

Our Path to First Choice Update No. 9

Team,

Here is Path Note No. 9. Enjoy the rest of your week. Thank you for all you do for our students.

Our Path Topic

On October 20th, a group of administrators will be joining a group of Greencastle administrators at G-AHS for a couple of hours. The purpose is to learn more about the organizational and ongoing improvement framework WASD is embarking on right now.

The group will have a short presentation by Mr. Bob Bittner of the Mid-Atlantic Alliance of Performance Excellence. Bob will provide information on how great organizations focus and align to a vision and direction. He will focus on seven (7) areas, or criteria. Those seven areas are Leadership, Strategy, Customer, Measurement and Analysis, Employee, Operations, and Results.

Now, you might say that those seven areas sound familiar. You are correct. The seven areas were the focus of the *Are We Making Progress* survey.

The group will learn how it is important to the organization to have systems and processes in place in order to constantly improve. The fact that processes and systems need evaluated on a regular basis is essential to the organization's success. They will learn more about PDCA, ADLI, and LeTCI. If you don't remember, PDCA is Plan/Do/Check/Act. Put your plan together, figure out how you will communicate that plan to all those who need to know and do the plan, check to see if it is working by evaluating it, and making the necessary changes and then act upon the needed changes. ADLI is the tool to check the plan. Determine if the approach is well defined, is the plan well-deployed to all those who need to know, learn from the data and make the necessary changes and adaptations, and is the plan or process integrated with other plans, processes and systems? Finally, LeTCI is a tool for looking at the results. When looking at data, what are the levels, what are the trends, what are the comparisons, and does it integrate with other plans and processes.

The second presenter to the groups will be Dr. Lisa Mueller, Assistant Superintendent of Jenks School District. Jenks is an extension of Tulsa, Oklahoma. Dr. Mueller will share how the framework WASD is using has turned Jenks into being a world-class school district. Jenks experienced a large change in demographics a number of years ago. However, with the district having a strong organization of systems and processes, it did not feel the pain of such a massive change. The district was able to respond in a systematic manner that provided little reaction.

After the workshops, we hope to share more information with you as we go down Our Path to First Choice. It is a long path, and can be a bumpy one, but it is a worthwhile framework for building an organization of ongoing improvement. Over the next few weeks, the Path Notes will start to focus on what the framework is about and how it works. Stay tuned!!

Survey Results

- The *Are We Making Progress Survey* results are attached. A big thank you to everyone who participated. The results will be used to help us look at our weak areas and plan for improving in the seven (7) areas of the survey.
- Also, the survey will be sent out in the spring, and each year's spring after that. The survey results here are not summarized, but raw data.
- As mentioned at the Opening Day, there will be surveys that are appropriate to share the entire results of information. We have much work to do to improve (lots of OFIs), but please be patient as we work to achieve progress in the many areas.
- This process is part of improving our communication and working to build trust with such openness. However, it is a long process until we can achieve the levels of communication and trust we hope to gain.



Are We Making
Progress Survey Resu

Groups at Work

- As mentioned last week, we are starting to work at some of our points of focus and goals for 2017/18. Below are some of the groups as a reminder.
- Early Childhood—Barb Martin has started a group to study how we can improve the learning readiness of our students prior to starting kindergarten. Another meeting was held last Thursday with even more people involved. The project will likely continue to add people to the group in order to gain all the stakeholders' perspectives.
- School Environment & Climate—this group is looking at discipline, bullying, and how we operate as a school district and schools in order to have a plan to improve and an overall plan of approach. Again, more stakeholders will continue to be joining the group to share one's perspective.
- Kindergarten Program—Dr. Sterner-Hine is working with our kindergarten team of teachers on the possibility of full-day kindergarten or any other program or approach that may improve what we are doing now. The next step is visiting various all-day and other types of programs.
- Facilities & Grounds—Eric Holtzman, with Don Miley and Randy Fogle, have started to work together to develop a 20-year facilities plan. The reason for 20 years is that schools financing building projects are based on 20-year bonds. It is helpful to plan with those in the plan. In addition, best practice is doing updated work on facilities has been typically based on 20 years.
- Alternative Education—we have a task force looking at our alternative education programs and exploring other programs. Again, this group is just getting started.
- First Choice—we are at the very early stages of getting this group organized and started, but stay tuned!
- Many more projects are yet to come; including, Professional Development, Communications, Parent Engagement, Literacy Plan Birth to 12th Grades, and Student Attendance.

Finally, once our **Leadership Model** (supervisors are starting to get it out to everyone for input) is in stone, the process for developing our plans and approaches for these projects need to use the Leadership Model to guide its progress. In addition, the PDCA tool will also be beneficial.

This is probably more information than you really wanted to know, but we are trying to keep you informed with where we are heading as a school district. Hopefully, you will find that we are getting to be redundant, more focused, trying to become aligned, and somewhat consistent with the message. Nevertheless, it takes time to achieve all that.

Events

- The middle school open house and ribbon cutting will be held on Sunday, November 5th from 2 PM to 4 PM. Tours will be available after the ceremony.
- Friday night at 7 PM, the WASD Varsity Football Team and Greencastle play at Greencastle. I'm hoping the kids win. Wearing the GAHS football jersey just doesn't sound like a good thing to me! Cheer the boys on!

Piece of the Puzzle

Please congratulate this week's Piece of the Puzzle—WASD's Elementary Physical Education Teachers. On October 9th, in the rain, *****, worked with Eric McIlquham our Athletic Director, to hold a Track & Field Day for our elementary students. The event was held rain or shine, and it rained for most of the morning. Thank you to all these folks for going that extra mile for our students. When you see one of these people, congratulate them for being selected as the Piece of the Puzzle this week! 'Way to go, you guys!

Final Thoughts

Here are a couple of inspiring quotes that make us remember why we work and spend so much time in a school with kids.

The future of the world is in my classroom.—Ivan Welton Fitzwater

Education is the most powerful weapon you can use to change the world.—Nelson Mandela

The roots of education are bitter, but the fruit is sweet.—Aristotle

Education is not the learning of facts, but the training of the mind to think.—Albert Einstein

Education is not the filling of a pail, but the lighting of a fire.—William Butler Yeats

Once you master the art of facing a room full of teenagers, and come out alive, you can do anything!—
"Chasing Pegasus".

Have a good end of the week. You do so much for our students, and we need to celebrate that. The weekend is coming, and we need it more this week. When we have a day off, it seems like the week is longer.

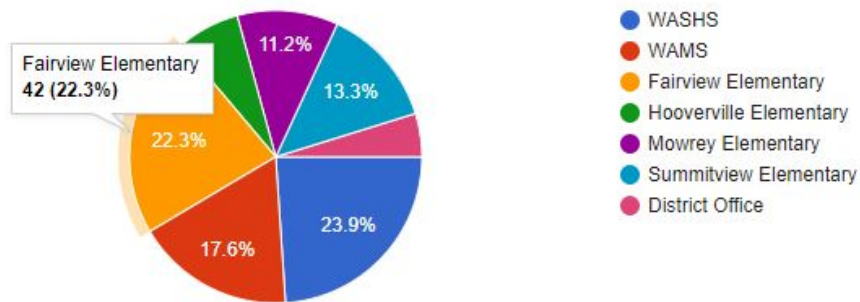
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Are We Making Progress Survey Responses

188 Responses

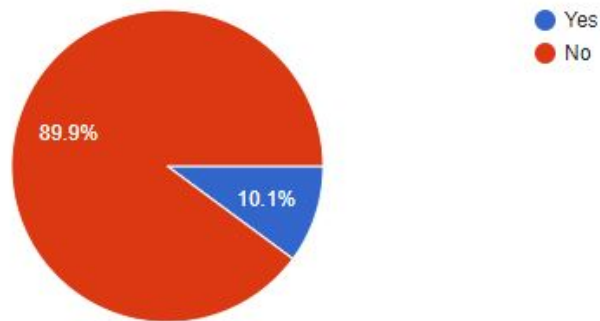
Where is your home building?

188 responses



I service more than one building.

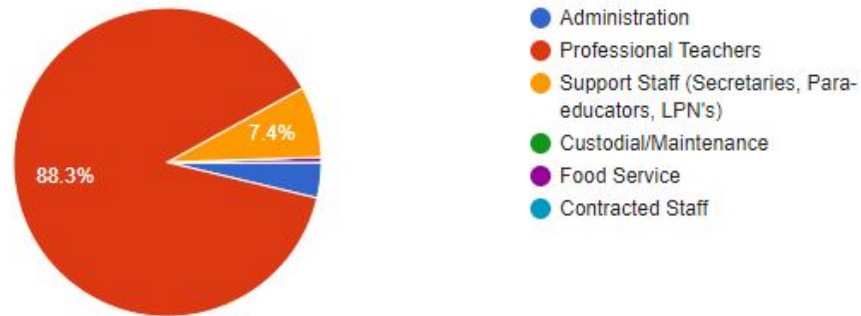
188 responses



Please select your role in the WASD.

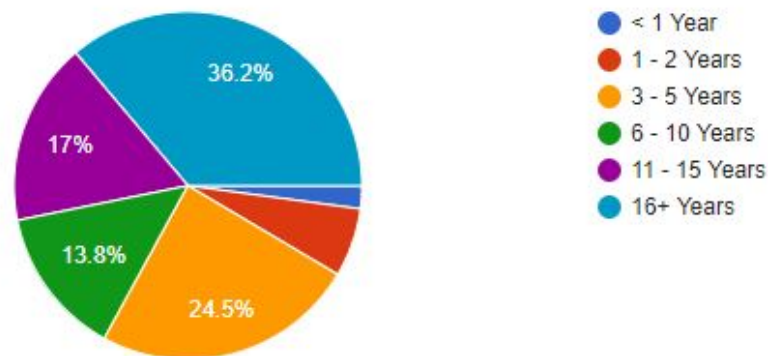


188 responses



How many years of service do you have in the WASD?

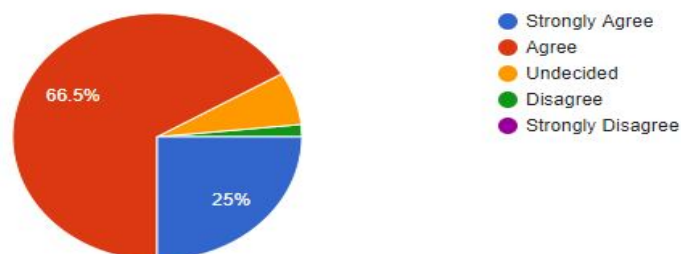
188 responses



Leadership

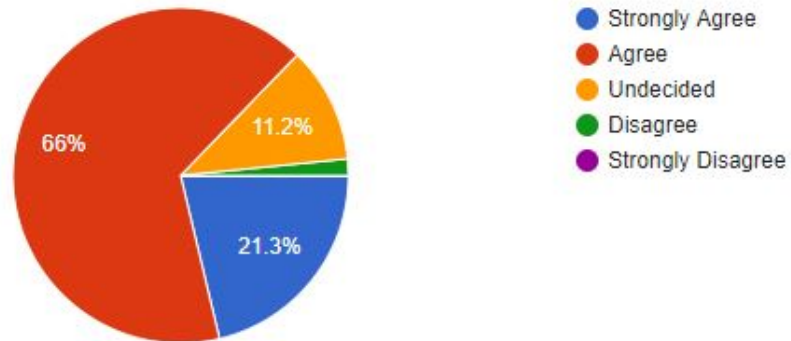
I know my organization's mission (what is trying to be accomplished).

188 responses



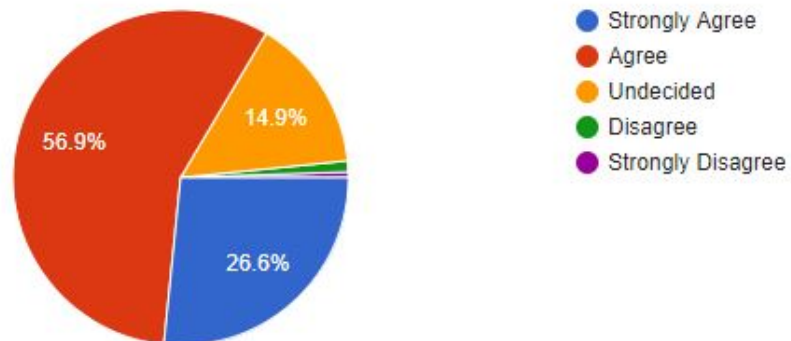
I know my organizations vision (where it is trying to go in the future).

188 responses



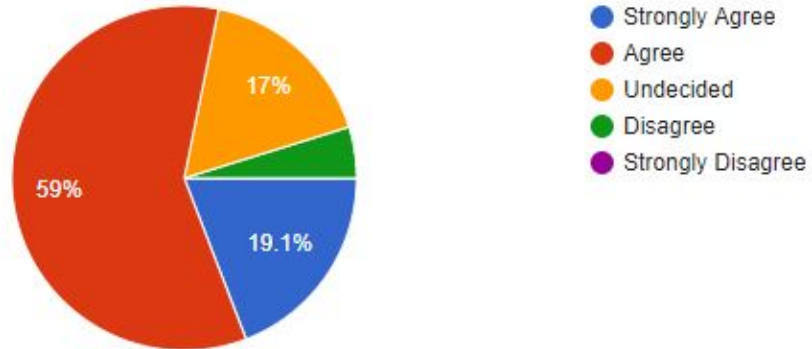
The Clayton Team is ethical and demonstrates our organization's values.

188 responses



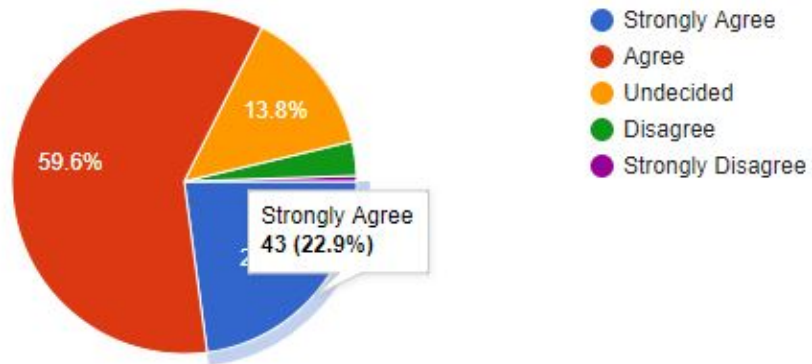
The Clayton Team creates a work environment that helps me do my job.

188 responses



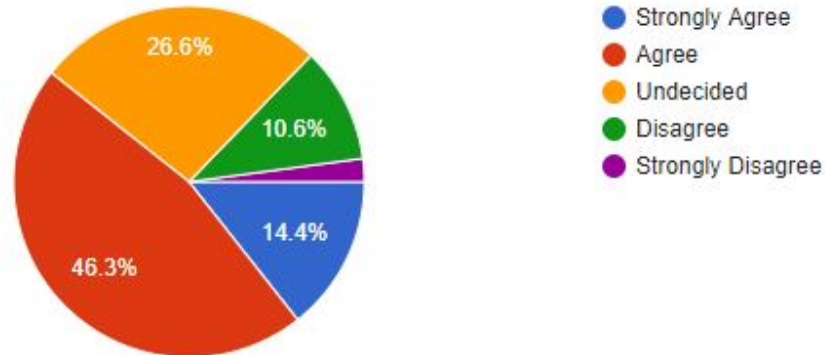
The Clayton Team shares information about the organization.

188 responses



My organization asks what I think.

188 responses



Please provide additional feedback that you feel may be helpful.

N/A (13)

none (6)

None (4)

. (3)

No additional feedback at this time. (2)

N/a (2)

I feel the Clayton Ave team really cares about staff this year unlike in the last few years.

NA

Not enough time with the new Clayton administration to answer all of these questions

My organization asks what I think, but it is not always clear as to whether it is taken seriously.

My answers reflect current Clayton admin & not previous.

I think we are moving in the right direction.

Other than Our Path to First Choice, there is minimal communication regarding information on the organization.

The staff keeps me informed about what going on at WASD

Administration has been very open to ideas and suggestions to problem solve in our building

Support staff is a huge part of the district and many times we are looked down upon. We work just as hard, sometimes harder, than the professional staff. After 20 years with the district, I feel that I do have some value and wisdom over newer teachers.

None at this time

I think that it would be courteous to ask teachers and staff what their opinions are concerning changing start/end times and monthly meeting dates

It is too early in the year to feel that I have clear answers for some of these questions.

I feel that this year is different from other years in the district. I feel that the Clayton team is becoming more transparent and more willing to listen, where in the past, I didn't feel that strongly that anyone cared about me.

Communication regarding decisions needs to be consistent and efficient.

My answers were from my experience in recent years of the Clayton Ave leadership - not from the current leadership due to the lack of time to evaluate. I hope to share much more positive answers in the spring after this year.

I don't feel like Hooverville is my home school because most of my time is spent at Summitview, however it is listed as our home base so I had to select it.

Communications are expectations are becoming more clear under new leadership.

I did not feel confident in our past administration at Clayton, but feel better about it this year.

I am really excited about the direction in which the district is headed. Communication and transparency are greatly appreciated.

The Clayton team provides an environment that makes it easy to do my job I only selected agree because as a new teacher, I am struggling to develop curriculum based on the lack of resources that I have at my disposal. It would be nice to have resources that the district (not teachers in my department) deemed good.

I feel concerned that Clayton is receiving the wrong message about the K program when they heard from one teacher.

I appreciate the way Clayton is reaching out to employees and seeking our input.

Often I'm not sure if the suggestions taken are because those asking really want to hear them or if they just wanted to make sure they asked...meaning, I'm not sure if an opinion or decision was already made prior to asking for input. Makes me question what then was the point of asking.

We are all trying to accomplish great things - not always easy.

Communication is already improving within the district this year!

Get more teachers involved in activities and initiatives within the district

The opportunity to provide feedback has been greater this year than any of the previous school years. For this I am thankful.

My answer to several questions was undecided. The "gotcha" mentality is hard to dismiss. Time is needed to build trust and see if it will actually be an "OFI".

I feel that Clayton team provides me information.

No further comments

I feel communication is definitely moving in the right direction. Thank you for asking for input.

With regards to creating a work environment to help me do my job, I feel all we do is have meetings, or are given extra duties/tasks to fill every gap of time we have. We are overwhelmed, and we could use all of the time we get to complete all of the requirements that we have already been given. We have meetings, but we are not then given time to implement what we talk about. We have no time to work on creating lesson plans. All we have time to do is check email, document parent contacts, and discuss students. We are so worried that we are going to forget something and be written up for it. We feel we are watched over more than the children are. We are given SLO's to write, but still are not seeing the benefits of these or half of the numerous data analysis because there is too much data and not any extra time to do anything with it. Did I mention we are overwhelmed?

1

Thanks for asking!

My organization definitely asks about and supports my needs.

nothing at this time

There has been an increase in communication this year, which is wonderful. The increase in communication includes emails from our superintendent and open dialogue with my building principal.

Surveys are great. Sharing the results is great. Taking action on those things that teachers need would move my rating of "asking what I think" to a more positive rating.

My answers reflect the past five years. I am hopeful that our new leadership takes us in a better direction.

I think there are still many instructional and procedural decisions that are being made at the administrative level without any feedback from teachers.

We still need more communication.

It is really too early to answer questions accurately about Clayton team since the administration is new.

It is not that I think poorly about the Clayton Ave team, but we have not been under this organizational plan and this team has not been together long enough for me to have strong impressions one way or the other (yet).

I don't feel as if my opinion or ideas are sought after. I feel that it is still a small circle of people who give input.

I feel that we still have many concerns with the growing population of ESL students at Summitview with very little support due to not having enough ESL teachers to assist all students.

I personally feel I am heard by my special ed supervisor. It is difficult to run a large district and hear everyone. Thank you all for your communication. It is greatly appreciated!

I believe that we are being very well "kept in the loop" as far as where we are heading as an organization.

Class #'s are high; communication could improve

The above answers reflect this school year only.

Concerned about the heat in the school. It is often very hot. Also concerned about how English is being used constantly for several things (picture day, library orientation, guidance, course selection, etc. WE miss a lot of class time. I have been appreciative of how the administrators have listened to my concerns and provided feedback. I can definitely say that this has been the best tone for a beginning of a year that I have experienced in the district. Thanks!

Sometimes it feels like the process of change is too fast (like when you ask us to change), but at other times it feel slow (like when we ask for change). Please recognize change takes time for everyone. This communication about the changes you want to implement is fantastic, please keep it coming. But, could you shorten it to bullet points? I tend to skim through it, rather than read every word.

Currently, I have no additional feedback

Very excited to have Dr. Dianne as our principal. Her door is always open and she's been willing to listen and help with all issues.

I am new to the building.

Up until now, I can't say that I agree that Clayton has asked what teachers think before implementing an agenda. I am hopeful that the change in leadership will change this however.

It would be helpful if teachers could give input for professional development days and what should be covered on those days.

Surveys are a good tool

-

No feedback at this time.

Decisions about the classroom and what is best for it are made without asking for teachers input.

Recently, no. We'll see what the future holds.

The weekly updates and the implementation of weekly newsletters (last year) are very helpful with communication. I enjoy reading them and appreciate the efforts in compiling them.

These surveys are one of the first times I've been asked for my feedback, so I think we're on the right track, but I placed "undecided" as this is a new development.

I believe they ask for my opinion this year, but not sure anything is really done with that information.

More interaction with employees

I go to my administrators much more often than what they come to me for my thoughts.

I feel the new Clayton Team is on the right path for our district as a whole. I really am excited for the future of this district. I feel that some members of the district are still struggling with getting on board with things since they aren't like they used to be, but I feel for the most part people are excited and are adjusting well.

I'm not sure that the organization always takes into account what I think even when they ask. It is frustrating when that happens.

I appreciate that the district vision and mission are shared and being discussed. I feel that the tide has turned as far as ethical behavior and communication are concerned but it's a work in progress.

The goals are clear and upheld within our district.

Undecided

I appreciate the teacher advisory committee created this year to create more direct communication between classroom issues/concerns and administration.

Our mission statement and vision are clear and appropriate.

I feel the leadership is making a really strong effort to inform us.

Loving the open communication!

In the past, I feel the administration at Clayton Avenue did not communicate well or ask opinions or suggestions from the professional staff. I feel our present administration is filling that need.

na

I feel like my input is appreciated and considered in decision making.

N/A at this time.

Our building is severely understaffed regarding our ELL population and has been for years. Unfortunately, Summitview staff puts their frustration of lack of staffing on the ESL teacher. It is not her fault.

There have been some unethical things done in the past with administration, but it seems to be improving as our new administrative team has taken over this school year.

Teacher input is very important, and I do feel as if our voices are heard.

I answered "agree" since the Clayton team is new.

Based on the past 5+ years, there is a trust issue between Clayton avenue/admin and teachers in this district; our opinions have not mattered previously

I feel like my (non-tested) department's feedback has never been considered valuable.

Our classroom need for technology is ongoing. There are many things we cannot do because of a lack of technology.

In the past, I haven't always felt like the ideas I've shared have been received well.

I think things are going alright so far, communication of what is expected of me concerning my job would have been more helpful in the beginning

There has been a change this school year.

I don't have any feedback at this time.

This has been improved as a building as a whole, but feel not as much individually

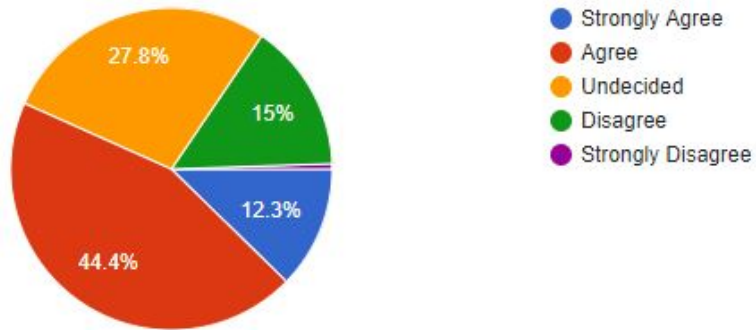
Over the last 10 or so years, an environment of mistrust, negative interactions, conflict, or even a feeling of vindictive and ill willed motives has developed towards the Clayton Team. Fear is a word that almost defines this perception for many. This negative perception carries over to the relationship between faculty and most building administrators as well. It has also led to a certain level of mistrust between some faculty members as you "never know who is going to talk to who". Conversations with nearly every custodian, teaching assistant, sub, and especially teacher echoed this perception. It has led to the development of an overwhelming level of stress and anxiety for many. I personally have never seen so many people collectively struggle emotionally to the extent of the last few years. Teaching is a full plate of responsibilities and this has pushed many great CARING teachers towards the threshold of being done with it all. I am very hopeful about the changes that are being communicated by the Clayton Team, but there is a lot of apprehension and still a level of mistrust and doubt by many. Just like a good willed step father, try to gain the trust of an emotionally hurt step child, it is going to take some. Thank you for your focus and attention to this. That, in its self, goes a long way in rebuilding a healthy work environment.

Other (64)

Strategy

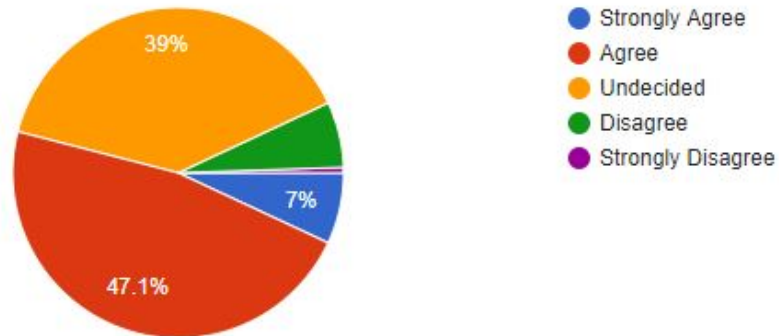
As it plans for the future, my organization (WASD) asks for my ideas.

187 responses



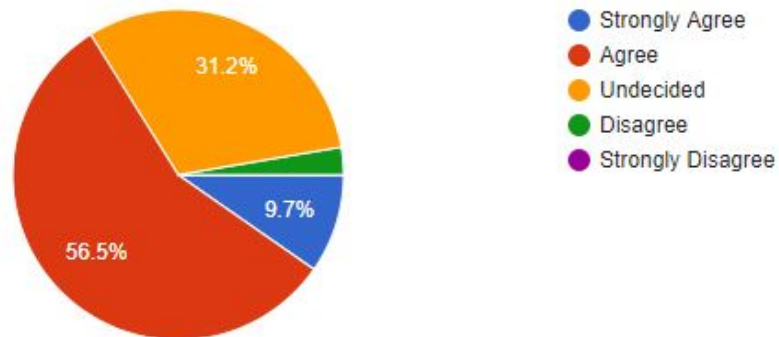
My organization (WASD) encourages totally new ideas (innovation).

187 responses



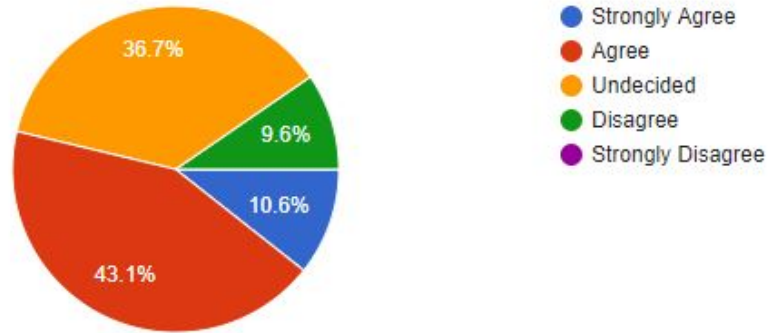
I know parts of my organization's (WASD) plans that will affect me and my work.

186 responses



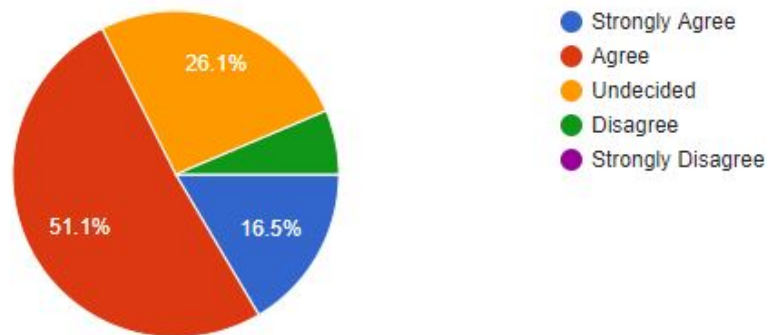
I know how to tell if we are making progress on my work group's part of the plan. (Building Level)

188 responses



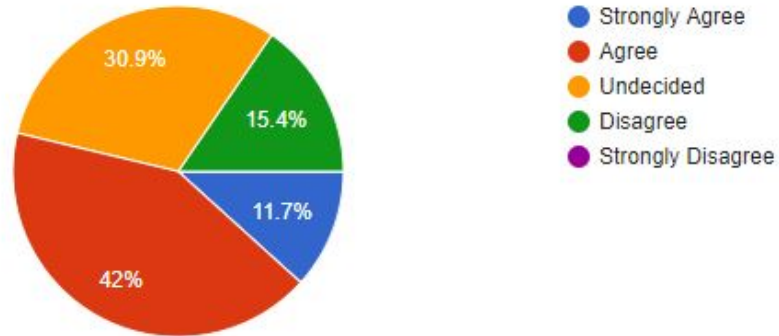
I know how to tell if we are making progress on my work group's part of the plan. (Grade/Department Level)

188 responses



My organization is flexible and makes changes quickly, when needed.

188 responses



Please provide any additional feedback that you feel may be helpful.

N/A (19)

none (9)

None (7)

. (5)

n/a (5)

NA (3)

No additional feedback at this time. (2)

N/a (2)

no suggestion

Depends on the topic. Ex. there are some things that the building admin support us in innovation, and other things that they do not support as much. Very situational

Changes are often made quickly, but often we are not told why the changes are made. Also, the changes happen at the last minute and often are changed more than once.

x

Meeting as a grade level moving forward would be help.

Departments (general ed vs special ed) can be very disconnected outside of a home building.

WASD works well with being flexible and making changes in the student's interest when needed.

My team has been very flexible on changes that need to occur last minute

Many times, Clayton personnel drag their feet when obvious changes need to occur, especially with behaviors of Is students.

WAMS has been very overwhelming this year with all the new changes and expectations. It has been unclear at times what our roles are or what we need to do in certain situations.

I do not think that changes are made quickly.

The answers to some of these questions are conditional, so I am struggling with finding appropriate response options.

I feel that the changes that need to be made (having more staff to service our students) are not changes that are made quickly. If the changes aren't made I'm afraid we will see a negative effect later on in the following years.

I'm not sure how open WASD is to completely new ideas and straying from tradition at times.

Again based on recent past years - not the past four weeks

?

As grade levels we work closely to close gaps and share ideas.

I appreciate the district wide data reports that we are now getting based on assessments. It's helpful to see the trends throughout the schools and grade levels.

We have seen a significant positive difference in the atmosphere of our building. The staff are working in tandem much easier so far.

I am not sure that the progress is always measurable in the related arts departments because we do not have standardized testing.

There is much collaboration that occurs within my building.

My team is flexible and makes changes to meet the needs of the students.

I feel that changes are made quickly at times and not thought through entirely how it effects everyone involved and what new problems can arise due to a quick change. I would love to have more time to meet as grade levels to hear what teachers within our district are doing and share ideas with one another.

Seems to often take a while for a change to occur

Not sure I have any.

Sometimes changes are made too quickly without feedback or discussion with teachers.

Ask for more input and ideas from teachers and staff on the ground level

As a team I feel that our communication has really improved allowing for more effective collaboration and strategizing on effective practices and intervention strategies.

WAMS is a total blur this year. There is WAY TOO much change this year!! Too much change is not allowing the change to be done correctly or with integrity.

I feel like Fairview staff, and the first grade team work together. We are very flexible when it comes to adapting to situations to help our students.

No further comments

Being a para, I am not always aware of all the progress being made. I do feel very informed though about the special education students that I work with on a daily basis.

I feel our opinions are not valued. When a majority of your staff has concerns, I think we should be listened to!

Sometimes the line of communication is not there, ie: no notification of changes made to work schedule/classroom change for support staff

Some times I feel we are not able to see the big picture and are very short sighted.

At Hooverville, we work as a team. I'm impressed with those in a leadership role.

nothing at this time

We need more diverse electives that prepare students for all of their outcomes from straight to work all the way to straight to college. We also need to look at how we service special education students who are entering career tech. I've personally offered to do learning support speech classes and other English classes in order to keep the students who entered career tech in the special education courses that meet their degree of need. I am highly qualified in English and for two of my classes I'm in inclusion classes. One for English; The other for Keystone Algebra. The offer didn't seem to go anywhere and the students are NOREP'd out of receiving their special education classes and into taking double period regular education English classes. This makes it legal, but can we deliver this more ethically and meet each student's degree of need?

Again, my answers reflect recent history. It is difficult to answer these with only a few months under our new leadership.

Admin at WASHS need to be more responsive to the ideas of its faculty.

I think too often we are making changes after we pay the consequence of not making those changes sooner.

Many of the changes take a lengthy time to implement.

I have been brushed off when I have made suggestions in the past. I am giving time to see how this new administration reacts to honest suggestions.

In the past changes have been made too quickly, without consideration of all that it would impact. If flexibility is required it must be required of all involved and decisions should center around what is good for the student.

I believe that the WASD is doing its best to better the education for all students.

I missed part of my building's plan due to Special Ed meetings, so I feel a little less connected in that area, but more connected in Special Ed area. Tough to schedule us all.

Communication is improving.

Covering different classes calls for flexibility. We need more subs!

In the past, ideas or recommendations for change have been communicated by teachers to administration, but nothing ever changed. Or if on a rare occasion a change was made, it was not what we had recommended, or it did not benefit those involved.

Love being flexible, but it would be nice to know some of the plans earlier than the last minute.

See my prior comment about change.

No additional feedback

We're still learning the Wonders text and remaining flexible with timing and scheduling. It seems like a strong program so far!

Hopefully teacher input will be solicited when sweeping changes are to be made, we can offer ideas that may benefit.

My principal schedules faculty and grade level meetings to keep our team up to speed.

At Fairview flexibility has always been an important part of the organization structure.

Flexibility is the key

1

No feedback at this time.

Admin is always reluctant to change an idea they came up with, even if not working or could be done better.

I think that the Clayton team is in the process of organizing in a way that has not happened since I've been in the district. I believe that progress will take time to come to fruition, especially if done methodically.

It's hard for me to look past my building to see the district as a whole sometimes. I think many people have this mindset as we are often isolated to our buildings with not a lot of collaboration with other buildings.

Different areas are changed quickly depending on the circumstance/problem

My answers reflect the current Clayton Team. If they were for the previous team I believe they would be a little different. I think sometimes the old team wouldn't be as open to new ideas and would sometimes want to stay in the past. I think that the new Clayton Team is going to be open to new ideas and really wants the insight from staff members due to the advisories that are being put together.

The organization was great at asking opinions for the Wonders curriculum but hasn't really asked for opinions for the future since then. They encourage new ideas with technology however, we got major cuts to technology this year (2 less iPads) and no budget for quality apps on the iPads. So they want us to use more technology but don't give us enough technology for it to be useful in our classroom.

This was hard to answer. Again, I know the direction we are going but don't have specific details yet for my department.

Building communication has been great this year. My team communicates and works together.

undecided

I have a clearer understanding of how my grade level team fits into the puzzle than how my building team fits into the puzzle.

I feel my department is making progress toward achieving our goals.

Keeping employees informed is part of the positive strategy I am seeing.

At our building, we are daily communicating about student needs and adjusting groups and instruction.

I took an ipad class a few years ago and learned some really great things to do in my classroom. Last year I was given 5 iPads to use in my classroom . I used them during math and daily 5. This year I was only given 3 iPads and I am having a really hard time figuring out how to use 3 iPads with 23 students. Also, there are some really great apps out there that are not free. I would love to be able to purchase apps for my students.

When problems arise, my team and administrators make changes if necessary.

The only progress I would know of at the building level would be our test scores, but not exactly sure what else can measure our progress as a building or grade level.

Innovative ideas are encouraged. Resources can lack to implement them.

I have seen parts of the organization be flexible and other parts of the organization be very resistant to change, even in times when it was evident the current way of doing things was not working/not in the best interest of students. Outside influences like the community have sometimes hindered our ability to change.

Decisions/changes are quickly made, but usually results in frustration for the teachers; many changes made do not seem to have much thought (big picture thinking) behind them; problems arise that could have been avoided simply by asking the opinions of teachers

I'd like to see more from the current admin before answering this section.

There are times when the changes do not come quickly.

Communication is pretty good concerning the emails sent out each week by Dr. Kline. I appreciate those

Flexibility is not always used in Response to Intervention. Time and time again the answer is LLI, even when we are showing that the student is not making progress (or still is receiving services) after years of that program.

I feel our building is great at being flexible and meeting needs.

None at this time

The question is not specific enough. It depends on the situation and ability to make decisions or the need to wait for one to be made.

What are other methods besides test scores that we use to tell if we are making progress?

I feel that elementary students at Hooverville and Summitview are suffering because do not have access to a school counselor every day. I truly believe that a full time school counselor at each building would be able to impact more students.

I think I am informed about decisions that effect me but I don't always know what I don't know!

There are already many positive changes from last year.

An example, purchasing E-Hall Pass and not thinking through all the implementation.

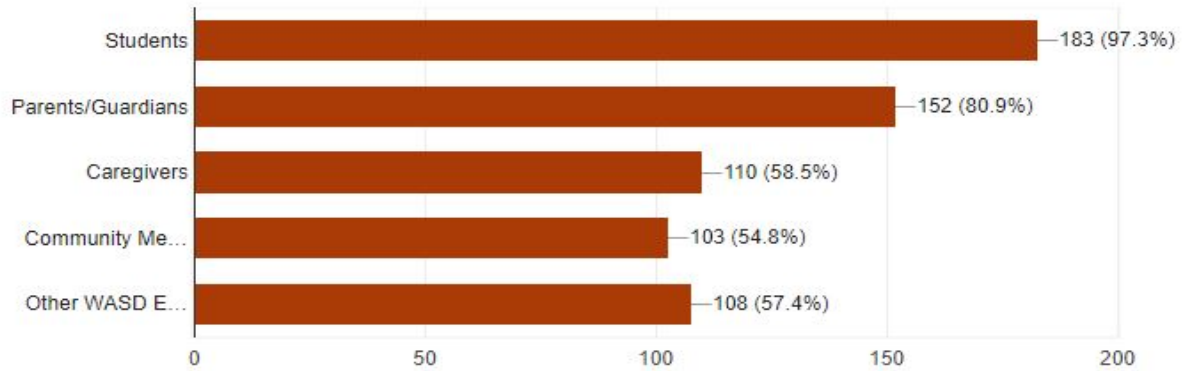
Administration listens.

Other (44)

Customers

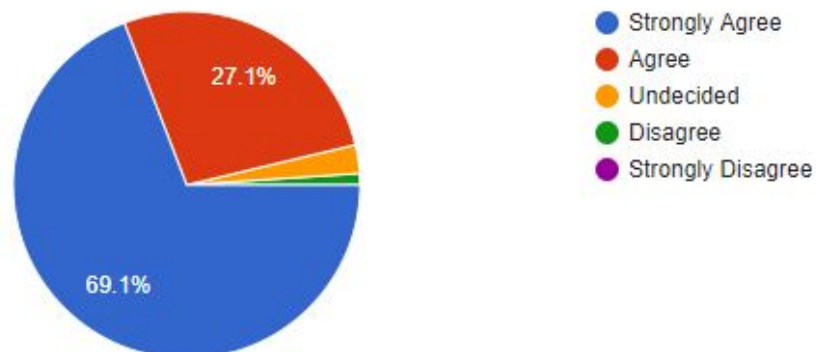
Who are your customers?

188 responses



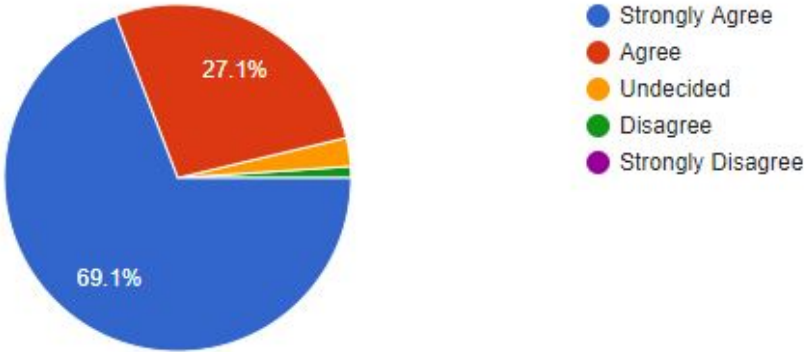
I know who my most important customers are.

188 responses



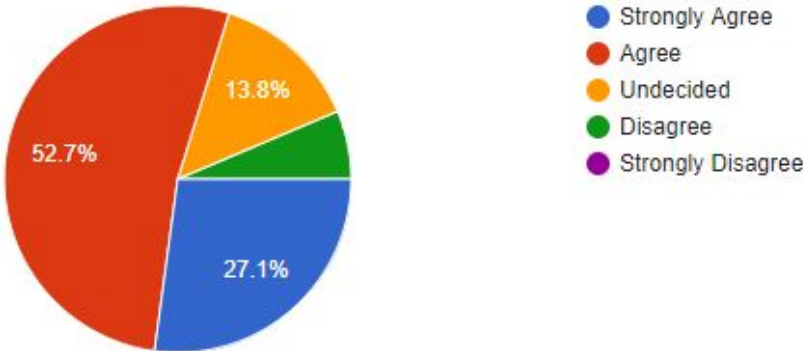
I know who my most important customers are.

188 responses



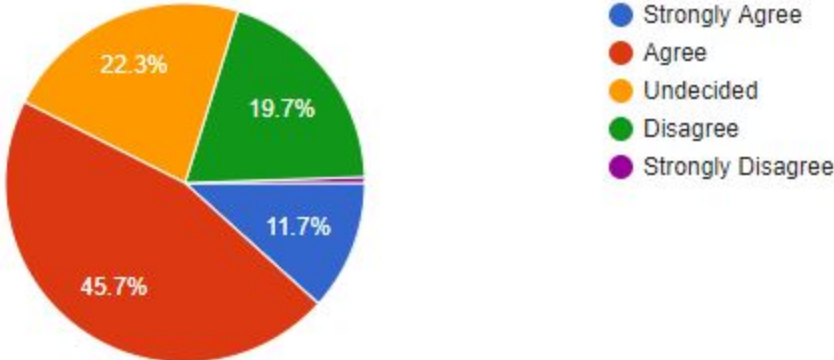
I regularly ask my customers what they need and want.

188 responses



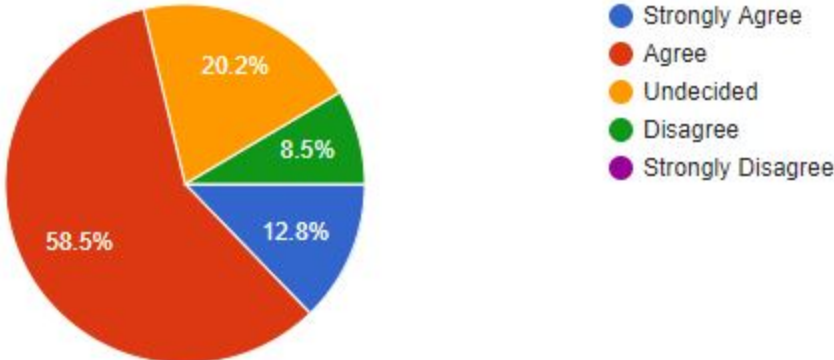
I ask if my customers are satisfied or dissatisfied with my work.

188 responses



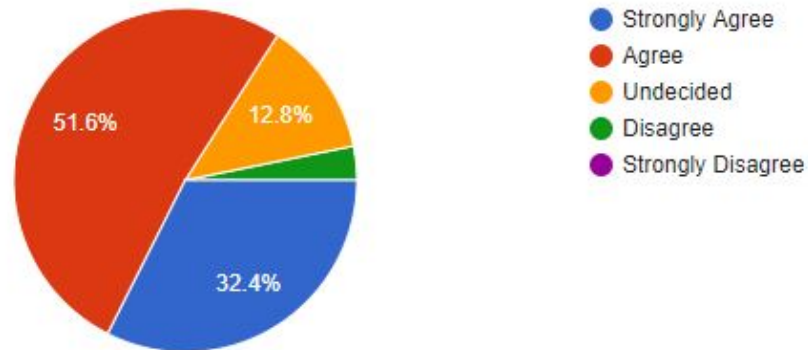
I am allowed to make decisions to satisfy my customers.

188 responses



I also know who my organization's most important customers are.

188 responses



Please provide additional feedback that you may feel may be helpful.

N/A (19)

None (11)

. (8)

none (7)

n/a (6)

NA (3)

N/a (3)

nothing (2)

No additional feedback at this time. (2)

None at this time. (2)

Students first! In order to be students first parents, community, caregivers, & other staff are just as important!

I am allowed to make decisions to satisfy my "customers", but I am not always sure that I will be supported by my principals.

x

I wish there was more time!

There are times the best decisions for my customers are overlooked based on inadequate staffing.

My customers are students, and their parents, to know what medicine I can give. To be able to, call the students parents , to see if they want students to go home or go back to class.

I would to have more freedom on running my program the way it should be

They should b the student but sometimes I think we worry about parents actions/reactions more than what is best for the student.

I do not have any input here

Customers views are not stagnant. Effective gathering of feedback occurs often over a long period of time, and the results should be seen as a whole, not in an individual snapshot of one particular event.

I have been sending emails to parents asking how the school year is going. I hope this makes them feel important and involved. I am not sure how much freedom I am allowed to have to make decisions to make my "customers" happy. Will I get in trouble for what I decide to do? I'm not sure!

As a Reading Specialist, I would like to know what classroom teachers feel I could do to improve.

?

I do my best to send weekly updates to parents via email. I started this last year and think parents are "on the same page" with reading and spelling work in the classroom.

As a primary classroom teacher, I feel that I am able to make most choices for my students. There are times when I feel frustrated that I cannot make what I feel are good decisions for my class. This also has to do with finding the proper resources or instructional approaches for low performing students. Many times I have had concerns about a student and wanted to get more information about how to help them or have them get tested so that they could get the proper resources/instruction, but nothing comes to pass. These students keep getting pushed on to new grades and they fall so far behind.

Keeping in mind that we serve the community, in essence, we are all intertwined with our customers on varied levels.

Sometimes I feel that I am able to make too many decisions (such as creating curriculum/primary resources). I wish the district would say this is the textbook or curriculum that we are following for this class. It would make my planning a lot easier, and allow for me to become a better teacher.

I am not sure that this pertains to me.

If I'm not hearing complaints, then I must be pleasing my customers. When customers

Often I feel like we are rushing through curriculum instead of realizing what is best for our students

Our customers should be our students.

Sometimes I don't feel that I can do what I think is best for my students due to decisions made by others.

I remain in constant communication with the families of the students that I serve. This allows for a better understanding of student needs and team goals.

Students are the top of the list. Sometimes we need to step back and realize that we may be the only bright spot in that student's day.

I communicate with my students and their families. It is very important to be in touch with them. Of course, we must work together to help the students grow.

No further comments

I have nothing more to add.

I'm somewhat confused by the 'customer' lingo when referring to a school. I'm assuming my customers are my students and parents. I would not have students or parents more important than others. I have some with more needs than others, but that doesn't make them more important.

1

I survey my staff, students and parents in the past when I was at the elementary level. I was able to get very valuable information from our parents and I believe they valued the chance to give their thoughts and ideas and very much appreciated when we made changes off these.

I provide my customers with ongoing insight concerning my classroom.

nothing at this time

I truly feel our district is working hard to put our students first. We are starting to look at what is best for the student before making decisions.

For our organization, my feeling is that giving students every opportunity to become effective citizens and to prepare them for high success in their future endeavors is our most important tasks for our customers.

The new Clayton team seems to have put focus back on what's best for our students instead of the budget.

Nothing

The use of the word "customers" to describe those we work with/for seems unusual for an educational setting.

I routinely test the waters in class to see how students are doing, what their concerns are, etc. I also interact frequently with parents and guardians. While I believe what I do also impacts the community at large, I am not sure how to test the waters there - that seems to be more of a district wide initiative rather than a classroom issue.

For years now the government has tried to treat education as a business. I do not agree with the term, customers. I feel that as educators - we have to provide our students with the tools to succeed. Students do not always know what it is they need. As a teacher I know that a motivated student is one who will learn but there are so many obstacles for the other students. I feel that my "hands are tied" when it comes to them.

It is important to communicate with all areas of the community to ensure that we are giving our students the best education. Communication should be a top priority in education.

My students and parents (due to the need of my students) know I care and that I am here for them.

I hope we all know that the students and their needs are our first priority.

We try to please all!

Not sure if the word customers applies to teachers.

Community members may be considered customers, but I see them more as partners. We are all responsible for the education for our community. Closer partnerships with community organizations would be nice.

No additional feedback

I believe that my "customers" are the students as they are the ones that I am here to serve. I understand that their parents are important, but I am working with/for the student. This is just an opinion.

We have great relationships among staff in my building. I keep open lines of communication between parents and myself. My students know what is expected of them each day.

I realized that I have not given consideration to asking my customers if they are satisfied.

Students always provide feedback needed

-

Have an easier/more transparent way to communicate to parents about curriculum/standards.

I wish I could give my kids what they need not what "Wonders" thinks I should give them.

Our goal should always be what is best for our students. We should strive to get class sizes down to where they are manageable. We also need to be very aware of mental health issues with many of our students. If the mental health issues are not addressed, we are fighting an uphill battle in helping our students be successful.

It's difficult to ask middle school students what they "need and want" because what they need is often not what they want, but I know I could do better in this area.

no additional feedback

we follow programs but not all program work with students,

The most important customers that we have are our students. Everything that we do effects them. Going to school as a child is a huge milestone in everyone's life and if we all do not work together or are not on board to help make sure they have the best experience possible then I often ask why are you working for a school to begin with? A district that satisfies its customers should have communication with parents and guardians so they are updated on how their child is doing. The district needs to be in contact with stakeholders in the community so they know what our district is offering our students because they are the future of this community. District employees need to get along and support one another, and they need to support the district as well. They need to help shed positive light on the district and help silence the negativity from those who try to bring the district down due to a lack of understanding or being stuck on the way things used to be. We are always compared with other districts when we look at things, I want

us to be the district that people look at when they are thinking about making a change or taking something new on. I want the expression to be "Waynesboro does it, so why not us?"

I think having the new phones in our rooms this year has helped us reach out to parents more.

Data-collection or a means to gauge satisfaction need to be implemented in our department. Typically it's the dissatisfied folks who make their views known but not the satisfied.

I think sometimes a teacher may push for a decision to be made but it does not always move forward.

Many decisions and processes that affect customer satisfaction are out of the hands of those making face to face daily contacts.

Teamwork makes the dream work!

I know my students' strengths and weaknesses and have the ability to adjust instruction. I understand my administrators want our students to be successful.

I would love to give my students (customers) more access to technology, but unfortunately it was cut from elementary.

I feel that it is important to have good communication between all "customers".

My students are my most important customers, but we have to work with parents/guardians/caregivers too, so they learn how to support our students.

Students come first in all our worlds!

I do not feel like teachers are treated as adults/professionals; this has gotten increasingly worse over the past 7-8 years; admin tends to place us in the same category as the students, except that there seems to be more rules/expectations in place to control the adults, rather than the kids. Our building has become increasingly out of control because of this.

Students are first and foremost my primary concern. Open communication with their parents/guardians is my next important responsibility.

Sometimes decisions are made that are not in the best interest of the student.

I was confused by the questions being asked so I hope I answered them correctly.

I feel that students are the number one most important customers.

na

Again, it depends on the situation.

Students and their families should be our number one priority.

I think I have more customers than most staff members since I work in two buildings. I find it difficult at times to help all my customers since I cover two buildings. I often feel that I am letting a customer down because I am unable to be in two places at once.

There are many stakeholders.

I think the public is always free to say whether or not WASD is doing a good job. We don't usually ask for feedback but the public gives it.

Nope

I do feel that we try to service all of our "customers" but we fall short because of financial constraints and state requirements.

We do the best we can to keep employees happy.

Students are the most important part of my job. I may not ask them for input as often as I should, but I use formative assessments every day to make sound decisions.

I don't ask my customers if they are satisfied or not they will let me know especially if they are unhappy.

I feel that the students are my most important customers. The students can be apathetic and reluctant to work despite making engaging activities. Parents judge us by our scores or by how much time they feel we spend preparing for testing. I don't really know how to make customer- parents happy. I feel that the public perception is also difficult. Negatives are highlighted, but positives rarely are given attention.

Students are always our first priority.

My goal has always been to do what is in the best interest of our students.

As a classroom teacher many decisions are made for me, so I don't feel I can make decisions to satisfy my customers.

Providing students and parents with the resources I can has helped them understand the work that needs to be completed since EDK has been removed. Sharing resources and ideas with colleagues has been a great way to ensure the students are getting what they need.

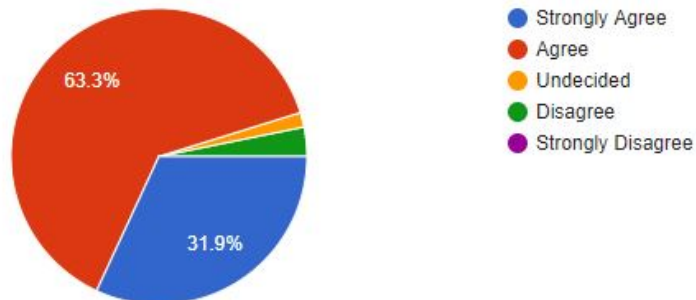
The most needy people are the customers who get the most from me. The ones who do what they are supposed to do and don't cause problems are the ones ignored. That shouldn't happen, but the loudest customers get all the attention.

Other (35)

Measurement, Analysis, and Knowledge Management

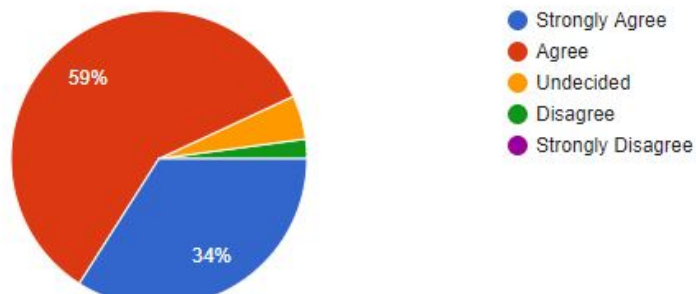
I know how to measure the quality of my work.

188 responses



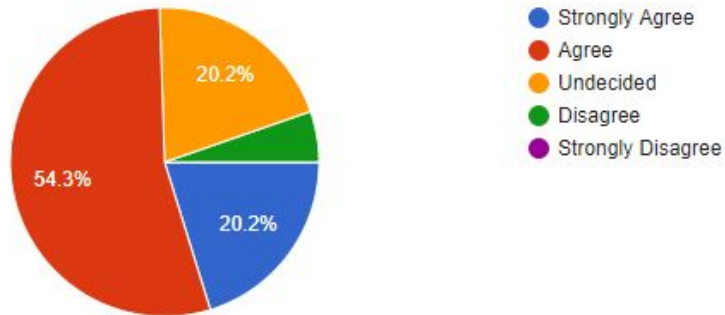
I can use this information to make changes that will improve my work.

188 responses



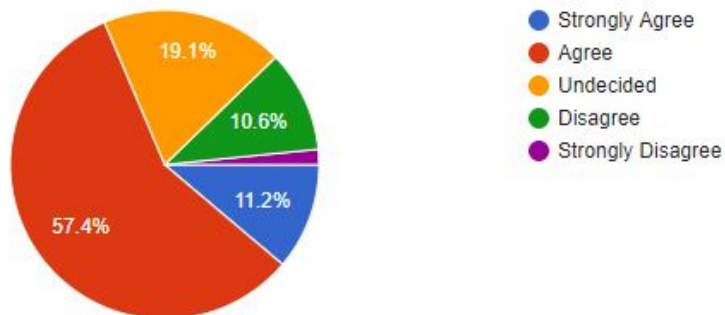
I know how the measures I use in my work fit into the organization's overall measures of improvement.

188 responses



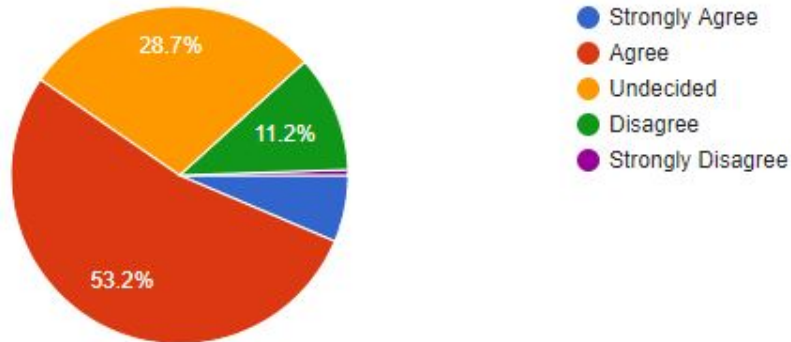
I get all the important information I need to do my work.

188 responses



I know how my organization as a whole is doing.

188 responses



Please provide additional feedback that you feel may be helpful.

N/A (22)

n/a (10)

none (9)

None (7)

. (7)

N/a (3)

NA (2)

x (2)

None at this time. (2)

na (2)

???

No additional feedback at this time.

Sometimes we get absorbed in our own work and we don't always know or get told how we are doing as a whole building or district.

Conferencing with my students is a powerful tool!

At times resources are lacking to complete a task until the task arises and time frames are dwindling down. If resources were clear from the beginning, a lot of stress would be taken away.

No additional feedback.

no comment

Communication is better than it was but is still lacking to the support staff.

Many times teachers are the last to be told about any changes concerning school days, policies etc

While it is important to be concerned about how the whole organization is doing, I am first responsible for executing my own responsibilities and upholding the highest standards for myself. If I can be of influence to help the whole organization improve, I should not hesitate to do so, but in some cases it is not possible.

The data worksheet we completed this year seems easy to use and I understand it's purpose. It still takes a lot of time to complete, but I understand why we do it.

I feel as though, sometimes, I am missing pieces of information to do my job effectively due to a lack of communication.

?

Elementary buildings are often compared in data, but I'd be curious to hear about WAMS and WASHS from time to time to see how the kids are spiraling up. Where are they lacking or growing?

I agree with these statements.

Knowing the direction of the organization makes the decision process and collaborative efforts much easier

I do not get all of the resources that I need to do the work in my classroom. Most of my resources were found on my own.

We refer to our classroom data and make necessary changes for best academic success.

For various reasons, we don't always see the results of changes we implement.

Not enough district grade level meetings to decide if I know how my grade level organization is doing as a whole

How I measure the quality of my work may not be the same as how the district measures it.

Analyzing data is important and I know it holds value in the district.

Providing more feedback and coaching would be beneficial - both professionally and for our students

I believe I am getting a better understanding of the progress of the district as we progress.

Student information is becoming more accessible through Sapphire.

I do get information from activities, testing, observations, other adults about my students. Sometimes I find it would be helpful to get information about students backgrounds from their families to better help them learn or manage their behavior. Sometimes, I find that it would be helpful to have more adult support in my classroom to help with individual students. Some children are extremely below grade level. It would be helpful to have more adult TA to support them throughout the day.

No further comments

I have nothing more to add.

I feel someone needs to sit down with us and do data analysis. We have been doing this for the past several years, and our scores are not improving (however, neither are the state averages...) I feel like there is no guidance with as far as improving, just a 'here, fill out this form'. I don't think any of us are getting anything out of it. We all feel as though it is busy work.

Again communication could be improved

Over the last five to seven years we have not reflected very well in WASD specifically how we are doing K-12. We worked well at levels but when we cross buildings or levels it gets very difficult

I appreciate the support I get from my organization.

nothing at this time

I am not aware of how our district is performing, as compared to other similar districts in the state.

The atmosphere in school is so much more positive this year. I am looking forward to seeing if there is more I can do as a teacher to help our mission. I don't know if I would have felt comfortable sharing as openly on this survey about concerns if it were not for changes that have happened and for the Clayton Team's willingness to hear our concerns.

None

Content leaders have helped improve this area. Really need DEPARTMENT leaders back to help complete this.

I still think we need more communication through the proper channels

I know my part, but often don't know how it fits into the bigger scheme of the district.

I know how my organization is doing in terms of Keystone scores, etc. However, I do not believe that a set of test scores is the sole indicator of the progress and success of the district. However, I'm not sure how to access that additional information nor how to analyze/interpret that information.

I wish I had answers but frustration comes to mind. Every year more time is put into plans and I always feel like a first year teacher.

I feel very prepared to complete each curricular need for my classroom.

Sherri and Erica do a fabulous job at equipping us with what we need to do our jobs well.

I am seeing data being used more and more each year to steer us forward.

Again, communication could improve!

There could be better communication in our department, but I'm hoping the new content leads will help with that.

In that past I have gotten more information from the newspaper than from Clayton Ave. We are all responsible for teaching future seniors. What is our graduation rate? How can I as a middle school teacher help that? What about elementary teachers? I feel as if we are 6 separate buildings.

No additional feedback

I am relatively new to ELL students. I'm still learning how to gather and decipher important information I need to help them be successful.

Communication is still lacking in areas, or it can be incorrectly disseminated and then needs to be revised multiple times which causes chaos and confusion.

I feel like I don't know how the organization as a whole is doing. We are updated on small pockets, but not district wide.

My building principal does a good job of keeping us informed of how we are doing.

Data collected and reviewed regularly

-

Using google doc/sheets for data collection is working very well.

The quality of my work is measured (in the district) by how well students perform on state assessments. Is this a true measure of the quality of MY work?

While I think we are making positive changes, we have a long way to go.

Again, I know how my building is doing, but not necessarily the district.

no additional feedback

I think the district uses a wide variety of tools and programs to help measure district wide data so people can see how they are doing. I also think that the district does an excellent job following up on state testing scores and comparing and contrasting things so they can prepare and offer training for the future.

I think we have a great idea of how students are doing in reading but math has taken a back seat in primary. Reading should definitely be a priority but math needs some attention too otherwise math becomes very frustrating in higher grades.

We have a lot of data - OnHand, Sapphire that help us identify students who need support. Having up-to-date information is key.

I think we could know more across buildings how the whole district is doing elementary through high school. Not just elementary to elementary.

I am not sure how my organization as a whole is doing in some specific areas.

I feel the district is doing a better job at using data to drive decision making

Data based feedback has helped in this area.

Assessments are analyzed to determine how our students are achieving and if not what changes in instruction need to be adjusted.

I would love for my students to have access to more technology.

As a team we often look at district data.

I can measure my quality of work through student growth and achievement. However, some district guidelines make me feel restricted when trying to meet student needs.

I know how to be a reflective educator, but again, not sure what else we can use besides test scores to show our effectiveness as a whole. We could certainly look at graduation rates and attendance rates too.

Data is shared throughout the district.

We are constantly reminded about data, however, the time is NEVER provided for us to process that information to be able to make improvements.

I appreciate the information being provided by this administration.

I did not feel prepared coming into the school year being new this year. I feel better guidance was needed.

I don't have any feedback at this time.

The district seems to be moving communication more specifically. It started by providing a summary of school board decisions.

Danielson and conversations with admin really help aid in measuring the quality of my work and adjusting where necessary.

I have to deal with students with challenging behaviors more and more each year. I did not have any training in my counseling classes about this topic. I have requested several times to be able to attend trainings about how to deal with students with difficult behaviors but have not been able to do so. I sometimes feel inadequate to do this part of my work.

Instruction is driven by data. WASD does a great job of analyzing data and making determinations as to what direction the district needs to go.

"I know how my organization as a whole is doing." ??? In terms of what? Safety? PSSA scores? Student satisfaction & eagerness to be part of daily instruction? Attendance? Not sure what?

No comment

Keep the information coming.

I am provided everything I need to do my job well.

I don't feel we communicate enough between elementary and secondary.

I feel that I can measure my progress by watching students grow- by seeing their writing improve. Seeing them light up when they understand something or give a presentation. However, I am continually judged by test scores. Test scores are not reflective of my students' knowledge.

While I feel informed about academic progress, I am much less aware of the overall climate progress in the district as a whole.

I think there is, at times, a break down of communication between team members working with challenging students. Plans are always in place, consequences aren't clearly established and that leaves me feeling like I don't have the information I need to do my job well.

None at this time.

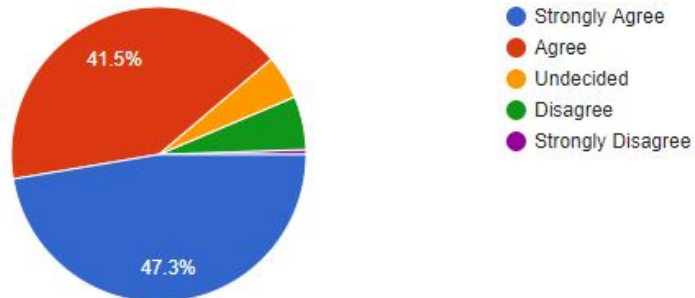
I've been doing this long enough that I know what I need to do.

Other (32)

Workforce

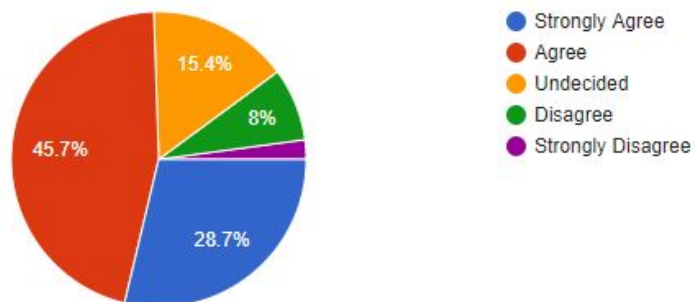
The people I work with cooperate and work as a team.

188 responses



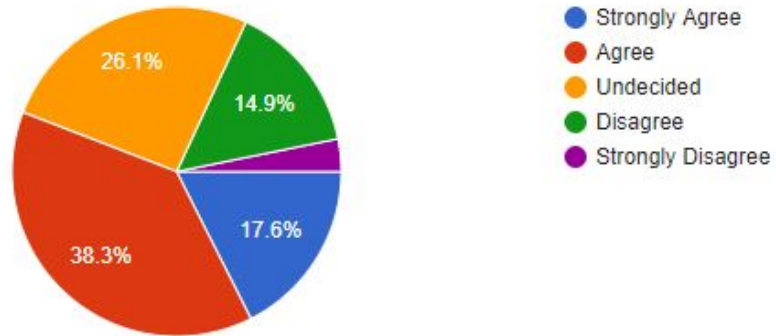
My supervisor(s) encourage me to develop my job skills so I can advance in my career.

188 responses



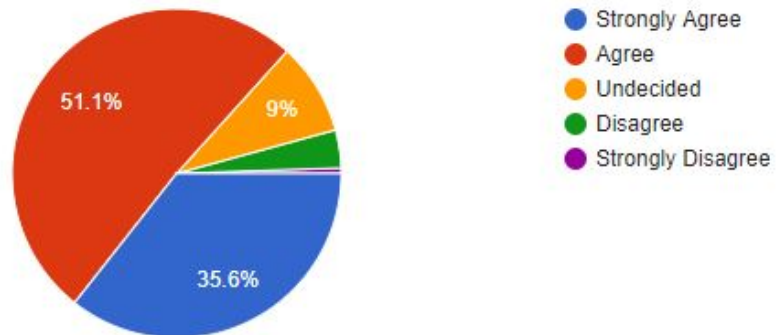
I am recognized for my work.

188 responses



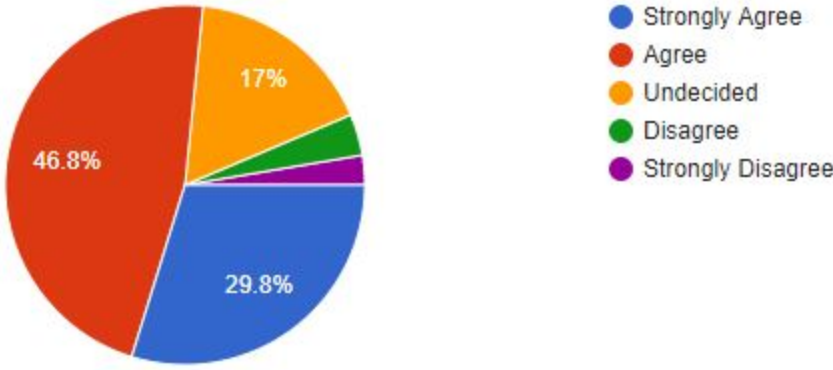
I have a safe workplace.

188 responses



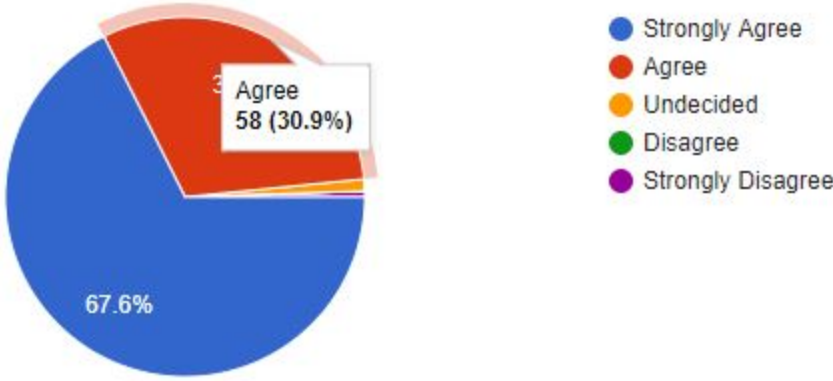
My supervisor(s) and my organization care about me.

188 responses



I am committed to my organization's success.

188 responses



Please provide additional feedback that you feel may be helpful.

N/A (15)

n/a (7)

none (7)

None (6)

. (5)

N/a (3)

NA (2)

None at this time. (2)

na (2)

Not sure HS admin has made changes to make workers feel important yet

I have always felt supported at WASHS

No additional feedback at this time.

New supervisor this year, so unsure of how the interactions will go.

We don't always feel as though we are appreciated for the things that we do. There is little recognition for a job well done. There is often recognition when a mistake is made.

x

I LOVE MY TEAM!

At this time, I do not see any issues within the building. It surpasses the building I moved from.

I think as a team we are informed about what is going on with the students, and as a result we are all on the same page to help this student

Working as a team is a strength of my organization.

no comment

Once again, support staff is left out to dry much of the time.

Special Ed dept is great as are my supervisors

I'm not feeling any "warm fuzzies." It seems like the same old "closed door" policy to me.

There is not enough recognition for some individuals (not myself) who daily reach beyond the established expectations, just because they care and/or they are personally driven to higher standards. One person who comes to mind is Brenda Slick. She should be teacher of the year some day.

My 5th grade teammates are amazing - we collaborate and share ideas. We like to help each other and I am so happy to work with them!

Teamwork could be improved upon.

Clarification - My Building principals greatly care for me -- the organization? Not at all with past experiences.

?

Moving in the right direction.

I agree with the above statements.

Our building has developed a much stronger connection and thus the feeling of commitment and camaraderie are increasing among staff and students

Everyone in my department is great, as well as my administrator's. With a lack of resources available, everyone is more than willing to help but unfortunately are unable to do so sometimes.

Collaboration is very highly regarded in my work environment.

When a person has a chance to work with a marvelous group of people, like my team, it makes for an incredible work environment. Getting the right combination of personalities and strengths together creates a powerful energy that yields happy and productive teaching. Everyone benefits! I love going to work!

For the most part we are a team, although it can be difficult to meet with each other based off of classroom location within the building and just not enough time in the day

My supervisors are so overwhelmed I don't know how they get through the day.

Fairview is a close-knit school that I enjoy being a part of.

Improvements in professional development and more opportunities should be considered for those interested in being more involved.

In the special education setting we are expected to deal with quite a bit of behavior. I occasionally feel that the amount of aggression that we are expected to deal with from students is not quite understood by all administrators.

WAMS is not as safe as it used to be. Installing windows that don't open do not allow for a second exit in case of emergency. Humidity and heating and cooling issues lends itself to sickness.

I absolutely love working at Fairview! I enjoy my team of teachers. I love working with Dianne, Megan, Deb and Vicki. I feel very blessed to be a Falcon.

No further comments

I have nothing more to add.

Diane McCallum did all of the above - she actually wondered why I was still a teacher and have not gone in to administration or another field. She recognized us and thanked us for our work. She would mention my work to the rest of the faculty. She treated us as peers, took our advice, asked us questions and respected us. Unfortunately she was moved to elementary. We really could use her at WAMS! I really feel the moral of the building went down when she left. As for feeling safe, I have to disagree the moment I see a student wearing a trench coat that had a box cutter strapped to his leg last year, snuck back in the school and trashed a teacher's room, but apparently nothing can be done with this student because he has an IEP??? I feel safer that parents/ other adults shouldn't be able to get in during the day, but I do not feel safer from the students. There are many explosive students that are placed in regular education classrooms these days that never would've been when I started working here.

1

I do feel less valued today as I did when I started as an administrator in our district. When I first started I felt our principals were the core of our leadership team however over the last several years this has changed. Some of this has been difference in leadership philosophies and some I feel we just have lost some voice. Overall I see this as an issue as without the building leadership in a large district like ours we become weaker specifically when there are gaps in job completion and follow through in other leadership positions in the district.

I am pleased with the climate at my workplace.

nothing at this time

I feel supported and comfortable working with my principal and staff members of my school.

I am so proud to be working here and of my colleagues. I have some intense moments with my ES students at times and I have always had incredible support from our building's administration when needed.

None

Many of the faculty are major stake-holders in the success of WASD as they are community members, and some with children attending the schools. This makes a huge difference in the way people view their job.

We are all very busy doing multiple tasks each sometimes it is hard to recognize someone for a job well done.

I feel that Summitview staff cooperates with one another and helps each other when needed. It is a safe and welcoming environment.

I have attempted to pursue additional training (workshops, conferences, etc.). While I understand that there are financial limits within the district that may influence my ability to attend these types of activities, I have not felt as if I am encouraged to pursue this. Even when I have participated in these extra activities, I have not been able to share what I have learned with the school.

?

Working as a collaborative team will continue to guide the professional learning community in both the school and district to bring all students' learning to the center of our attention. This is important to ensure that each student is getting the best education.

Sherri and Erica are AMAZING!!

My colleagues and I have a VERY good working relationship. I believe it shows in the quality of our work. We could all benefit from some positive comments.

I appreciate the positive notes given during walk throughs.

In my 14 years at WAMS we have been through a lot of changes. I feel we are very cohesive as a staff, from teachers to administration to cafeteria and custodial. We all work together.

No additional feedback

SVE is a fantastic working environment!

I feel safe here, but I do believe there are things that can be implemented to make the building safer - metal detectors, assigned seating arrangements when taking classes to large scale gatherings - assemblies, pep rallies, fire drills, etc.

I work in a wonderful building with great faculty. My team is always there for support and encouragement. My principal lets us know that her door is always open for anything that we need, whether it be professional or personal. I feel very supported at Summitview.

The leadership here at Fairview is amazing in supporting me and making sure I have all I need to do my job successfully.

Recognition has always been a part of my work

-

Teams could improve in collaborating and planning.

past history makes me hesitant about willingness to advance me

Not sure that supervisors really know or care anything about personnel and their personal life. There is really no effort in making connections with the personnel. I also don't feel that our building is very safe. Hallways are crowded. Traffic flow is not carefully considered when making schedules. Student discipline has not been effective for several years.

I feel very supported in my building by admin and other teachers, but after being hurt by a student last year, I do not necessarily feel safe. I'm not sure what the solution to that is.

I put that I am undecided as to whether they care about me. In the past I would have put disagree, this year I feel like it is getting better, but I am just not sure.

no additional feedback

I

I think that our school district is safe and I think that having a school district resource officer is also beneficial. I said strongly agree that I am committed to my organizations success, because I love my job, the people that I work with, the teachers I interact with, and the students I get to see. I want nothing but the best for our district.

So far my new administrator is really trying hard to make sure all the above are done.

I gave up the idea of being encouraged, acknowledged or cared about by my supervisors several years ago. I am motivated to do a great job because I believe in the importance of my job. Teachers and support staff have continued to do what's best for students and families and to care for and support each other. I feel that upper administration is trying to heal the environment but this will take time. It was undermined from the top-down and will need to be built back up.

I value the work environment that our school has created and appreciate how I feel when I am at work.

I have amazing team and building support.

I feel more appreciated than I have in the past.

Hearing that you've done a good job means a lot!

I receive positive feedback from my administrators and our staff works as a team to provide the best educational environment for our students.

I feel that my team and administrator work very well together.

I think my colleagues could work better together to strategically attack the demands of assessments.
(F&P, Diebels)

I feel that my building administration has always been very caring and encouraging. Our current district administration has become more caring as well.

My administrator's are supportive, rigorous, and innovative.

I do not feel supported or appreciated at this point in my career; with the varying changes (whether they make sense or not), additional workloads, additional committee requirements; additional duty assignments, it is very difficult for me to want to do better at my job because our time is so limited that I believe the current attitude for most is that "it is what it is and you can only do what you can".

We need increased opportunities for professional development opportunities and conferences.

We have an awesome team/family in my building and are supported and encouraged.

I do feel supported by other employees that I work with

It is not a safe work environment when you and your students are in danger from another student.

I love this building. We are a family here and I know that I am cared about and supported by other teachers as well as my administrators.

See first comments

I am dedicated to the WASD and the nursing department. I am grateful to have a team of nurses who work well together.

I have nothing to add.

Having admin text you to check-up on you allows for a safe and successful workplace.

The staff at Hooverville and Summitview work very well together. I feel that I am part of a team at both my buildings. The staff makes me feel that I am part of a team even though I am only in each building part time. I strongly feel that my administrators and the team at Clayton Avenue care about me. I felt very cared about and appreciated this past summer when I received a handwritten birthday card from Dr. Kline. Thank you so much!

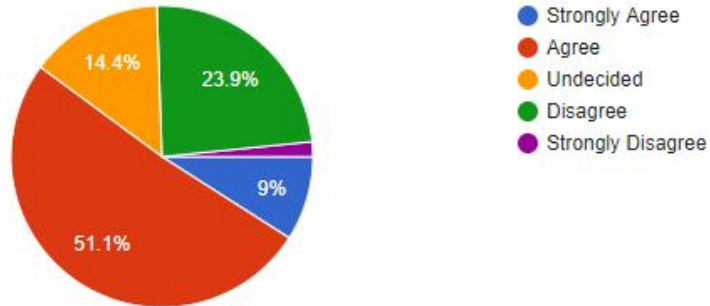
Serious discipline problems, in the past, have created an environment where I have not felt safe. I did not feel that I was supported by top administration in dealing with the problem. Building level administration was very supportive.

Other (48)

Operations

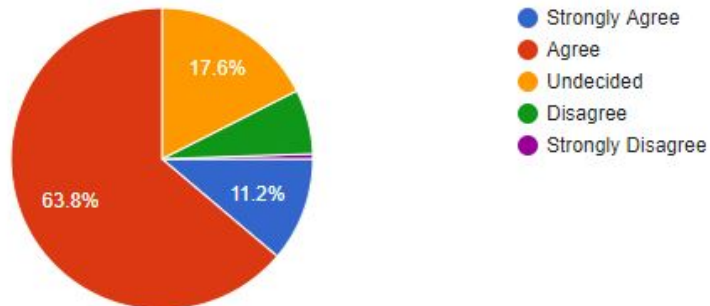
I have everything I need to do my job.

188 responses



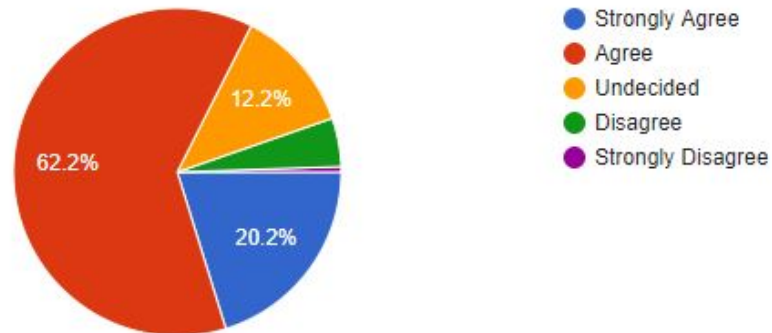
We have good processes for doing our work.

188 responses



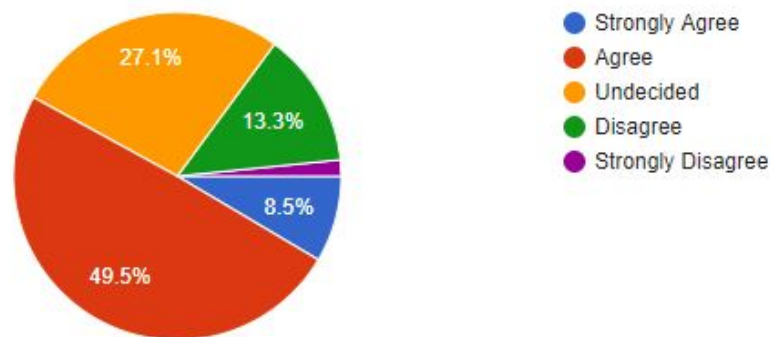
I can improve my work processes when necessary.

188 responses



We are prepared to handle an emergency.

188 responses



Please provide additional feedback you feel may be helpful.

N/A (15)

none (8)

n/a (6)

None (5)

. (4)

No additional feedback at this time. (2)

N/a (2)

1 (2)

None (2)

not sure

The HS needs more technology. I know Chromebooks are on the way though

I could use updated lab equipment and newer/reliable chromebooks for my classroom.

Need more/better technology for sure!

As a department, I feel that we have good processes for doing our work. We are a very cohesive department. As a whole faculty, I don't always feel that we do.

x

Additional resources are always welcomed.

I personally feel there is always room for improvement. Many times things are unclear on how to obtain resources and you end up playing 20 questions or phone tag until an answer is given. In this department, not all resources are the same unlike the general education classrooms where all curriculum components are the same across the board.

I would love to have more technology at my disposal

When is the last time we had training on fire extinguisher safety, first aide, CPR, or alternate fire escapes in case of a real fire? I think practice for an intruder would b beneficial too.

At WAMS we are still figuring out what to do in emergency situations and how we are to handle certain procedures. We have not been provided all the resources needed to be successful yet.

i do not have specifics

No comment at this time.

Our emergency plan is being updated (says our principal) which is good, because the plans in the district are outdated. If an armed intruder came to the school, I don't know what to do. My gut instinct would kick in and I would do what was needed, but a clear plan should be provided. Also, do you think the old windows of Summitview are the safest? Could someone break into the ground floors? When will the secure entry be finished? Having these items finished/updated would make me feel safer. The things I need to do my job are more people - more ELL support, more than one special education teacher, and 3 or 4 reading specialists in the building. This would help ALL our darling students.

I question how well we would handle a major emergency.

I feel like a real emergency drill would be helpful. Meaning actually trying to get out of the building.

We've never had to handle an emergency, so those things are hard to predict.

I agree with these statements.

We can never predict with 100% certainty an emergency but I feel we are better prepared

I do not have the resources to do the best job that I can do as far as resources and curriculum.

I feel that we do not complete as many emergency drills as needed to feel prepared to handle one, except for fire drills.

Our ELL population is growing! Our building needs a full-time Spanish speaking teacher AND a full-time para-educator. The students and their families need lots of support. The parents want their children to do well and everyone works to the best of their ability, but it isn't enough.

We have less technology available to us this year than last year.

Feel uneasy about how to handle emergency situations but I know training is supposed to come?

In an emergency situation, we will all do what we feel is best. We can train for an emergency but if it were to actually happen, our responses may be entirely different.

I like that we are doing safety drills early in the year. This has never been done and has always been a huge area of concern for me.

Additional resources would be helpful (ex. supplies & materials, technology, attending conferences and PD to improve performance)

I believe our plan for an emergency is improving.

Safety procedures are not as strict as previous years.

I could use more time to do my job. We have so much to accomplish in very short amount of time. I feel rushed all the time. It is difficult to get everything in each day the way I would like to do it. I also wish I could spend more quality time visiting and enjoying my students without rushing.

No further comments

I have nothing more to add.

As always, we need more time. A majority of the staff is starting their day at 7 or before in order to get ready on their own time because we have so much on us. I feel like there is a lot of disorganization at WAMS this year, and if an emergency happened tomorrow, well, I wouldn't want to imagine that...

We are working on the emergency issues but is an issue.

It is always best practice to be active and not reactive.

nothing at this time

The bleachers for congregating students always brings a cringe when talking with other teachers. It just seems so open and vulnerable.

Still unsure of emergency procedures. I know they are making an attempt, but I still don't think we practice enough.

I think we would hand an emergency OK, but I don't think we are fully trained in that field.

It would be helpful to have technology that is updated and works on a consistent basis. Science materials are sometimes difficult to get purchased for what we need for the FOSS kits.

?

I am currently waiting on text books for new students and well as technology to replace the Ipads that were used in the classroom. I am also using extension cords in my classroom to keep laptops charged for more than 15-20 minutes. This has caused an issue with people tripping and could result in injury to the students and the computers.

We constantly look at what is working and what we need to do to help things go better in my classroom and as a Special Education department.

My building seems to function well it in it's day to day functioning. Our drills have run very smoothly this year so far as well.

I have no feedback

I did not receive a teacher text that I needed, since I teach in 2 buildings. It was cut from the budget. How does a teacher textbook get cut if it is needed for teaching??

We do not have enough materials for our students. For example, I have two different copies of literature books with different page numbers. It makes it very confusing to teach sometimes. We have an emergency plan- but we have never practiced anything or have a go back, etc. to use in preparation.

The only reason I put disagree about having what I need to do my job is that I am the new STEM teacher and am still trying to figure out what I have, what I need and clean out that room! I don't have it all together yet, but I will and I know I have Aaron and Kelly's support.

No additional feedback

I'd like more training and information on ALICE. Unfortunately, threats from people seem more likely than fire or weather threats. Fire and weather drills have more clear procedures. I'd like to have more district discussions about what to do in the event of a human threat in our building. I understand that there is no perfect solution but I'd feel more comfortable with additional conversations about these issues.

This area needs overall improvement. Hopefully over time we will see this. Unfortunately, money is needed to solve many of the issues.

It would depend upon the type of emergency. I do have everything I need to do my job, but there are things that I would love to have (more computers for students - which I know we are working on).

As far as materials, yes I have everything that I need, however our building temperature fluctuates and makes it hard for my students to concentrate. There are days when the temperature of my room gets so

warm that my students are sweating just sitting at their seats. I feel prepared to handle an emergency, such as severe weather drills but I am hoping to get better trained to ALICE.

I believe there can always be more training to prepare for emergencies.

Emergency and Safety needs are addressed

Could use some additional resources to meet the needs of all students.

Guided Reading is lacking

not completely confident in building admin

We are working on a shoestring as far as having enough personnel in our building. Counselors are being pulled to cover classes for hours out of their day, which does not allow them to service our students effectively. We need more teaching assistants in the building who are properly informed and trained to work with our special education students. If a severe emergency would happen in our building, I believe that it would be chaos. We have not had an updated ER plan in place for 5-6 years.

I think we could use a little more training, including with students, on things like the ALICE plan.

We have all of these procedures at the high school, but I am not sure you can ever be prepared for a true emergency situation.

Processes vary from person to person/building to building thus creating situations that would benefit from having set procedures in place

need to practice and talk about active shooter

I said agree with the good processes to do our work. I do think that we do have good ideas and processes in place but I think things could be organized a little bit better. Sometimes I think we roll out things too fast and the kinks are not worked out and that can slow us down. I think a process that should be implemented would be a basic employee orientation program. Something for support staff members to go through before being sent out into their jobs.

I still don't have math journals. Also, we do not have air conditioning which makes it unbearable to the point where the kids are getting physically sick. I have a hard time doing my job when the kids cannot concentrate on anything other than how hot they are.

I think these are specific questions for broad areas. Tough to answer 'across the board'.

The air temperature in my classroom is unbearable at times. By the end of the day it is extremely hot and humid. Students come in from recess and do not stop sweating. There is also an unknown smell that continues to exist in my room.

Printing could be easier if we were allowed to submit requests electronically through email. attach what we need to email. Printer prints it out and completes job. This would save a lot of time and effort.

I often need more time to plan, organize, and collaborate when new material or processes are implemented. I believe having more hands on time to organize and set up will make the change run more effectively long term without burnout.

The emergency I worry about most is a weapon in the building. I would like to see more training on how to respond.

NA

More practice for emergencies may be helpful.

We are educated about the steps to take in an emergency, just hope when actually needed, everything is implemented as practiced.

I only have 3 I pads in my classroom this year. I would like at least 2 more if not access to an I Pad cart in order to have my students use more technology.

More practice and training for school safety would be great.

It has been hard with printers going down fairly regularly. Teachers cannot do their job well when printing is not an option. Additionally, the room's temperatures fluctuate so much that both educators and students are uncomfortable. Rooms that have windows are terribly hot halfway through the day.

More ESL support desperately needed.

I am lacking in the technology department this year compared to last year in my classroom, which is the same across the district for primary classrooms. I had 5 iPads and 2 computers for my students to use last year in 16-17, and this year I have 3 iPads for my students to use in 17-18. With our Wonders ELA curriculum, we should have more technology for our students to use in the classroom, so we can make use of the money we are paying out for the online portion of Wonders.

We have the flexibility to make changes when necessary.

I think we need to be better prepared to handle an emergency that would require students to leave school property.

At one time I felt safe for the most part in my building; I haven't felt safe for quite a few years now; we have an out-of-control building with some major behavioral issues that in my opinion have not been properly addressed.

The technology department seems to need more supports to handle tickets more quickly and efficiently.

The need I have is for technology in the classroom.

Things seem good, I believe. I don't feel super prepared for my job but I feel I'm learning

I think there is always room for improvement, but that we are always also moving forward.

So many changes, especially all at one time this year, makes this very difficult. Too many balls being dropped by admin and then teachers.

There is no guarantee that the emergencies can be prepared for 100%. However, there seems to be plans in place if the situation allows. The buses at Fairview park along the street. Power lines are right above the sidewalk students and teachers as students use to enter the buses. One lighting strike and . . .

At a previous district, we had an active shooter drill. This allowed us to focus on our weak spots in emergencies as well as our strong spots.

More training on ALICE would be appreciated.

Our paraeducators are not in our inservices when we discuss safety. They are a huge part of the school day. I am not convinced they would know what to do in an emergency.

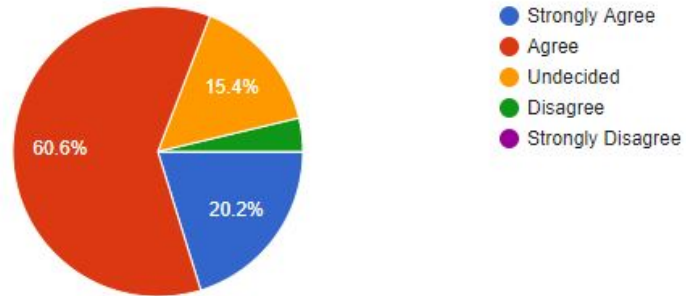
We do not have enough books at different reading levels.

Other (51)

Results

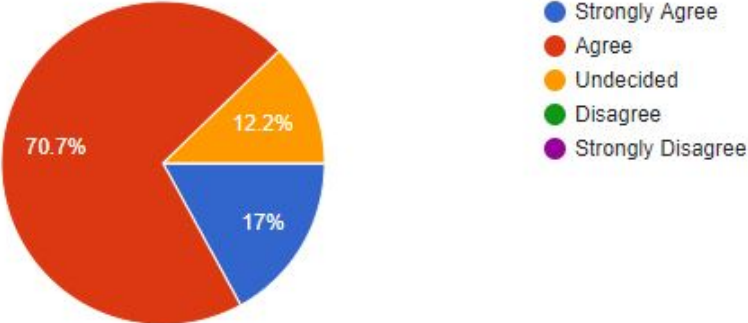
My work products meet all requirements.

188 responses



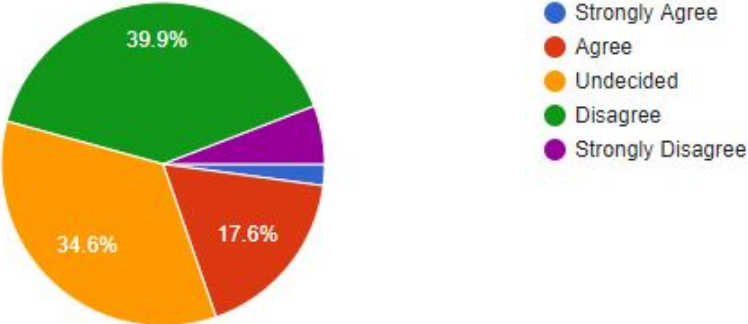
My customers are satisfied with my work.

188 responses



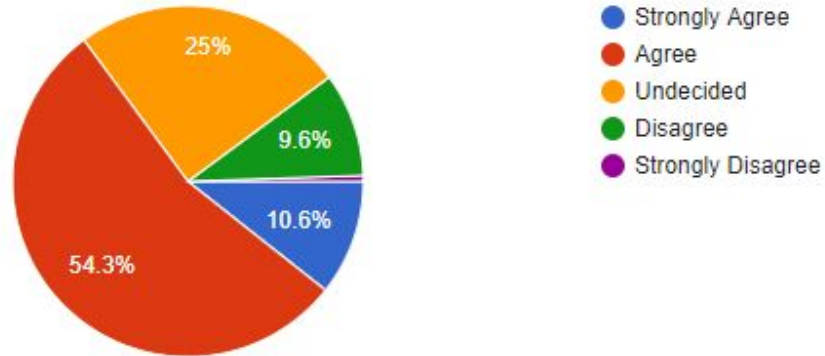
I know how well my organization is doing financially.

188 responses



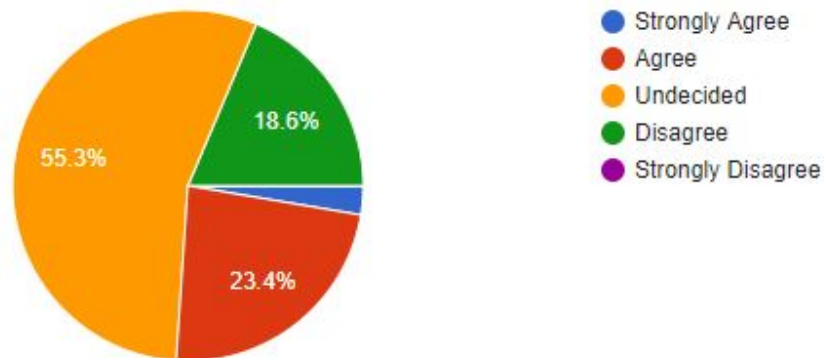
My organization has the right people and skills to do its work.

188 responses



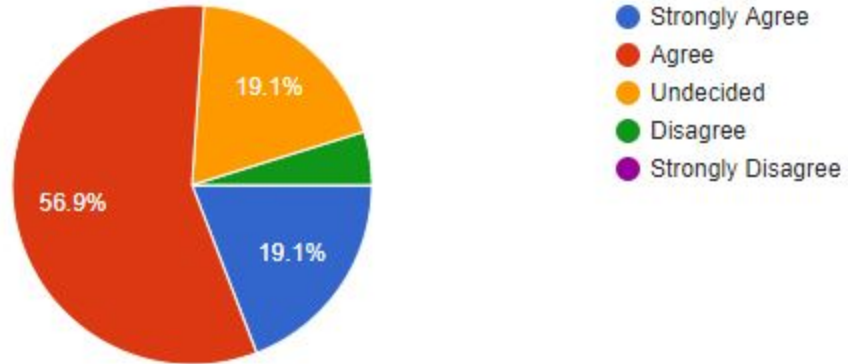
My organization removes things that get in the way of progress.

188 responses



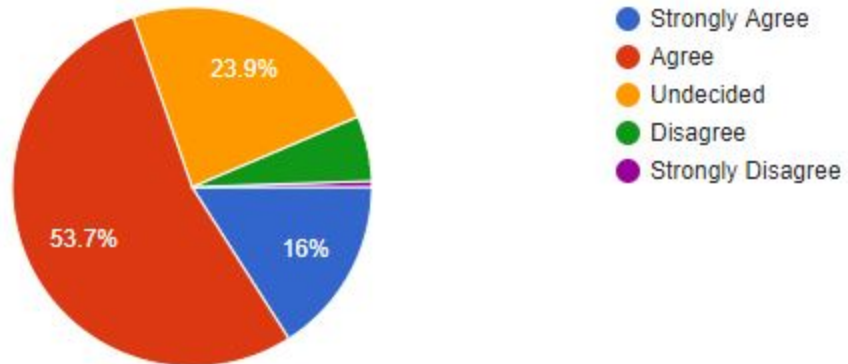
My organization obeys laws and regulations.

188 responses



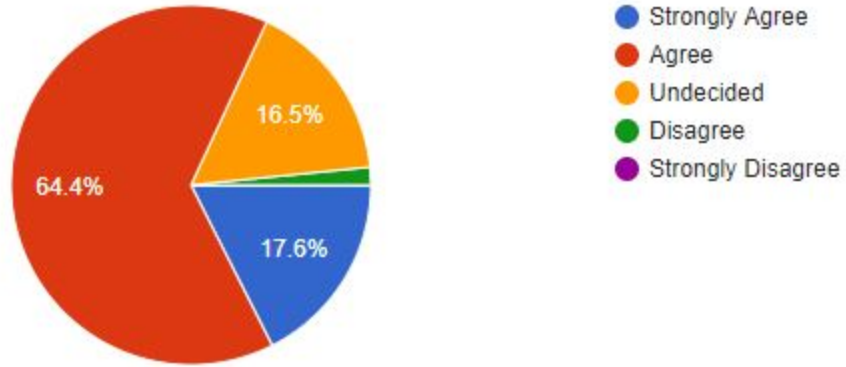
My organization practices high standards and ethics.

188 responses



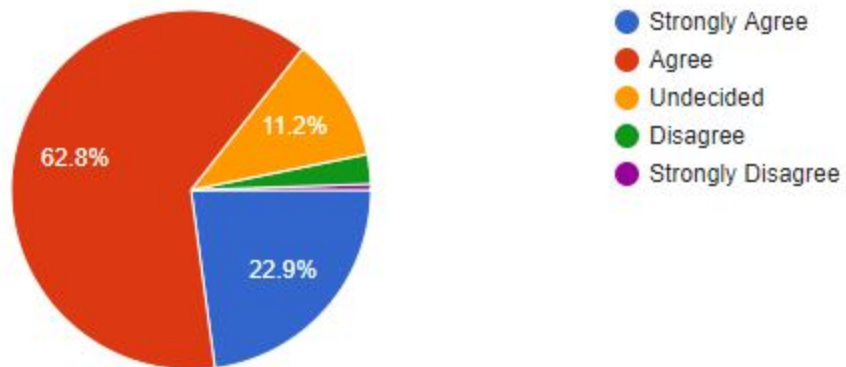
My organization helps me and my community.

188 responses



My organization is a good place to work.

188 responses



Please provide additional feedback that you feel may be helpful.

N/A (16)

none (11)

n/a (9)

None (7)

. (7)

N/a (3)

NA (2)

x (2)

None at this time. (2)

None at this time (2)

? (2)

1 (2)

hopefully it is in the process of changing

RE: "the right people" - Quality of people is not the problem that I see; we need more people in crucial support roles and more faculty in some areas

No additional feedback at this time.

Sometimes things that are thought by the organization as inhibitors to successful work, are actually tools that we need to get our job done. Things are removed that we need to get our job done.

We are a work in progress.

Financially there is little say.

My organization is a great place to work.

When I have to focus all of my attention on one problem student in my class the rest of the class is effected and is losing out on instruction and it heeds me and my students progress

Morale is getting better and benefits are good. Support staff pay is in need of adjustment though.

Sometimes admin does not listen to ideas from teachers.

I'm unsure on a lot of these because I just don't know...I guess I need more information about this stuff.

I'm not aware of all of our practices and if they follow regulations and ethics.

Thank you for your effort to be open and communicate.

Some aspects at the district level I am uncertain of, such as ethics and finances.

I feel as we move forward in the direction we are headed as an organization we will only gain momentum and gain a stronger bond with our community and stakeholders

My customers could be more satisfied if I was able to deliver the type of lessons that I would like to deliver.

I feel that I can not answer some of these questions.

This year is off to a great start! There is so much positive energy that has its beginning at the top and filters on down. Thank you!

I have no idea how we are doing financially. I am sure the Middle School addition has set us back but it is a beautiful building!

I don't always agree with how the district has handled some decisions with their employees but hoping things will take a turn for the positive with new administration.

Getting feedback from our customers would be helpful. More visibility into the financial state of the district would be beneficial.

We continue to move in a positive direction.

Double-talk (or talking out both sides of your mouth) is very frustrating at WAMS.

I am proud to be a teacher at WASD.

No further comments

I am happy in my job.

I believe staff needs to start having input on how their administrators are doing. There are many educated and experienced teachers that see them in action daily, yet we get no input on their evaluations. Just because we have not gotten principal degrees does not mean we are oblivious to how things should be ran.

The financial piece has changed over my years as a building principal. I went from being able to tell you what dollar amount was in each of my building accounts to having no idea what is what account and in some places very high negative balances.

My school is a wonderful work environment.

nothing at this time

I feel we are moving in the correct direction to make positive relationships with our community. As a kindergarten teacher, I would love to have a better relationship with preschool programs in our community. I feel this would improve students' transition into kindergarten.

I have everything that I need to teach the students. I make sure that I try to have a lot of consideration of how my assignments affect costs to our district. With the technology provided, there are a lot of great cost effective opportunities for students to create and share what they can do with the knowledge they have.

Again my answers reflect recent history and not necessarily the current leadership.

Most of the faculty/staff are excellent at what they do.

I think for the past couple of years we have been hindering our progress by not hiring the right people (due to lack of wages, benefits, etc)

The use of "organization" seems to be business oriented wording.

Most of these answers are based on what has transpired the past few years - I don't know if we are ethical, if we all have what we need, etc. This is not an indication of the current administration; however, the new admin has not been in place long enough for me to base my answers on the current situation within the district.

As stated before, we are lacking in the area of assistance for our growing population of ESL students.

Love WASD!

I see communication improving across the district, which is valuable to all stakeholders involved.

I love my job

I'm still undecided about a few of these because I am waiting to see the ethics that trickle down from the top. There has been an element of fear in the past to express an opinion or give feedback. There has been a fear of retaliation. I believe this is changing. I also don't think we comply with all special ed laws at times by providing the amount of support that is required. I believe we try to do our best, but might be financially limited in providing the quality of support needed.

My product can be better. Give me time, I am writing the curriculum as I go.

I don't currently pay close enough attention to the district finances. Since it directly affects my livelihood, I feel like I should be more tuned in and attend more school board meetings.

We lack personnel in many areas!

As far as the right people, we have wonderful people, but we also had a numerous amount of people leave, and along with them years and years of valuable experience that is impossible to duplicate. Those veterans served as mentors, and the knowledge and expertise they imparted was invaluable.

I enjoy working in WASD. I think that we have a wonderful group of educators committed to the education of all students.

Fairview has a family organizational structure that works well.

District is beginning to turn around

No feedback at this time.

negative comments are from recent history. Seemingly unethical way to treat employees or to hire friends. There has been a feeling of distrust for a long time which has started with the school board and worked its way down. I think that our new board and administration recognizes this and is making a conscious effort to change this environment. It will take time.

At the end of the day, I love my job and think we're doing good work here.

no additional feedback

I think from the financial perspective I wish we could be told a little bit more. For example, if there is money to cover something in the event that it is an actual need. When I hear things like money is tight or

we do not have anymore money for that I wonder if it could be picked up from somewhere or if the account is actually negative? I have also ran into when you look in the fund accounting page at the account, the money isn't there because there wasn't a beginning balance..that can sometimes be frustrating. Though I do think that we have the right people in some jobs, I think some people aren't in the right spots or some people have been in the same spot for too long and are unhappy and I try to avoid those people because they aren't productive. Overall I think the district has some great ideas and again is moving in the right direction. I feel that the WASD is a great place to work.

Our building definitely has the right people doing the job, but they can only stretch so far. We definitely need more support.

Again, we're turning a corner but it's tough to ignore the experiences of the past several years. Our district has been financially irresponsible and short-sighted.

I enjoy our faculty and students!

Regular classroom teachers are bombarded with tasks such as redundant data collection: if it is in on hand why do we need to put all that info on a spreadsheet....just look in on hand. Collecting field trip money, picture money, completing fundraising packets, completing spreadsheets, meeting constantly, filling out print request forms, checking and distributing large volume of mail to students, we are swamped with tasks that have nothing to do with teaching students.

I am very pleased with the quality of staff in my building.

More faculty and staff are needed.

So excited about the prenatal program and pre-k counts grant!

This year we lost an Intervention Specialist. It means we will not be able to serve as many intensive or strategic students as we have in the past. We also would benefit from an extended kindergarten class.

I love where I work and the people I work with, that is what keeps me in Waynesboro.

I appreciate like I feel part of the team at WASD.

I am so pleased to be here. Overall, I could not be happier.

na

I think over the course of this year these answers will be changing for the better. It has been several rough years with different administration, where the change in administration this year is already making a difference in how people react to things. We should be working together for the common good, our customers, our students, and not working against each other as a whole. We are already heading in a more positive direction as a district with new admin, and I think this will continue to be prevalent throughout the 17-18 school year.

Waynesboro is a great place to learn.

I'm not sure why but I have observed a difference in work satisfaction between buildings.

There are many top notch teachers in our building; it's a shame that this is overlooked; we have highly skilled teachers, yet are paid so much less than surrounding districts. very frustrating

I appreciate the turn toward encouragement and support of each other.

We have been short staffed I believe which makes it hard for others. I feel better preparation for that would be ideal.

I don't have any feedback at this time.

See first comments

I love working with my FV students and enjoy my job.

I love working in the WASD!

I strongly believe that our district is on a new path to remove things that get in the way of progress. I see the district partnering with community organizations more and more for the benefit of the community.

With budgetary constraints I do not feel that we have the correct amount of people we need to do the best job possible. Ex: buildings sharing staff, not enough reading specialists, no math coach/specialists, more ESL teachers/staff.

Nothing to add at this time.

No comment

Enjoy working with WASD employees.

I enjoy my job and see a future here

I feel I don't have enough knowledge about some of these questions to answer properly.

The heat, humidity, and air quality made me sick the second day of school. This is a continuing problem that needs to be addressed.

I am unclear what is meant by work products in my role.

Fairview has a positive atmosphere with mutual respect for all!!

Year after year we see students struggle several years below grade level and/or struggle with severe behaviors, yet nothing changes. As teachers we often suggest interventions be changed (especially in reading), but the organization continues to use the same program. If we, classroom teachers, are an important part of the team, our voices need to be heard. Suggesting a student needs evaluated should not be a feared.

Other (35)