



Why What How

STRATEGIC PLANNING

Listening Session Comments Received

What are some areas where USD 305 can continue to grow?

Behavioral skill needs of students - meeting them - class structure
Early identification (all needs) - disconnect between Heartland to K-12 plan
Educational system - rethink LRE - how to meet needs of groups beyond "same way" to pull peers up - "everyone gets what they need" - does keeping in main stream meet needs to the fullest; when is it okay to single out - balance between behavioral struggling students with other student
Math options - secondary level - what is required to grad HS - course type
More training w/ social emotional (willing - don't know how)
Reaching needs of most struggling students with math - special education - worry bubble of students moving through system
Teachers - hands tied - only see next step of punishment - not enough tools to meet needs - continued frustration
Understanding discipline - effective methods - punitive to change behavior
Website more difficult to update - more support to use
Abuse of OSS & ISS
Accountability
Accountable for beintg late
Affordable health care for families
All levels need a voice
Better and more uniforms
Better communication
Better education
Better insurance
Better lunch options
Bring in representatives
Christmas bonus
Clear expectations
Comm
Communication - all

Responses recorded as received; no edits to spelling, etc.

Communication students & staff
Conferences
Continue Leadership Training
Controlling students
Custodian wager
Daycare - staff
Discipline
Don't force change
Easier communication to principals for parents & staff
Encouragement for self esteem
Exact start times
FLASH program
Get to know all employees better - everyone be on the same page
Involvement of students - opportunities - sports, etc.
Learn other jobs
Lower insurance costs
Lunches (continue to involve each students)
medical - for 305 employee's only
More basic lifeskills - students
More class options/activities
More hands on training
More structure on planning
More subs for teachers
Parent involvement & education
Preparing students better for the boring parts of life like taxes, cooking, auto
Pride
Principals
Push kids for more accelerated activites
Respect
Retention
Safer building
Special needs - more equipped building or a place for severe
Special needs be taught skills to live in the real world
State of the art equipment
Student bullying
Student discipline
Supporting teachers & paras
Teach life skills
Teachers bullying
Teachers not caring
Teaching students more then math & reading
Test strength and weaknesses
Trade school promote

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Transportation to & from school
Understanding students - get to know the students & not just a kids
Updated programs
Wages
Wellness
Ability to change personal information online rather than district office
Alternative programs for all students
Ample time to implement new initiatives
Apple products
Be proactive
Become more competitive with salaries
Better community feel, things to make people stay in Salina at USD 305
Better partnerships w/ community
Better student disciplinary strategies (more consistent)
Bring drug dogs back
Budgets; need to match student needs
Business partners (internships, speakers, etc)
Class sizes (too large)
Clear progression of interventions
Cohesiveness elementary through high school in academic expectations
Communication
Communication - district-wide & building
Communication between buildings
Communication with stakeholders
Community partnerships (job shadowing)
Community resources for students in need (glasses, clothing, hearing)
Consistent goals for school improvement
Consistent student accountability
Consolidate the 'opportunities' (maybe combine JAG, etc); rework who gets in & when to best help our students; what is the effect of these programs?
Continue safety work
Continue to grow with IPS
Cultural competence
Determine if academic programs truly support future job markets
Develop working mental health programs
Differences in equity from building to building; i.e. contract, policies, HATS, ELO passing
District and community communication
Diversifying K-12 honors courses and AP courses (equity)
Do our graduation requirements match what it takes to be a successful high school graduate? (grit & resiliency)
Early student/family interventions
Elective courses being dumping grounds because of block schedule
Equaling the playing field

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Equality in involvement & achievement
Expand IPS
Faculty diversity; recruitment
Fewer initiatives - more focus
Give training to subs
Graduation requirements (update with new 8 block schedule)
Identifying levels of soft skills
Increased rigor
Ineligibility policy (update with new 8 block schedule)
Integration between special ed and general ed
Is it possible to have our own Coop instead of working w/ many counties?
Languages/culture shows greater value to other people - tolerance
Meet community needs through electives offered
MIS actually helping, not causing more problems or trying to hinder the learning environment; also wanting to try something new
More elective opportunities
More free play and outdoor time
Need better mentoring program
Need expanded offerings of <u>existing</u> elective offerings; additional staff to accommodate class sizes
Need for Alternative School!
Offer more professional growth opportunities
Offer more variety of core-related objectives
Open progressive avenues to fundraising through community support
Parent and community resources; importance of education, awareness of education
Parent education of pre-education resourcees
Parent/community involvement
Prioritize initiatives
Professional development
Provide alternative/additional academic learning environments & opportunities
Quality vs. Quantity (programs, initiatives)
Recognize drug issues in schools
Safe drug free environment
Smaller class sizes/balanced
Smooth transition from Bldg to Bldg and level to level
Social/emotional curriculum & plan for staff, focused & trained
Social/emotional needs / assistance / instruction (equip ELO teachers)
Streamlining programs
Teach (align) to relevant information/needs
Teacher training/professional resources
Vertical alignment of curriculum
Vertical alignment of tiered interventions
We need more emphasis on languages & multi-cultural activities (including elementary)
We're not a very diverse district

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After school programs (elementary); academic, sports, lifeskills
Behavior management plan - Boys town
Better communication with CKCIE
CKCIE & BOE will align
Communication!! (within the building), timely
Curriculum for sped - better communication
Developmentally appropriate practices (too much too early, be aware of age group & backgrounds)
Different expectations depending on school & population
District wide phonics program - needed
Family engagement (Cottonwood does Family University)
Go deeper w/ what we have in regards to all curriculum & social/emotional with one instead of bits and pieces of many
Grading makes no sense (Skyward, Mastery Connect)
HS & MS needs <u>more</u> communication with parents
Increased plan time for elementary
Individualize - one size does not fit all
Let kids be kids - recess/creative play
Longer lunch for teachers/students
Mastery Connect / Skyward - one or the other
More engaging whole group reading and math lessons for 4th & 5th grades
More in depth social emotional skills
More Sped support (academic & behavior)
More teachers/staff due to population
Phonics program needed
Quit changing curriculum so much
Recognize that different schools have different needs!
Resources for sped/inclusion
Respect
Schedule flexibility - more room for teacher creativity
Snow days!
SPED curriculum (different from Reg Ed); better to meet their needs
Teacher care
Teacher growth - quality profession development; resources for instruction (small group)
Title buildings have more needs (resources allocated by student needs & at risk factors; minority, Sped, ESL, poverty, homeless/transient)
Universal app for teachers to communicate with parents - P/K - 12
When given something else to do - take something off our plate as well
Adjusting pathways; more variety for experience
Aftter school program
Anxiety/Depression in students; help them in a large environment where they can get lost
Before school care
Better transitions between school levels; elementary to middle to high school
Better unity across buildings

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Child care for staff
Child care for teachers
Classroom budget
College/dual credits; more information to students & parents
Communication with Peachjar
Culture inclusiveness; time to teach (why we celebrate thanksgiving)
Early childhood education access to all
Elementary social studies needs addressed
Flexibility (trust) of choice for teachers; academics & social needs
Instructional coaches at every building
Less cramming of units/skills
Less is More. Do things well.
Long-term PD plan with coaching & follow-up with review
Lower class size/sped caseload size
Mental health
More 'family support facilitators'
More play in primary grades
More space for social emotional learning
More tier 1 social emotional support (teachers?) TIME
More training for support staff (paras); more pay
Once they are in a 'career track' it is hard for them to switch
Paid maternity leave
Paid maternity leave/paternity leave
Parent buy-in
Preschool
Preschool bridge; elementary bridge; etc.
Preschool for ALL students
Pre-schools
Professional development; funding, opportunities, individual need
Quality support staff
Recruiting teachers
Responsive to needs/wants
Salary matches cost of living
Social emotional learning
Social Workers at every school (FULLTIME)
Subs/sub training
Technology - using the right things/materials at the right time
Time compensation
Trauma/Social Emotional; increasing # of kids; intensity of trauma
Universal Pre-K
Updated phonic interventions
Vaping
Websites with correct calendars

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Writing - teaching it/time
1-1 technology improvement
Adequate training of staff BEFORE pushed to kids
All language translators
Always want to be first to try something (not sticking with something to see the benefits of it)
Better communicating between Pre-K & K = too many Pre-K arriving @ Kg not ready, not potty-trained, not socially prepped
Better communication & support between CKCIE & USD 305
Certified teachers as subs - too much lost in training
Clear district expectations for emotional support personnel (counselors, social workers, support coaches); different in each building
Communication and understanding between buildings (grade level, transitions between buildings) - sharing ideas
Communication; i.e. Engage New York
Consistent communication of district and curriculum expectations; i.e. suggested guideline vs. directive
Content <u>not</u> grade appropriate (read)
D.A.P. K-1
Flexibility in curriculum
Giving new programs a long enough period to see trends and strengths/weaknesses; i.e. multiple curriculum overhauls within a decade and unable to fully take advantage of resources and teach to fidelity
Hit all students with resources - not just the 'low low' or 'high high' - average is left in dust
Implementation expectations - not enough time
Kindergarten curriculum needs to be adjusted
Lack of recess time (movement)
Lack of subs
Less micromanaging of curriculum (especially reading); teachers have limited to zero control of student learning - let teachers teach!
Less on our plate so we can do what we do better
Loss of teacher flexibility & creativity
More professional courtesy (less micromanaging)
Opp. For prof. dev.
Our curriculum doesn't allow for school discretion based on population needs; every building's needs are different; the art and finesse of teaching is gone, all scripted, rigid curriculum
Parent -involvement
Pre K - K transitions (all need Pre K) w/ structured expectations; students are coming in unprepared
Proactive not reactive - alternative elementary school (transitional kindergarten)
Providing resources to SPED, ELL, Tier 3 support staff
Pushing kids <u>too</u> hard <u>too</u> soon; 5 years old is not developmentally ready for 8 full hours of instruction without rest or play! Higher behaviors, sped and frustrations
Relationship building with students in <u>all</u> buildings
Relevant staff development & time to implement

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Respect for all teachers irregardless of job title; equality is needed
Science & social studies need to be explicitly taught in the classroom (home room)
Staff diversity
Staff perks (child may attend same school as parent)
Start date the same for all schools
Stronger vertical communication
Teachers often know what's best for kids
The freedom to explore/have discussions sparked by student interest and intrigue
Time/program for social emotional
Too academic in kindergarten (allow for actual 'rest' time; allow them to be kids , not try to stuff extra academic time in to the extra time of a full school day.
Too many changes each year (for teachers)
Trauma info going out to all schools
Trusting staff
Understanding social economics; how do we integrate?
Vertical alignment curriculum; i.e. Engage New York ELM transition to middle/high school
Well rounded education (social studies & science, phonics & grammer)
Accept online credits
Articulate programs to middle school students
Attention to the positive students
Basic skills for using all available teachnology; we have it but can everyone use it; give everyone skills, students and staff, offered/provided during regular duty hours
Be okay w/ the idea that not all kids go to college; finding kids the right career path
Before/after school care at elementary
Better post secondary options for non-college bound students
Better showcasing of classroom successes, everyday positive AMAZING activities
Buidling reservation form/communication; clarify/improved information
Busing; have to live quite a ways to be bussed
Chromebooks need to be updated; better student devices
Civic engagement/volunteerism
Class size - especially for CWC, etc.
Class sizes @ elementary & # of students for HS teachers (too many)
Communication
Communication
Community involvement & partnerships
Connect with underserved families
Consistency with schedules
Consistent leadership
Continue to offer and expand college opportunities
Continue to work on developing hands-on instruction
Continued community outreach & involvement
Continued use of data to drive instruction
Culturally responsive/cultural awareness

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Curriculum that matches post-secondary plan (NOT 4 years of English)
Day care for teachers/staff
DAYCARE for staff/community
Daycare/childcare
Diversity awareness
Do we need to increase rigor in areas such as credit recovery, summer school
Dual credit opportunities
Early childhood ed
Educational opportunities outside of the box (Salina West)
Engaging groups that experience marginalization
English language classes for parents
Equipping students with life-skills & specialty skills
Field trip forms - access
Fitness & health for staff
Flexibility in scheduling for HS students
Focus on training teachers (best practices & current movements)
Grow SEL (socio-emotional learning)
Identifying community needs
Improvement of career & life goals
Increase email inbox size
Investigate 21st Century programs from Olathe School District
Master fewer initiatives to a greater depth
Mental health - staff/students
More business/ind. partnerships
More credits to be academically eligible - raise stds.
More credits to graduate
More dual credit classes
More electives for low to average kids that need something to peak their interest & give them a reason to come to school; opportunities to explore more pathways to 'find themselves'
More growth in the areas of 'middle-average' students
MORE job shadowing opportunities (Hutch is a great example of this)
More programs/supports for at-risk students
More support staff/training to support increased SPED population
NOT jump on every single new initiative...let us get really strong in a few areas first. It becomes too overwhelming
OJT as a class/part of curriculum
Paid retention
Parent communication; role for helping kids succeed
Parent education
Preschool for all
Promote making good cool - pay more
Putting discipline info on Skyward for student's teachers to see
Recruiting qualified subs & classified staff (paras)

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Recruitment & retention of quality professionals
Reimburse subs for license fees (incentives)
Retention/recruitment teachers/staff/subs/support staff
Scheduled bw SHS & CSH; certain classes only offered at one
School lunch; healthier/fresher
Smaller class sizes to facilitate more relationships
Spanish language intensive for teachers (over the summer)
Standard Based Grading; communication w/parents about standards; when do students transition from standards based to A-F; what's the vision for the district?
Standards Based Grading System
Start times; flex schedules, more options
Subs
Substitutes
Support for teachers advanced degrees
Teachers need PRINTERS not regional printers
Technical writing as an alternative to English class
Thinking outside the box on how we give h.s. credit; move away from Carnegie unit
Transport for staff members' kids to schools
Truancy system
User-friendly website
We miss the middle (more program opportunities for 75%)
90/10 Rule - 10% of kids take all the energy - where do their rights end so good kids get their learning opportunity?
Address chronic absenteeism
Adult ed opportunities
Arts integration methods can help with some of that (social emotional)
Behavior expectations
Communication between top level admion & teachers-often a disconnect
Consistent communication of curricula between USD 305 Pre-K and community Pre-K (i.e. social and emotional, behavior expectations)
Continue growth in social emotional standards & goals
Continue technology - teachers learn how to use technology & teach the students & keep up with current tech for students to use
Continue to explore "grow your own" teachers
Create a resources data base for staff to find community partners (guest speakers)
Create an environment where students learn based on knowledge/skill vs. age/grade
Creating more managable class sizes
Don't measure success based on college/attendance but on being gainfully employed
Expand job shadowing opportunities
Focus on math skills from elementary, middle to HS. Tough to go from elementary to middle school transition
Focus on providing lots of positive reinforcement - identify problems, create safety nets
Get salaries back in top 10%

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Have safety nets for staff also & have growth opportunities
Keep looking at facilities to keep schools nice
Keep making room for alternative learning styles
Keep parents involved & reach out to get those who aren't involved
Look for star quality hires & retention - need minority teachers
Look hard at at-risk kids - how do we keep them in the system (from an early age - elementary)
More cooperation between high school departments (journalism, marketing, entrepreneurship) making projects more real world
More special education supports (trainings for all staff, adding staff)
Not overloading teachers
Provide non-academic learning opportunities for staff (retirement, medicare, leadership) that are not a requirement of the job
Publish district employee retention by building (percentage of retention)
Redistribute the wealth within district (administration vs staff) - salary
See & hear more improvement in equity council - continue having tough conversations
Social and emotional learning consistent across buildings in district
Support in identifying & helping kids in mental health services
Teaching kids how to spell, write, interview - oral communication & resume
Work with other districts to create cooperative learning opportunities (using technology for both local and far away)
All extra curriculars get same treatment
Bullying
Bullying; teach, don't enforce; see things, don't address; do students address when needed
Career cruising; not able to use ELO due to how it is used; careers identified - not realistic
Cost of summer school - offer without fee; bundles deal was an idea
Disconnect; individuals seen as people
Discrimination of what you believe; negative comments made
Does the district inform the public of needs?
Even if offered money to pay, students not comfortable asking or might not even try/go out due to cost
Every Wednesday - PD for staff
Family expenses for activities; can be a barrier
Feel preferential to athletics; needs to be equal
Gender bias
How do we make sure all students can participate in activities that are funded to the level to have high quality programs
How to communicate across the building/public
Is the "call in" time requirement realistic to family needs for absences; punish of student for family actions
Manage money; is there a way to get all groups what they need; all extra curriculars work hard, underappreciation of groups (keep in mind size of groups; band, cheerleaders, drumline, choir)
More enrichment; especially when taking classes that are required each year (band, fine arts); limit of 2 classes; health, science, math, computer credits

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More funding for band uniforms (don't fit)/equipment; we are there form them but not seen as a support; financial student appreciation
More representation; all areas of school
More room for electives
More summer school classes
Not that gay people look for acceptance, just feel like we need to be looked at as people; more open mindedness (staff and students)
PE - how to get it more creative
People of color - not allowed to be involved enough; tokenism; more diversity needed with groups/dances/Sadies' candidates
Personal feelings differ on the reason why students might not be represented
Recycling program; not just students
Some of the feelings might be student based, not adults/school
Staff attendance across all activities
Staff need to address issues; racial slurs
Staff not responsive to information that is provided
Starting school later; brain will work
Student population differences; some students feel like they cannot control some factors; not all students feel like that but can see where it is coming from
Teachers' actions/maturity/get mad
Teachers frustrated that students miss
Teachers grading promptly
Teachers pay out-of-pocket
Teachers understand the demands of life and activities; especially late night events
Teachers understanding needing to have a job
Transfer credits - does it represent what students earned elsewhere?
Understand we all depend on each other
Understand what they (student) love
Awareness of startements can impact; set bar for students
Help studnets and staff become aware of micro-agressions; impact as well
Our own unconscious bias creates/impacts outcomes for students
Retain HS at the comprehensive HS
Support 16-17 HS ESL coming in at the HS; told to come here (SAEC)
Teacher measurement
What students say about why they don't stay; bullying, drug presence/can't stay sober, challenging work for some, peer relationships/can't function with how set-up
Athletics; more discipline in the way they act (students)
Being nice
Bullying; students are teasing; kids don't say when they see it; okay to say something; say something in general to the people involved/teachers
Dealing with things accordinglyly & quickly
Emergency; students want to know what is going on
If student gets ISS multiple times it is not working; need to do something else

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Improve on crisis drills; do more; conversations about school shootings; be more realistic about what would happen in the chaos
Improve students caring about grades
Minimize distractions
More crisis training for teachers
More funding for school activities; provide food especially when getting back late
More real-world learning; not sure how learning will be used
Soccer as a sport
Students are disrespectful to adults; students need to show respect
Students need to be nice; sometimes talk badly to teachers
Too many warnings to students in general
Additional tutoring; free
Adults need to focus on changing behavior
Baseball/soccer/mat ball added
Dealing with students that make it hard to learn; change the behavior
Don't know how to react to issues; not experienced with what the issue is; don't know how to respond
Field trips; more
Health education
ISS/OSS; when fights, try to mediate to solve it
Kids purposely get in trouble to get ISS; consequences don't change behavior
OSS/ISS/detention not effective; need privileges as well
Punishment; what you did did not match the punishment
Some of the principals don't know how to do their job; they could learn to do better
Sometimes teachers get after students on little things
Stop fights
Students calling names/statements to students to hurt them
Students don't stop others from acting badly
Students screaming in hall for no reason; student will continue when addressed by teacher
Teachers give up when they cannot stop something
Teachers need to step in more; things happen and don't react
Teachers share information in front of class/with others that is private
Trying to stop cussing
Why students want to be in ISS; students think it is cool, students that don't like ISS there are no consequences, friends entertain them, earlier lunch
Access to a typing class, whether this be a single class, integrated into a computer class, or an ELO option
Adequate staffing to provide quality education; class size, time for teachers
Attention to bully/racism; more acceptance
Bus routes; bus late, dark pickups, consistency, more oversight, questionable behavior
Central=Twitter, Lakewood=email/Facebook, ML=Peachjar, email; conflicting info/incorrect info
College credit opportunities
Communications - websites
Connected w/ community/neighborhoods

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Course options; high or low, need a middle ground
Early interventions - supports; Kdg/Pre-K level
Emphasize extracurriculars; especially with sports
Encourage school board members to walk halls
Enrollment meeting; info out/ YouTube, website, etc.
Equal opportunity for courses at SMS/LMS
Equal value of post-secondary options
Excel & CTE initiative; re: communication
Expansion of technical courses
Helping to educate/guide parents on how we can better prepare our students for graduation, wether that be with class schedules, applying for scholarships, ACT prep classes
Homework amount, 30 minutes?
Homework; quality - quantity
Hub format for elementary schools (neighborhood schools)
Keep grades current
Keeping current on entering grades; this is huge for a student w3ho has involved parents
Lighting; parking lots too dark
Mental health prof. in schools
Parent involvement in class schedules
Partnership with guidance counselor and parents; more information on dual credits-AP classes, open communication-open to adjustments, open to parent voice
Partnerships w/ counselors
Pre-K option to alleviate childcare deficit
Relationships; students & staff
Revisit start time for HS - later
Scheduling with Pathways
School calendar; re-evaluate 9 month vs. year-round
School day; re-evaluate 9 month vs. year-round
Schools - community resource center? (ceramics, comp. lab)
Skyward link straight to teacher
Social-emotional needs; how can kids be involved in addressing community needs?
Staff turnover/repositioning
Substitute teachers; more prepared, particularly long-term
Updated, user-friendly calendar; schedules/activities
Addressing controversy; when it comes up, teach how to deal with/work around/handle
Break the student "echo chamber"; be able to discuss opposite views/different views
Challenging opportunities for all students; all classes should be engaging, advance classes should not be only classes where complex conversations take place, all student work should be meaningful - not busy work, less volume - increase thinking, less breath - more depth, quality over quantity - buzz through for completion and not understanding
Communication about incidents with students directly; share info to stop rumors, especially in a situation that could be a crisis

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Communication between students; afraid to talk to each other, grouped together - encourage more conversation, find ways to communicate outside technology
Communication; students talk in class needs to increase
Do more to make students want to be at school; more engaging/common sense, how you use the learning in real world, make students think
Encouraging students to think for themselves
Keeping in mind students need to know more about what happens in life; financial literacy - taxes need to be taught, more movement of the concepts, need for successful daily life
Learn about different religions
Mental health support; early intervention, know it is o.k. to ask, not knowing what is available - communicate options, increase outlets - make sure taken seriously, first experience must be positive
Opportunities to be with other groups; "cross pollination" of activities; expand beyond "like" groups
Other ways to solve a problem - is that taught; conflict resolution, mediation when conflict, examples focused on fighting
School lunch; food is too institutionalized, more vegan options, more color on plate - everything is beige
School needs to be seen more as a small society; experience what will happen once they (students) leave
Support for students when the student or staff don't have the skills (FAFSA)
Teach to defuse not accept the consequences as solution
Teachers sharing more about life application; their experiences
Traffic patterns/parking; addressing access to building from wrestling parking lot
Weather; parking lot; practice baseball field
After school programs - need more; more than the students they choose, need free, positive opportunities
Bus supervision
Drugs in school; seen them at the schools - all; education for the students; response - don't act, too much reaction, help get to the root "why"; work with families as well
Help for transitions to life/school
Internet safety
More English hours; more class times/options
More security; can always do better but doing well in some areas, drill information
Prepare for real world; help them know dangers that are out there; know what is the cause - deal with it in a respectful manner
Preparing to be a parent/responsibilities
Productive options for down time; lunch
Progression of preparation for students
Sex ed; contraceptives
Students need homework; all levels
Students with anxiety; options to feel safe
Supervision; students can get around them and make choices that are not productive
"Letting teachers teach"
Better collaboration with community-based services & schools (OCCK)

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Boundary lines
Certificate completion; more opportunities
Class size
Class size
Class sizes!!! (Meadowlark too full)
Coaches should provide intensive support to students (small group)
Communication between schools
Communication from middle and highs schools; parents/schools consistency between elementary (parents)
Conflict in interest between board member and BOE employee
Consistent expectations for faculty across buildings; days off, work day times, dress code, etc.
Cursive; what's the point in 2020? No time
District training on teaching how to manage (behaviors, trauma, autism, poverty, learning disabilities, etc.)
Easier transition from 5th - 6th academically, socially, expectations (more gradual release...raide 5th grade & more understanding in 6th grade) (parents)
ELA units; more rigor, more accountability (students reading), more engaging (exciting), high student interest, balance of conversation and writing/assessment, more skill focused - in isolation, standards are not always stated clearly in regard to the "what, why, how", fun is gone from reading
Elementary Class Size! Maximum of 22 (move boundaries); resources, technology, academic learning time is decreased, guided reading group (supposed to be small grous), more behavior needs, special teachers are overwhelmed by #'s, space, resources, time, parent concern ("why did we pass the bond issue if class sizes are so big"), instructional needs for small groups can NOT be met, space for students in classroom (parents & teachers)
Full-time coaches/social workers at each building
Guided reading; true phonics program (K-2 = Saxon? Something consistent); large group (5 to be effective); WTW not effective; grammar instruction missing; level of texts (whole group)
Lack of communication to parents about career opportunities (ask us)
Literacy coaches (and math too) NOT teaching kids; they are experts!!! Lots of at-risk children
Middle school communication; inconsistent, wrong
More communication with parents & community
More history in elem
Need math coach in each building
Not all schools have math coaches full-time; teachers out of buiding
Phonics instruction needed; WTW doesn't work
Phonics program; more focus on foundational skills; academic and social phonics)
Phonics programs
Pre-K to K readiness
Preschool - social/emotional w/ academic experience; every building; WITH teacher input
Preschool at MLR, Stewart, Coronado
Primary needs a decent Phonics Program
Recruitment of techers and other hard to fill staff/diversity
Restructuring boundaries

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Rigidity of curriculum; esp. ELA - some units don't require students to read
Small guided reading groups; especially grade level & above
Smaller class sizes
Space for spontaneous activities (time)
Special ed students not supported at secondary level
Stressing kids & staff out starting in kdg; rigor, tight schedule, lack of social skills, time; Lynn make consider doing away w/ minutes
Technology available
Transition to middle school
Transitional KDG
Typing instructor; more of a filler
Whole group reading curriculum development; HUGE concern; scripted, boring for kids
Allow staff children to attend staff's school
Asst principals in every building; supports principals, staff, and families
Better communication with the community resources that are available
Class limits (size/# of students) that make sense by age of student
Class sizes equal/consistent from bldg. to bldg.
Communicating community resources
Communicating how staff time is spend around the district
Communication in middle/high schools
Community involvement in the schools
Crisis intervention
Focusing on doing a few things well
Full time subs/training
Have the same school calendars as surrounding districts; 50 mile radius
Help teachers w/ the workload (planning) that leads to teacher burn out
Improve pre-school options; non-IEP kids too, not income based
Incorporate businesses & colleges into our pathways; i.e. invite professors in to speak to HS students
Less formal assessment (make it a celebration of learning) or change it up; K-have someone come in to do so learning continues
Mental health for students AND staff and parents; partnerships, always staffed; i.e. counselors, social workers, speech, etc.
More pay for paras & training
More SROs or dividing their time amongst schools
More time focusing on social/emotional
Need more behavior specialists/room to support growing need w/ students as well as staff (this can be flexible or floating from bldg. to bldg.)
Resources/training for parents
Salary schedules that is competitive w/ other districts our size to attract & retain quality candidates; this goes hand-in-hand w/ insurance
Supports at every school; i.e. instructional coaches, etc.
Teacher self-care
Teachers workload; lessened, give new then take away

Responses recorded as received; no edits to spelling, etc.

Technology integration; increase training
Tier 3 behavioral intervention training; not enough/good options
Tools for improving student behavior and support removing students who take away learning time and disrupt to the point of removal; students/paras and staff being physically abused by violent outbursts.
1 to 1 technology - option of
Accountability; are we following through with grads to determine if what we're doing is working? Are kids taking it a step further?
Add in more science/social studies
All buildings (elementary) have equal staffing & resources
Basic spelling skills are missing
Better communication b/n district & school/teacher level (both ways)
Class sizes / more teachers; balanced across district; balanced classes - mix of high, medium, low students
Class sizes; K-2 cut off should be different than higher grades; title school cut offs different
Classes that fit career cruising
Communication about changes; re: ALC program for staff & parents
Consistency between buildings; re: number of minutes of plan time
Continuing to respect student after H.S. choices
Decreased class sizes; support for differentiation; plan time for adults/teachers
Developmentally appropriate content and expectations at all grade levels
Every school needs math & reading coach
Every school needs math coach
Expectations of curriculum schedules in unrealistic at times
Exploring options; finding passions
Flexibility in guided reading with students
Flexibility in the curriculum; teacher autonomy w/in curriculum
Focus on either ACT or state assessment
Full time art teacher in every building
Give curriculum time to grow; don't replace so often
Have resources that are used to catch kids up on missing skills
How to catch up kids that move in from out of district on our math vocab (mini boot camp needed)
Instructional coaching should happen at building level; instructional coaching training should happen at board level
Kdg schedule is developmentally inappropriate
Kids are critical of themselves for not having enough time to finish
Less time for math and reading; put some of that time toward social/emotional, writing, social studies, HEALTH
Letting kids read at THEIR level
Making sure all schools are equally trauma informed
Math & all subjects w/ SPED & lower students; pace w/ the curriculum
More flexible curriculum; sped in general; rigid curriculum maps; encourage teacher creativity
More project based learning

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More qualified paras
More space in the buildings
MTSS specific "recipe" for math and reading
Need for a strong WGR curriculum; Basil?
Need more understanding of special education
Need phonics program
Need WGR program where students do most of the reading/read daily
Neighborhood boundaries; why does Stewart have 150 more than some other elem. schools?
New math; missing fundamentals & move too fast
New Things = but do we switch too soon?
No joy in teaching reading; frustrating curriculum to teach (whole group units)
No time to teach social/life skills
Not creating well rounded students
Not enough grammar instruction
Not enough social studies & science
Phonics program
Phonics program; district wide; tier 1
Phonics/reading program/grammar
PreK/K/1st/2nd; basic life and health skills
Reading curriculum is too micromanaged; research-based, professionally developed curriculum is needed; teacher input has not been valued w/ respect to current reading curriculum (units)
Science & social studies in elementary classrooms every day
Smaller case loads; sped/speech/H.S. counselors
Smaller class size; especially K-2
Smaller class sizes; improved student/adult ratio
Staff Dev.; make sure it's differentiated & applicable
Support to SPED; access to curriculum, PLCs w/ reg ed, case loads
Systemic program of teaching phonics
Teach how to use technology - organize what needs done - click & drag vs touch
Teachers need dedicated time for read-alouds just for pleasure
Teachers need opt to ability group in math
Technology
Top heavy at district office
Truancy = some cases need to be looked at in a different way; H.S. kids exploring colleges
Value teacher efficacy
Value teacher experience
Visit other districts to get views out of 305 - many only know 305
Words their way is not effective for upper grades
Bully situations; teacher/staff did not react/address
Figure out who needs help; get them to the right school/extra supports
From staff, student eyes as well, comments; need more funding for the school - Opportunity Now; field trips/kitchen; seems to get seconds/vehicles, computers
More communication with other schools/districts to get students a last chance

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Prejudice; against disability (example from building); got kids out to regular classes too fast
Staff need to set good example; not act like kids
Students bring their own things - garden
Better mental health services for staff and students
Better staff/student education of poverty and socio economic groups
Class sizes; district boundaries need to change
Communication between teachers & students; admin/teachers
Continue to develop curriculum
Curriculum needs space for character ed as well as academic standards
Curriculum needs to be designed to develop leaders
Day-to-day staff interactions need to model for students how to behave in workplace
Disability/equity coordinator for district
Disconnect between expectations & follow through
Diverse hiring
Elem Schools need more male staff
Equity
Hypocrisy
Look @ data from Equity Council surveys
More admin support for teachers; re: students needs/behaviors - no excuses
More communication with parents of different languages
More community partnerships
More students in more activities
More understanding as the basis for problem-solving
Not enough SpEd teachers
Para turnover; they need more \$\$ - custodians make more, but aren't working w/ students on academics
Paras, teaching assts, etc. need inservice and continuing ed.
Positive team building for whole staff
Promote/seeking diverse staff
Provide better communicate between students and all levels of admin.
Provide better quality of student work vs. quantity of work across all academic levels
Provide equitable across academic levels; more open dialogue with teachers
Providing staff options for daycare
React/reduce/eliminate disconnect between teacher & student perception
Respect; students don't seem to know what it means a lot of the time, or they don't care
Student language
Sub shortages
Teachers need more plan time
Technology needs to improve; is there access to same technology across the district?
Training for building level instructional coaches
Walk the talk
10 min longer lunch
Address bullying

Responses recorded as received; no edits to spelling, etc.

Better communicate with everyone
Business tours
Communication in Spanish & English
Connecting students to the community
Connection between school & community
Continue to be a good place to work; benefits, community support, administrative support
Continue to help private pre-k prepare students for the school experience
Continue to meet the social/emotional needs of students
Educate parents
Educate staff about importance of culture; speech, intricacies
Elem teachers pay raise
Equalizing graduation rate between high schools
Equity in general
Expand early childhood; providers, training, prior to K, let parents know where student needs to be
Explain more; pertains to instruction; take time to make sure students understand before moving on
Exposure to different cultures
GED offering in different languages
Get parents involved in child's education
Getting students parent/guardians involved in school activities; offering multi times for meetings/activities
Graduation rate
Having a plan after graduation for all kids
Helping students navigate social media; being good digital citizens
Hire diverse teachers & staff
HS - more class options - kids in classes they don't want to be in
Improved (more) schedule options for SAEC classes
Increase pay for school staff (all)
Innovative programs
Internet access for students outside of school for homework; lack of equity
Invitations to events (similar to 305 LIVE; community outreach)
Keep retired employees in the loop; they could be natural cheerleaders
Kids coming to school ready to learn with pre-k, parents as teachers
Maintain funding & elevates to helps to keep up buildings, teacher/staff (para) pay
Making students & staff feel like concerns are heard and dealt with
More emphasis on speaking & reading English
More flexible hours for adult education; 3/4 times per week, 2 hours a day
More healthy food for the kids
More incentives/rewards (renaissance)
More instructors at the Adult Education Center
More opportunities for adult ed and learning English
More options for class schedules w/ adult education; hours, days
More outdoor time for kids
More security at school

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Need multiple languages/interpreters
Need people in schools to spread word of mouth; promote our needs & what is going on; positives
Opportunities for Adult ed students to feel more of a part of the district
Parent involvement from all parents
PeachJar not user friendly; not instant communication
PeachJar not useful for parents; miss things, unable to print at home, lack of full time internet access
Phones are distracting in class
Preparedness for real world, not just standardized testing to determine success
Real world opportunities; Salina Invitational Tournament (SIT) - meet players, use students, build network, grade school kids make bags
Real world opportunities; SIT - match students with businesses; mini-internships, projects, graphic design, technology skills, brochure development, athletic department, banners, South kitchen facility
Recess; lack of time
Salaries (starting) to keep best teachers
Seek volunteers that don't have a connection with schools; bring people in
Students can overcome their background
Summer school; expand; ESOL
Support for getting involved w/ the school; bilingual students, opportunities for all kids
Supporting kids not matter what their struggle; let them know how much you care; connect to kids
Testing narrowed
Timing of school delay; night before to help parents prepare daycare, etc.
Translation in more than just Spanish; create ease of access
Use concepts of 305 LIVE 'marketing' to let us know about other events even though they're different
Work ethic (soft skills); responsibility, attendance, working with others
Would like to see kids using actual text rather than online text
Addressing student MH needs in school environment
Adequate facilities; already filing spaces created by bond issue
Appropriate use of gym space
Availability to data; MasteryConnect
Better MTSS/SIT process (consistency between schools); better interventions (reading & math)
Boundary adjustments for student #'s/school; grade level buildings/attend centers
Build in ROTC program
Bussing
Class sizes
Class sizes
College & career exposure; middle schools, upper elementary
Communication devices for students who need them
Connections w/ MH partnerships
Consistency across grade level
Early childhood; preschool
Elementary reading curriculum
Equity between 305 & CKCIE
ESL curr. Needs updated; textbook is dated "2010"; resources

Responses recorded as received; no edits to spelling, etc.

Extracurricular activities for elementary
Flexibility in schedule for teachers to adjust as needed
Full time social worker/mental workers in all schools
Full time social workers
Full time social workers in each building
How to work together; parent-teacher-kid
Increase recess minutes
Learning communities; connect students with like interests, academics' "white house, gold house, green house" @ SHS; explore different opportunities
Look at boundaries; attendance
More resources for non-title buildings
More resources for SPED
No change at lunch
Non-classroom teachers
Para education/retaining
Para pay increase
Parenting classes that help your kids be successful at school; what is their role (parent)?
PD on mental health
Phonics K-2
Preshools
Progress monitoring tools
Reaching out to all families; bilingual/non-English speaking families
Reduce class size K-5
Retaining staff; benefits, staff perks (your children going to your place of employment); opportunity to be state employees?
School-business partnerships
Schools - Sped; universal measures for goals
Schools connection; morale from one building to another; morale within buildings
Smaller class size
Social emotional
Social emotional learning; mental health awareness (students & staff)
SPED; training for staff
Staff morale
Subs (more please); needed for testing
Substitutes; availability, retention, education
Teacher lunch accounts; connect to paycheck
Teacher training in specialized needs (autism, EBD, ALC, FLC)
Technology equity between 305/CKCIE
The ability to be able to think outside of the box and not feel bad about it or being told no
Too many initiatives
Top down planning; K-12 curriculum alignment; consistency is not there
Units designed vertically by grade; 1st builds off kindergarten; 2nd builds off 1st
Additional support staff

Responses recorded as received; no edits to spelling, etc.

Addressing mental health needs for parents, student & staff
Adopt conscious discipline by Dr. Becky Bailey - district wide
Affordable health insurance
Affordable health insurance options!
Align teacher conferences across schools
All schools need conscious discipline training & implement the program
Alternative schooling
Bal-a-visx
Benefits for staff
Better communication of school delays/closings
Better communication w/ DLL parents
Better health insurance for staff
Better vertical alignment between prek and kindergarten
Better wages for support staff; teacher assistants, paras
Brain breaks/gross motor opportunities
Break the staff/boss outside of work barrier & with families
Build school family
Bully prevention; educators & students; teach educators to think before they act/self regulation
Cheap/free extra curricular activities
Childcare help for staff
Cleaner buildings
Communication device to help translate
Conscious discipline
Conscious discipline for all ages
Conscious discipline; positive intent
Continue collaboration between early childhood & kindergarten
Coordinating social emotional supports
Crispitos
Dealing w/ behavior disorders
Delayed start = TOUGH for staff & families
Developing life skills for all
Developing social emotional supports
Educating secondary students on life skills
Elementary/preschool partnership
Eliminating zero tolerance - kin
Families want more support; (social service) ex. Heartland family consultants
Family engagement
Free school lunch for all
Health insurance expense
Holding parents more accountable
Importance of play/movement/recess
Improved 504 process; making sure parents know this is an option for their students
Improved transitions from elementary to middle school

Responses recorded as received; no edits to spelling, etc.

Including all studnets in everything
Increase in wages for all staff
Increased availability of technology for all staff
Increased lunch periods/less structured
Increased opportunities for creative arts
Individualized curriculum for kids of all ages
Integrated preschool communication to enrolling parents and school staff
Interpreters in all schools; connecting schools
Knowledge of early childhood education program among all district staff
Life skills; insurance, taxes, student loans, home/car maintenance, education options
LIVABLE WAGES FOR STAFF
Livable wages for staff; ALL staff; year round payroll option
Livable wages!!!
Livable wages; Tas/Paras
Lower student ratio
Make elementary schools more equitable; families want to move school districts; ex different qualities at Sunset versus Meadowlark
Maternity leave rules; for full year EHS
Meeting needs of dual language families
Mental health focus
Mental health focus
Mental health for EHS!
More affordable family insurance for employees
More classrooms/teachers
More good help in classrooms
More inclusion in schools
More parenting resources, support, training
More support for mental health/special ed; follow recommendations
More support for parents
Need more knowledge/training how to work with families living in poverty (sensitivity training)
No more 2 hour delay! We miss snow days
Outside of the box teaching; get creative
Paid maternity/paternity leave
PAY! (livable wage!!!); teacher assistants
Poverty education
Preschool for all children
Provide a safe environment for staff and kids; from escalated behaviors from students
Provide more transportation; shorten radius for bussing
Providing a safe environment
Providing direct hands on to support teachers
Referral system for CKCIE services
School nurse in EVERY building
Screen time addiction intervention

Responses recorded as received; no edits to spelling, etc.

Self care for staff; team building outside of work
Self-care; secondary trauma, burnout, retention
Sick policy for kids
Social emotional support
Solid understanding of brain based development (birth to 5)
Strengthen graduation requirements for all students
Support from upper management
Teacher burnout; prevention & support
Trauma based teaching
Trauma informed curriculum throughout ALL USD 305
Tuition reimbursement for staff
Tuition reimbursement; student loans suck! (pertaining to your field)
USD 305 needs to look at the current required classes for graduation
Using CD (conscious discipline) throughout ALL USD 305
Using conscious discipline to higher grades and to parents
WAGES
Ways to keep kids in school; lower drop-outs
Work on ways to help with teacher shortage; wage, soc em, lack of interest
Younger ones to have a social/emotional/play focus
Accountability for students (grades and behavior); not allowing advancement to next grade without demonstration of mastery of content (similar to high school)
Alternative school for 6-12
Alternative school for middle and high school level (trade orientated)
Awareness of what is going on w/in buildings; more intervention
Balanced classes with SPED kids
Better criteria for extra services; CIS, etc. - value what is provided for them
Better professional development
Better social media outreach
Bring more teachers to alleviate class sizes
Cell phone policy enforced!! (not carried)
Clarity on district policy/guidelines (grades, discipline, etc); consistent throughout all schools
Class sizes
Clear and structured boundaries for behavior (student life transition to real life)
Communication
Communication!!! Both at staff level/building level and from board to community
Communication; w/ minority community, between colleagues, admin to staff, board to community, school to school (feeder & sister schools)
Continuity with district & bldg policies
Consistent & appropriate discipline (staff & admin agreement)
Consistency & equity in rule following, expectations, discipline, etc. for students
Consistency across district while allowing building differentiation based on student needs
Consistent, frequent communication (building-wide/district-wide)
Continue work meeting social-emotional needs of students

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Continued support for initiatives
Continuity (overall student - student; building - building); expectations, accountability, discipline
Create mental health supports (more than we have) (more effective)
Creating more jobs at building level instead of district level
Defined outline of consequences/non-negotiable
DISCIPLINE POLICIES; consequences that are followed with fidelity and are meaningful
Discipline; clear understanding of what follows action; MATRIX
District daycare program
District evaluate environmental impact (waste, plasticware in cafeteria expensive & wasteful)
District staff observing what is happening in classrooms
District wide discipline (ex. Set them up to be good citizens) (for unemployable behavior)
District wide discipline mandated; consequences (no exceptions)
District wide homework & latework policy
Diversity among staff
Diversity in staff
Don't spend money well (MasteryConnect is not effective)
Dress code policy
Dress code policy (clear & defined) (enforced)
Elementary teachers should teach more than math and reading
Encourage teachers to obtain ELL endorsement
Encouraging staff to seek resources to support own well being/self care
Equitable resources; training, support staff (qualified)
Equity
Expanding on Restorative Practices; ex: resources, people, training
Expectations of community (parenting training; i.e. parent not calling/texting students)
Figure out academic schedule!!! Consistency, length/time of breaks, unused snow days
Grow area of electives at middle school
Hold student academically responsible; don't lower bar
How classified staff are treated (lots of disrespect towards paras, etc.) from staff & students
Improve nutrition with our breakfast menu (sugar); we have a lot of overweight, but malnourished students which affects ability to learn
Jr. ROTC
Late start; meds for students & breakfast
Look at new curriculum for all subject areas
Mental health for teachers, staff and students; more counselors, school psychs, etc. And not equal to what SMS has; customize for LMS
Mental health/rehab funding & facilities
Middle school promotion accountability (class credits, summer school, credit recovery); suggestions
MiRP is ineffective with advisory
More concentration on students doing the right thing
More social & emotional support
MORE support for staff
MTSS program at middle school; esp. math

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Non-athletic opportunities (drama, foreign languages...)
One-one technology 100% of the time; shouldn't have to search for extras/or during testing time
Outside resources for student support (behavior, mental health)
Over emphasis of reading and math at elementary school lacking SS & science skills
Paras not paid enough; need more training
Parent engagement/community engagement
Phones that work faster & not go to message when calling for help!!
Protect students and adults from bullying
Restorative Justice community partners if we are a restorative school (Lakewood)
Retention of classified staff (paras, food service, custodial, secretarial, etc.); pay/benefits
Short staff for needs of students in the building; mental health, soc work, etc.
Smaller class sizes; better balanced classes, not 32 in one and 8 in another; averages don't pain the real picture
Stronger communication between leadership and staff
Student accountability and high expectations
Support for teachers/staff experiencing secondary trauma
Too much emphasis on the individual and not enough on the community
Transparency
Trust your highly qualified teachers; we are professionals capable of making decisions in the best interest of students; recognize staff
Value teacher input (Exline's inservice day March 6, for example)
What do we do w/ students who fail @ middle school; credit system?
Work on communicating w/ community members; making sure that we are using language that is comm friendly, less "educationese"
Add more electives
Add more trade opportunities
Adequate staff to meet needs
ALL subjects have equal time in elementary; not math for 2 hrs/reading for 2 hrs; it will lessen student apathy later and will increase math/reading skills
Allows T to think outside of the box; be more creative (SPED needs to have more flexibility in meeting needs that are present)
Alternate opportunities for students outside the school
Alternative education for middle school
Alternative school for each elementary, middle, high
Alternatvie schooling for middle school
Benefits/perks
Bring own kids with you to the district/school
Career cruising; include STEM
Chaplain/emotional support for students AND staff
Community support/involvement at the middle school level
Compensation
Computer literacy (elementary)
Cont. to grow our vocational programs/opportunities

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Creating a positive learning environment for all students
Criteria for elementary & middle school promotion
Cultural representation
Developing a privileged system for students; student accountability
Enriching our high flyers
Flexibility for at-risk students
Flexibility in work time; daycare, kids' school start time)
Foreign lanaguage (earlier than high school)
Health and wellness; emotional
Health and wellness; physical
Huge discrepancy in \$ between middle school compared to high school & elementary
Improve para pay & in-services (para to teacher program)
Incorporating SEL into academic curr.
Increase attendance to school activities
Increase community involvement
Increase student pride in work
Keyboarding (elementary)
Lack of focus on the S that do what they need to do; make good choices; top kids
Lack of resources for S who do not excel in traditional setting
Late start policy; not effective
Less focus on standard testing
Listening w/ an open mind
Longevity for initiatives; allow for re-evaluating BEFORE moving to new
Maintain and grow w/ technology
Mentor program; needs evaluated/ineffectiveness?
More electives @ the middle school level
More enrichment, opportunities for rewards, celebrating our kids that DO what they are supposed to; recognition is contagious
More flexibility w/ the schedule
More flexible in scheduling; hard conflicts that cause kids to not get electives; allowing students a "study hall"
More mental health service/support
More service learning for students in their community
More Tier 3 supports (middle school)
Need more opportunities for high achievers in the elem and middle schools (non-gifted)
Not enough class options for upper level middle school
Not enough electives at middle school level
Opportunity to explore all pathways before having to choose one
Parent education
Parent involvement
Prioritize changes in curriculum or classrooms each yr.
Prioritizing with focus; willing to let some other things go
Putting students ahead of lesson plan

Responses recorded as received; no edits to spelling, etc.

Reaching out; parent involvement
Recognize that every buiding is different; be able to meet the needs of the population we currently serve
Remembering we are the professionals
Rennaissance incentive at middle school
Revisit curriculum for modified classes to better fit vocational bound students
School/district-wide discipline
School-business-community partnerships
Share sick days
Student choice/exposure to a variety of course options @ middle level; restrictive schedule structure
Student involvement in choice
Students need to take more pride in their work
Teacher autonomy; trust our professionalism; trust our strengths in delivering content
Teacher input oni curriculum
Textbook adoption
Textbook adoption;canned curriculum
Told to move on when curr isn't mastered
A good Phonics program (NOT Words their Way) that teaches students how to spell in a better time frame/more student/teacher friendly
ASQ3; kindergarten screening needs work to be effective
Backmaps are too high of importance; pushing kids TOO HARD
Better reading program; phonics K-2/intervention
Better support & communication with new staff
Character development (more integrated and cohesively embedded for students) time
Class sizes; Title I schools need smaller classes! Higher needs need fewer kids; 22 kinder is too much; 25-26 4th is too much
Classified training
Classroom management training
Classroom support
Continue social emotional growth; need to start at home
Developmentally appropriate practices in primary grades
ELA units; English Language Arts
Explanation of Employee Assistant Programs
Finding joy in reading/math
Focused priorities
Funds for training; teacher requested prof. development
Getting all schools on the same page (elem); backmapping; consistent instruction
Highly qualified & trained mental health prof./director to be in charge of all mental health disciplines; case consult w/ K-2 teachers (weekly needed) to identify how to support teacher & student mental health
Internship (students) coordinator
Kinder missing social emotional aspect; too pushy too fast; 1st sem more prek
Less time on guided reading; Words their Way

Responses recorded as received; no edits to spelling, etc.

Lunch & breakfast needs looked at; 100 carbs at times, poor nutrition
Make school fun again for students and teachers; grade appropriate
Mid/high school staff need educated on mental health issues
More diverse staff
More play based
More recess
More science and social studies
More training for new teachers
More trust/flexibility schedule teachers; ability
Movement based learning; kinesthetic
NOT ELA units; whole group reading - sucks (a 3rd grade teacher told me they taught Government for 9 weeks...then the underground railroad)
Not enough recess
Not micromanaging; sending mixed messages; told one thing then told something else
Phonics program
Phonics program is needed
Phonics program; Words their Way
Pre-K
Preschool for ALL
Project based learning; more flexibility
Quality of para support
Quality of teachers; hiring
Recess/lunch coverage
Report cards are NOT parent friendly; terminology, on Skyward too many things are lumped together
Research based instructional resources that engage students
Resources
Resources & accountability for char ed
Retention of staff
School psychs need more testing kits
Science & social studies only 1st week
Smaller class sizes
Smaller class sizes
Special education training; more strategies for classroom teachers
Staff consequences for refusal to follow best practice
Strictness of schedule; too rigid!/restrictive
Student behavior out of control; inconsistent
Substitute issues
Teacher retention
Teacher self-care & mental health
Teacher support groups
Teacher workload; amount of preps @ elementary level
Teaching SS & science
Training for experienced teachers new to district

Responses recorded as received; no edits to spelling, etc.

Training for instructional coaches
Trauma informed training
Updated classrooms; storage
Walkthroughs happening too frequently for too long (evaluation like)
We expect entirely too much in kindergarten-5th; sit too long, testing, why you see a crash after preschool; curriculum over play
Whole group units; don't meet kids needs
Words their Way ; doing many years; not working
Writing curriculum; grammar/spelling
<p>"Characteristics range from thinking and information-finding skills to timeliness and the need to regulate oneself and work with others." What a complete joke. This is the reason we have a bunch of BRAINLESS idiots walking around. These are things that should be taught AT HOME. A parents laziness should not cripple the school's ability to teach...unfortunately, it has. It's not the teacher's responsibility to teach basic skills that need to be taught at home. "Expectations are high." Give me a break. Every high school kid currently enrolled uses their smart phones to cheat on tests and homework. I know this will fall on deaf ears. It has for years. Stand up for yourselves. For once. Education should be a privilege and be appreciated. Disrespectful students and parents should not be permitted to continue in the schools. Perhaps, then, we will start enforcing some rules in the home. The United States is ranking somewhere like 27th in education? Take the phones. Start taking studies seriously. Worry about teaching reading, writing, arithmetic - the kids who want to work can go to Salina Tech and get some REAL skills! Timeliness and the need to regulate oneself shouldn't even be anywhere close to the responsibility of a teacher. The teachers should be able to encourage positive behavior that has ALREADY been taught at HOME. Tell your parents to stop being lazy and quit worrying about hurting feelings. May God have mercy on our souls if we are left in the hands of the "educated graduates" the system is currently allowing to receive diplomas.</p>
"Fear" of parents is influencing the consequences.
A common district assessment
Adding more support classes in middle school besides just in elementary
Administrators at elem level want to be the students' friends. They need to have consequences laid out so they are consistent. They need to call parents. Even if a student has had trauma they need consequences.
Allow them a choice in any matter that may involve them. Give them choices.
An list of topics/units to teach during the school year
Arts, music, drama, speech, other creative expressions; there needs to be performing arts hall, bigger budget, Steinway, private lesson academy
<p>As a one year employee at Lakewood Middle, I am learning so much. My greatest burden is for the teachers. The nature of Lakewood Middle is that of a restorative environment. Teachers are very disheartened when there are not consequences for students who are not held accountable for the "rules." "Why try?" has been heard. "Admin doesn't get it." I have wondered about the students who are not held accountable for their actions with nothing more than a "slap on the wrist." The question I ask myself is where is the line between restorative and enabling. Students don't have to apply themselves because they are just passed on. It seems to be a badge of honor for them. I am learning about the very destructive homelife situations for them. It does break all of our hearts. I support the restorative ideal. I am unclear where I restore and enable. We the adults do not have the same rules.</p>

Responses recorded as received; no edits to spelling, etc.

Ask them and get their opinions on school being open because in closing school you are taking away most of their education and with online schooling you are taking away the social aspect of what school does for the kids. For kids school is like an escape it is where their friends, teachers, and where most can relax more without the eyes of their parents. Some kids might have nowhere else to go for their parents still have to work just to keep a roof over their head and food on the table, and at school they have that with no worry. So think of it from a kids perspective and what you might be taking from them.

Attract more high quality teachers

Based on my travels and experience we are a district anywhere from 5-15 years behind others. I feel as a district we have always played 'catch up' based on what everyone else is doing and would like to see our district and community take some progressive steps as it comes to facilities and long range plans to make Salina the hot bed for activity and education that I feel it can and should be. I will say that our community is taking some steps I would like to see USD 305 lead the charge and the community follow its leadership.

Be family friendly

Be visionary, shake up the status quo

Better resources

By canceling school due to the growth of the corona virus

Cancel school for a little while the corona virus had been a big outbreak

Change the school lunch program; the cost is ridiculous for what they get and the choice are not great; some children go home and eat like crazy because they do not eat what they are served and what parents are paying for; I believe reduce price should increase some too instead because I make too much I suffer and pay full price as I struggle to make ends meet

Childcare for teachers. It's offered to students, why not open something for our teachers. Our teachers shouldn't have to stress about finding good quality care for their kids while they take care of and teach ours. Gifted programs need to be re-evaluated. Once a week for 30-45 min is hardly a gifted program. Look at other states programs. Texas, Austin area specifically has a phenomenal gifted program. Weightlifting or conditioning for middle school athletes. More than half of our boys are out of shape and far less competitive because all other schools have programs for that age group. And by the time they get to high school they are way behind.

Children need more unstructured play time, recess needs to be expanded

Communicating opportunities to parents of students at middle school level

Communication regarding issues with my child could increase; he struggles with ADHD and being gifted on the high functioning end of the autism spectrum; he hates school because he gets bored; definitely need more resources to keep all kids engaged and thriving

Communication with more stakeholders; reaching more people

Community involvement; more volunteers on a daily basis

Connecting students with learning and social disabilities EARLIER; some of the connections needed to establish to be successful adults need to be established in the earlier part of high school; allowing community resources to come in sooner and make a plan for these students needs to be happening

Continue to stay up to date or even ahead in technology and stay connected to the community to know what the workforce is in need of, so our students can contribute to help keep Salina growing.

Counselors need to meet individually with students & parents together

Creating partnerships centered on civic engagement, prepare students for career/higher ed.

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Current data must be used to drive instruction with meaningful goals
Dealing with bullying from students and staff
Differentiation/enrichment needed for high students
Discipline!
Diversity in hiring
Don't know
Don't spread too thin; parents need to step up & take ownership and work on the issues especially mental health, social awareness, truancy
ELA reading units in K-5; teachers do not like them, they are not engaging, kids aren't reading, teacher does most of talking, texts and/or material are too difficult and over their heads, students don't have an interest. We would be open to the district telling us to do a "Realistic Fiction Unit" or a "Folktales" unit and a time frame to do it in as well as a common writing assessment, but let us decide what to read and how to teach it.
Elementary building leaders can be stronger to hold teachers to high expectations and empower educators
ENFORCEMENT OF RULES!! We need to take hold of these kids who just roam the halls with no cares or worries and give them ISS, we also need to monitor what is done in ISS because from the stories and my own experiences you are allowed to do virtually nothing, you can sit there and color on children's books while others in their classes do work and it is NOT fair.
Enough educators to students ratio; lunches like the good ol days...when they were appetizing
Equity district wide
Every student needs to be very able to move forward with hope knowing that they matter and can contribute to society. Every family must be given tools to help their students succeed.
Figure out this no school thing
Fish south
For clarity, I am not suggesting sending herds of high school students to Salina Tech. Not all students want or need a Technical Certificate or Technical Degree to find successful employment. Students should only be sent to Salina Tech if they are capable of meeting the college rigor Technical Certificate and/or Technical Degree programs require. College rigor requires minimum "C" grade in a class to graduate, students must be able to read at a college level and students must have the desire and maturity to attend college level degree programs. Sending unsuccessful students (low reading level and "Ds" in high school courses) is not the answer because it is unlikely the students will be successful.
For the younger Elementary students more homework would be fun!
Get back to basic math; incorporate a stronger social studies curriculum and allow teachers the freedom to teach creatively rather than from a script
Giving teachers the resources and funding they need to do their jobs.
Greater need for student-centered instruction
Having times when all administrators are out of the building creates stress on teachers and staff
Helping with the covid-19 pandemic
How to help individual students that are struggling with getting School work turned in. Understanding the students have problems in life too and are struggling at home and at school.
How to help individual students that are struggling with getting School work turned in. Understanding the students have problems in life too and are struggling at home and at school.

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I am retired from USD 305 but volunteer in an elementary library (something I love). I think the staff at Heusner does a wonderful job working with students having behavior difficulties; I hope that these programs will be continued and enhanced. For example, I think students in poverty, who have incarcerated parents, foster kids can benefit by working with the counselors and social workers. I think you are doing a good job; I just want to see it continued and enhanced if possible.

I don't know

I think it would be a good idea to actually look at the wedges you pay the support staff. The maintenance and custodial staff get paid way more than the support staff and kitchen staff. I think you would get and keep better employees if you reevaluate the way support staff is paid. Pay us for our days off, or find some jobs to do during those time so we don't have to struggle as hard without pay. I paint in the summer and they pay tier one year one wages. We should at least make what we make during the school year. It's all just little things that make employees know they are appreciated.

I think the middle schools are lacking for advance students; my daughter is in the 7th grade and she is doing work she did in the 4th grade in another state

I think they are doing good

I would like to see elementary art teachers be at 1 school and not have to travel. This could be done with teaching kindergarten art - this way k teachers get their deserved planning time - and art teachers could do some strategic teaching of a reading group or math intervention. Every school needs that.

I would like to see USD 305 work with Salina Tech, industry and/or community resources on developing and implementing certificates of completion type of courses using the employment needs of the area and state, similar to the CNA certificate of completion. These courses could be in a variety of areas so that students could fill employment needs in Kansas.

I would love for you guys to offer online school so we don't have to relearn everything we don't remember

IDEA, 504 Compliance

If possible, each student having a tablet (rented or their own) with an app for the school. Then they could continue learning without any delay

If you require work to be done on chromebooks make sure they have internet at home. Not all can afford it. If you lockdown a school parents should be given the option to pick up their child.

In the high school side students don't seem to write down assignments; a class on note taking and prioritizing

Inclusion

Increase test scores (increasing learning to give our kids the best opportunities after graduation)

Job and life readiness for our special education students

Keeping the specialized programs in each of the buildings: EBD, ALC, Autism, FLC

Kg curriculum - less emphasis on writing and reading from the first days of schools; more emphasis on play based, developmental appropriate play and social skills

Kids need more classroom time; LESS "teacher in service" days; cut out this 3 days off in October and February because of conferences; the Friday off right before the week of spring break is ridiculous; grades are done electronically

Lakewood is out of control, need more structure and consequences for negative actions

Languages have been cut, we need to put it back

Less rigidity from administration

Responses recorded as received; no edits to spelling, etc.

Literacy units - kids aren't reading, they are not exciting or meaningful. Guided reading groups need to be small class size. Literacy coaches should be teaching.
Many IEP goals are inappropriate and meaningless and cannot be measured
Meaningful diversity education
More activity buses to take students on field trips, and budget for field trips for every grade
More equality for employees across the district
More flexibility/freedom for teachers in their daily schedules and less demand on reading and math minutes
More recess time for students
More substitutes and more substitutes willing to work in elementary buildings
More support for teachers being attacked by students and the teachers mental well being is critical for retaining and producing dedicated and devoted educators for our kids.
MORE, MORE, MORE Dual credit courses in high school!!!
Music has been cut; we need to put it back
Mutual respect and teachers setting a good example
Not sure...
Offer more parent learning opportunities
Offering smaller class sizes
Overall equity (need more than the equity council)
Parents need to be informed about student behaviors, rather than have them swept under the rug.
Partnerships for mental health/family supports
Prepare students on how to budget and work on finances in their future. Work on life skills like integrity, dependability, humility and setting priorities
Preparedness to vocational trades
Promoting and preparing students for all forms of higher learning equally regardless of academic levels of achievement
Protecting the kids
Providing more opportunities for culture
Regarding technical education, this is an area I feel can be expanded; however, let's avoid investing time and money in expanding or adding facilities. I would rather see collaborations with local industry, Salina Tech or other community resources. Salina Tech already has the facilities, instructors, etc. Additionally, local industry has facilities and in some cases entry level training programs that could be utilized. It would require creative thinking, problem solving and a willingness to work together, but it would save money and possibly avoid tax increases to pay for additions to current buildings or new buildings
Regular education instruction in reading must engage students with cognitively rigorous and motivating materials
Research-based instructional programs rather than relying on individual teacher effectiveness
Retention of staff and experienced educators
Rigor is important; college will not allow late work, corrected tests or online programs to get through
Save \$ by reducing paper; the Peachjar and email systems work well; use those for school and classroom newsletters
Seeking community input

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Small class sizes
Smaller class sizes for all grade levels
Smaller class sizes for all teachers including specials teachers
Smaller class sizes K-5; 20 max
Smaller classrooms would have a profound effect on the instruction provided; even mediocre teachers can have a better impact when they can give more personalized instruction and are not overworked and overwrought
Special education Coop needs complete overhaul and special education teachers need training
Special education department
Special education instruction is activity-based and not the direct instruction needed for students
Special education services and Coop does not meet student needs
Staff morale
Standards that need to be assessed during the "unit"
Standards-referenced grading is meaningless to students and does not provide motivation for kids with intrinsic desire to do well and go above and beyond
Starting school later in the fall
Stop asking generic questions in these surveys
Stop the career cruising. Kids don't know what they want to do . Most people change what they plan on doing after high school
Student discipline; rules need to be defined and enforced, and consequences need to be consistent. Even students with trauma need boundaries and consistency.
Teachers need to be given more freedom to design and implement their own curriculum; forcing all teachers to teach the same thing at the same time destroys creativity and passion and loses amazing learning opportunities
Teaching the basic life responsibilities filling out W2 understanding retirement programs insurances
That way classroomo teachers can bring back meaningful, memorable, authentic lessons that engage their students while still meeting the district time line, standards and common assessment for our transitional students.
The ability to let parents have more input about special needs for there child
The arts need to have proper respect
The district HAS got to understand and realize that students are coming to us way different than 10 years ago. They are not coming to school ready to learn and with the life skills they need due to lack of parenting. They are being asked to do so much more and the rigor is way too much. We need to step back at the primary level and be allowed to teach our students how to behave, communicate, be respectful, build stamina, learn, etc. Many students don't want to come to school because we are pushing the young ones way to hard, the pace is too fast, and we move on when they need to keep practicing a skill. Teachers are very frustrated as well.
The ELA units are not a favorite of many of the teachers in the elementary buildings. Is there a way of considering giving each grade level "units"/themes or topics to student that are required to teach throughout the school year?
The gifted program is lacking; 45 minutes a week is not enough. More attention needs to be given to these students needs.

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The grade school curriculum is terrible. Why does every school have to do the exact same thing? How can one curriculum meet the needs of our diverse population? The idea that what works in one school should work for all schools is outdated. The grade schools need a researched based reading curriculum. LBD was better than what is now in place and that isn't saying a lot. Student standardization scores are not increasing even with the addition of 'coaches.' Those funds should go toward making class sizes smaller, not hiring more coaches. Why does the board office need more administrators? Two more positions were just added? For what reason? How will you measure whether that is an effective use of funds? The way Salina spends money, I think this district is a poor example of underfunded schools.

The lack of follow through is creating chaotic schools, which is not good for any students

There are so many sugary treats in the classroom; it is often in violation of district policy; I do not mean birthday treats; MLR busy fruit snacks and junk food to give students during state testing

Time frame of instruction

Training

Training kids to go to work in or community

Treaching studcents basic life skills.

USD 305 can be much more integrated into the community. What if students helped adults applying for drivers licenses and in other civic areas? What if the learning resources of arts, health, and businesses are rallied to the service of students? What if parents of all students feel heard and seen? What if the most disaffected students are reached with classroom practices that meet them where they are? What if schools and gardens and open workshops where all kinds of people can come together? What if mentors outside the schools are deeply invested in helping students find their own ways?

USD 305 needs to do a better job at recognizing those "middle class" students & offering them as much support that is offered to "gifted" & "At-Risk/low income" students; the "middle class" student often goes unnoticed throughout their high school career, they do not get the support in scholarship application nor do they get recognized in any way of their efforts

USD 305 needs to expand the classes that meet the computer graduation requirement; i.e. CAD/Engineering/Arch. classes

Utilizing the coach positions better; two full time employees who do not work with students

Vapting; for real! When did 'smoking in the boys room' become OK again?!?! And the girls' room too, for that matter.

We do not address racism or issues of LGBTQ well or at all

We need a phonics program in the buidings that create a common language among different grade levels for the students to connect with year after year

Well at lake wood they need to work on more skills to teach us and more things to tell us so are education is better for us and are children

When to cancel school for bad weather

Young teacher retention