.

Adequate learning will not take place without the essential social-emotional needs having priority and the belief in each student's potential. Belief in each student is part of culturally responsive teaching.

i think focusing on the VARIETY of ways we can prepare our kids, not just for college, but also trade, apprentice, etc, depending on the kiddo, is so critical....

Sorry, but I don't like any of these. They are trite.

Lofty statements aren't useful without the means to back them up. Please find a way to make them more meaningful by providing support.

I feel like option 2 and the first vision statement above are more inclusive and project caring for ALL students in addition to high standards. Without caring for the whole child we aren't helping them meet their full potential.

I want to answer question 8 as it's written, so here is what I think the question was asking for: Nurturing the Potential in Every Student - reflects the work of ESD well Building Bright Futures - reflects the work of ESD somewhat well (could be better!) A Culture of Excellence and Equity - reflects the work of the ESD somewhat well (could be better!)

There should be objective criteria by which to measure how you will implement achieving success for every student. Implement some kind of performance evaluation or standards that each teacher must follow in the classroom. It's great to have an overall goal but you need to give the teacher some tools and performance expectations in order to succeed.

Both options are pretty words without very much substance. We can craft these goals year after year- that isn't what makes a great school system. We need leaders who can think critically about real world goals for students (not just test scores); do we even collect data to see how our students do in the real world? We need leaders who can think critically about systems we have in place and how they serve or do not serve students. We need leaders who are not afraid to think critically about the ways in which we are failing individual students, so that we can do better. I am so frustrated by hearing about our successes when there are so many fixable problems we could be solving.

Equity should be done in practice. Not by isolating the "different" by placing them in separate social categories. So, quit wasting money on events promoting separation of the community. I would rather the money go to direct education for all and resources to help all those in need (like counseling for families having a difficult time adjusting to a homosexual student).

Option 2 is very high level and vague and doesn't really address any issues.

I don't feel that our district is being upfront with curriculum and programs being introduced in our schools, especially at the high school level. "We are Mavericks" Day and new classes being offered to in place of required classes are just a couple of examples. We would like more transparency in what is being offered to our kids.

Equity work is important. Team building, assuming positive intent, and nurturing teachers so that they can nurture students is also important. Institutional morale needs improving.

All students deserve to have opportunity to a strong exposure to STEM curriculum from a young age, especially hands on learning, even if they don't see themselves as smart and are not confident enough to sign up for classes that are seen as "only for the boys" or "only for the college bound" etc. ALSO- Principals must be held accountable to do the work they have to do to get rid of teachers who just don't care whether kids learn or not.

Remember, each and every student brings a completely unique set of needs with them to school each day. Academic achievement is only one indicator of success in this world; therefore, we need our schools to prepare students academically, socially, and emotionally before we send them out to make their way in the world.

We need accountability not cheesy slogans. If you really want to close learning and consequently opportunity gaps for students of color, make sure you have quality educators in classrooms, fund reduced class sizes, and HOLD PPL ACCOUNTABLE! LEAD!!!

How will you nurture the potential in every student when there are such drastic inequities from school to school? Amount the elementary schools, there are marked differences in haves and have nots just within a single neighborhood. For MS, just outward appearances of the schools show what is valued. For example, CPM looks like a prison. Then AMS is amazing. Not equitable at all for the students at CMP. How are they to reach sir full potential when their building is so shabby and outdated?

Actions speak louder than words and words intended to lift up some, do so at the cost of alienating others. There are negative connotations using words like "equity" in a vision statement - it can be considered divisive from both sides of the equity coin. Have a culture of excellence and equity be what we do, without wearing it on our sleeve. Nurturing the Potential is very passive and not as empowering as "Building Bright Futures". Building bright futures is short, simple, upbeat, and inclusive.

Please think of all students! These words are great BUT we need to make them actionable - Not another great vision or mission statement without real supports and actions put in place!

I am glad that you're tackling this issue. When I look at the demographics and then look at what students who are supposedly receiving the same education as nonwhites, but the numbers not bearing that out.

I think with every option it comes down to execution and maintaining the plan if it's the right plan. Seems like with every plan over a short amount of time it falls flat and then we think because we spent time and money on the process we need to implement it. Not so. Sometimes the journey of the process will lead to an end. With that end you must start the journey again, not simply go with it because you spent time and money on it. That's how I felt about the proposed start times of elementary school through high school project. It was actually said that even if the answer was NO CHANGE that because they spent money and time on the project they wanted to move forward with some type of change. Sometimes the answer is just NO. So with this new vision or proposal be careful to sticking to something that doesn't work for the sake of sticking with something. After all it's only our future we are talking about.

I think you could marry some of the ideas in both and make a really good one.

The school district needs to look at the overall health of the school population. There are serious issues with drug and alcohol abuse and mental health issues. It is great to have a resource officer at the school but I have heard that one may not be enough. What does that say about the underlying issues these kids are dealing with and now with the new graduation requirements the stress may just increase along with drop out rates. The district needs to look at the basics too when making their plan for the future.

I am disappointed that we spent so much money to brand ourselves when we are planning on cutting FTE. Schools of excellence don't happen with class sizes in the mid 30s. Why are we focused on the shine when the motor is falling apart and the safety belts are broken?

We should be committed to Building Bright Futures AND producing productive members of society. World Citizens who care for each other and the world around them.

Need full buy in from all teachers for all students

My child has better score than most of her classmates, but not enough to pass and get into the challenge program. Her neighborhood school has a very low score according to the school report. My concern is that when she is in her assigned school, she is too advanced. I hope the school district will have a special program for kids who are a little advance for their grade.

Building Bright Futures sounds like advertising, a gimmicky slogan without real meaning.

I feel that the district as a whole is missing the understanding that ALL students deserve a quality education and that each SCHOOL and the educators in those buildings needs to understand that. I feel the district is behind in there thinking and have people in powerful positions that do not want to change. The district is also loosing focus on the students as they go into middle and high schools. The class sizes are too high and there are huge differences between the schools. This should NOT be ok in a district that says they want the best for all kids.

I would like to add that the school has put more effort into the environment suitable for learning and they are still making progress towards that

We should create an actual plan for the school district, not create slogans and ideas that don't change what is actually happening in the education system. Plus it's a little concerning when the "new" plan is something that we should have already been doing. Perhaps i'm confused on what any of this actually means, so feel free to release a version that actually outlines a solid plan and expands on good ideas. Until then this seems like nothing.

Question 8 said to rate, but there was no scale, and when I tried to choose morethan the one, the first one became unchosen! Either # 8 is not a well worded question, or something is missing.

Putting the word "equity" into our summary statement reminds us frequently that we need to continue finding ways to level the playing field. Without this, we cannot build a bright future or nuture potential in all students.

Prefer the "Nurturing one, I think.

I don't feel the community would really understand the third slogan, as I didn't really know what equity was until I researched it. The first statement doesn't sound strong enough, especially for secondary. It sounds great if you were working with Head Start or primary only.

Please, please, please do not make a claim in equality of outcome. We can provide equal opportunity and equity in services and support. However, we do not completely control the outcome. We can influence the outcome, however, teachers/staff/admin. don't "Take the Test" and therefore do not produce the outcome. It is a false statement to claim equal achievement/outcome because that removes the student's influence completely from the equation. The vision/goals should only state things that the district can provide to influence student outcome.

This wordsmithing is not as important as doing the ACTUAL WORK and details that help support students! When do we get to weigh in on that?!

Please do not make promises that cannot be met as the district increases class sizes, minimizes support, and expects more and more of it's teachers. We are working as hard as we can!

I really trust and respect all the staff at my sons school. And I find it absurd that the budget money was cut from public schools. These children our the future of the world and they deserve to have what they need and a little extra when it comes to learning the ways of our world now is repulsive and destructive and we have created this for the innocent and to take away more is just concerning to me.

I think Nurturing the Potential is nice too. Building Bright Futures is quite generic. A Culture of Excellence and Equity is nice, I like that it specifically states Equity, that's very important to me. While I don't know if it describes us currently, I want it to. Maybe it's a vision and a goal at the same time.

I feel like we are chewing on the word equity these days because of 2 board members. Equity is something you do, not something you keep talking about and sticking on the wall. We don't have a culture of excellence and equity. We have a culture of managing the middle. If we are going to make any of these things the vision, then we have to mean it with EVERY DOLLAR and EVERY ACTION we take.

Students need real life skills not just academics.

Program would not let you rate above.

Keep trendy politics in check; basic education is timeless.

I would like to know more about the "how" the district plans to accomplish this. Reading through this and seeing what challenges teachers and students will be facing next year, it would be nice to understand exactly how the district will meet these goals so that it is anchored when making decisions.

Building Bright Futures seems to encapsulate all the goals including bright future for staff

Lower class sizes, not raise them

You gotta stop with the equity and diversity bandwagon rhetoric....if you want to lead you have to be better than some buzzword or trend.....don't talk about it, be about it. Everyone has opportunity in America, your damn job is to teach kids so they can go get it, period. Finally, a lot of good teachers are being let go this year, how much money is tied up in your equity programs? I have witnessed a couple events and I have to say, they are divisive, divisional, and not value added at all. I believe you are actually teaching kids to take sides and hate one another. Just pay your teachers and teach these kids so they can win.

These options seem so hypocritical in comparison to what's taking place right now. How will you succeed with these visions if you are firing people!

I feel there is too much focus on equality instead of accountability

These do not reflect the work of the district, but rather what the work should be.

If we practice inclusion, I believe equity will follow. Areas of involvement have already been identified in option 1 and the more we include, the more we understand each other and the more connected we feel. Gaps will close, performance will increase, and our schools will continue to be top notch schools. Something I heard on a webinar a few weeks ago- if you're not intentionally including, you're accidentally excluding.

Building Bright Futures is the best one. Nurturing isn't really an accurate description. Excellence and Equity sounds trendy and not authentic.

Look at how you budget with upper management and a terrible superintendent and there is no way this blueprint can work. I am scared for all the teachers that could have 40 kids in a 5th grade class and no paras to help students that need help.

Stop with the surveys. Please let's all just work on teaching these kids- what if ESD became more than a catchy slogan? What if ESD was looked at by neighboring districts as the one which does things differently and the results are amazing. What if the students who come out of OUR schools end up having a strong foundation in basics- THAT would give them a "Bright Future."

you're going to love this but without the scriptures and acknowledging God and every person is created by Him, you can do all you want but nothing will be successful! strife, envy, murder and hate-red will always play a roll. When you turn on God, the kids know, it's written in their hearts ... read Eph. 6 the whole chapter the best bible is the King James 1611 - it says it best, it's the oldest and most preserved. pray and read it, i trust you will see new light.

I like the first option as it identifies the potential of each unique student, seems positive and realistic. I strongly support equity but it's such a "buzz" word it doesn't feel heartfelt but "pc"

It is very disappointing to see that district leadership continues to avoid goals for which they could be held accountable.

We can only nurture and encourage; students are the ones that are doing the building and growing. Parents are as important in the equation as the students. If a parent thinks they can't learn something and vocalizes that belief, the student is highly likely to take that on as a truism.

Listen to the people that are speaking to you! Do the right thing!

"Nurturing the Potential in Every Student" makes sense if you realize not every student is the same, not every student is going to excel, go to college, become successful. Don't pigeonhole everyone because you'll fail more people than you will help.

I like that this summary talks about the future...which naturally leads me to project forward for our students.