In the fall of 2016 Board of Education and Central Office administration began to hear concerns regarding the condition of the overall climate for employees throughout the four schools. To that end the Board of Education formed an Ad Hoc District Employee Climate Committee on November 15, 2016 with the purpose of developing and deploying a climate survey, analyzing the results of that survey and to work with the administration to address feedback arising from the survey.

In December a survey was launched through Google to all employees. The survey was anonymous and no personally identifiable information was collected. The survey did contain questions related to the role of the respondent and location of the respondent, these questions were optional and some respondents chose not to respond. Respondents could only participate once and all open ended responses were included in the data analysis.

Of the 337 total employees in the district 102 employees responded. This represents 30% of the total employee population. Of the 102 respondents 69.2% identified themselves as classroom faculty, 16.5% identified themselves as special education or support faculty (guidance, speech/language therapists, etc.) and the remaining 14.3% of respondents identified themselves as food services, tutor/paraprofessional, building maintenance, and office personnel. Of the entire 102 participants 91 identified their role in district.

The largest representative population of respondents or 29 individuals identified as located at the high school. The second largest population or 20 respondents identified as being located at Edna C. Stevens School. Both Woodside Intermediate School and Cromwell Middle School had 16 respondents and only six individuals responded as being located district wide. Only 82 of the 102 participants identified their location.

The Ad Hoc District Employee Climate Committee has held meetings to discuss and review the survey results and work with administration to develop actionable strategies to address issues arising from the survey.
Cromwell Public Schools

Employee Climate Survey

Part 1

1. Mark only one oval per row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school community has high expectations of all students. My class enrollments are too large. School administrators give me useful feedback on my teaching. I have access to the tools I need to do my job. I am dissatisfied with opportunities for my professional growth.</td>
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2. Mark only one oval per row.

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best teachers and staff are retained at this school. Teachers/Staff have close working relationships with each other. Teachers/Staff have close working relationships with administrators. At this school, teachers are treated and respected as educational professionals. I do not have enough autonomy over my classroom.</td>
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3. **Mark only one oval per row.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I am happy in my current assignment.</td>
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<tr>
<td>I feel there is enough time to do my job effectively.</td>
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<tr>
<td>I am receiving effective feedback about my instruction.</td>
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<tr>
<td>Adults who work in this school treat students with respect.</td>
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<tr>
<td>Adults who work in this school typically work well with one another.</td>
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4. **Mark only one oval per row.**

<table>
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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I am proud to tell others that I work at this school.</td>
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<tr>
<td>School administrators recognize teachers for a job well-done.</td>
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<tr>
<td>My administrators provide effective coaching and mentoring for me.</td>
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<tr>
<td>School administrators follow through on commitments.</td>
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<tr>
<td>School administrators involve teachers in decision making and problem solving.</td>
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5. **Mark only one oval per row.**

<table>
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<tr>
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<th>Neutral</th>
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<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>School administrators and staff communicate with each other effectively.</td>
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<tr>
<td>School administrators promote the success of all students.</td>
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<tr>
<td>School administrators hold themselves to the same high expectations as others.</td>
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<tr>
<td>School administrators back me up when I need it.</td>
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<tr>
<td>School administrators are aware of what goes on in the classrooms and provide support when needed.</td>
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**Cromwell Public Schools**

**Employee Climate Survey**

**Part 2**
6. Mark only one oval per row.

The Board of Education is helpful in achieving our educational goals.
I work with people who listen if I have ideas about doing things better.
My administrator is an effective instructional leader.
My administrator facilitates communication effectively.
This school and the district communicate effectively with faculty and staff on issues of interest and importance.

7. Mark only one oval per row.

My administrator supports shared decision making.
My administrator is effective in helping us reach our vision.
Morale is high on the part of teachers.
Morale is high on the part of students.
Morale is high on the part of support staff.

8. Mark only one oval per row.

Morale is high on the part of administrators.
This school is a supportive and inviting place for students to learn.
This school sets high standards for academic performance for all students.
This school promotes academic success for all students.
This school and the district have an effective approach to developing, deploying and communicating about curriculum.
9. Mark only one oval per row.

| This school emphasizes helping academically when they need it. |
| This school provides adequate counseling and support services for students. |
| This school emphasizes teachings lessons in ways relevant to students. |
| This school is a supportive and inviting place for staff to work. |
| This school promotes trust and collegiality among staff. |

10. Mark only one oval per row.

| This school provides the materials, technology, resources, staff and training (professional development) needed to do your job effectively. |
| This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students. |
| This school encourages opportunities for students to decide things like class activities or rules. |
| This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning). |
| This school clearly communicates to students the consequences of breaking school rules. |

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Cromwell Public Schools

Employee Climate Survey

Part 3
11. Mark only one oval per row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>This school handles discipline problems fairly.</td>
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<tr>
<td>This school effectively handles student discipline and behavioral problems.</td>
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<tr>
<td>This school is a safe place for students.</td>
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<tr>
<td>This school is a safe place for staff.</td>
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<tr>
<td>This school is welcoming to and facilitates parent/guardian involvement.</td>
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12. Mark only one oval per row.

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<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>This school supports creative approaches to educating our students.</td>
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<tr>
<td>Teachers feel supported by parents/guardians.</td>
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<tr>
<td>This school has clean and well-maintained facilities and property.</td>
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<td>This school promotes personnel participation in decision-making that affects school practices and policies.</td>
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<td>This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.</td>
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13. Mark only one oval per row.

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<td>This district has an effective strategic plan for professional development.</td>
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<td>This district has good opportunities for growth and challenges.</td>
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<td>This district places the appropriate level of importance on standardized testing.</td>
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<td>This district usually has the right budget priorities.</td>
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<td>This school takes steps to minimize paperwork.</td>
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14. *Mark only one oval per row.*

This district provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.
This school provides relevant training for paraprofessionals and other staff.
How can the district more effectively support your professional growth?

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Cromwell Public Schools**

**Employee Climate Survey**

Part 4

15. If you could add one position (faculty, staff or administrative) to the district, what would that one position be?

16. When students graduate from the Cromwell schools, how would I like them to remember their experience in the school system?

17. How can we most effectively encourage creativity and bold thinking in our district?
18. Did we miss something you feel is important that would help improve your school's climate?

19. Is there something especially positive about your school climate you would like to note?

20. What are the most satisfying aspects of your current position?

21. What aspects of your current position are most disappointing, disheartening, or problematic?
22. One area that I feel my school is successful in:


23. One area I would like to see improvement in is:


24. What is your role at school? Check one
   Mark only one oval.
   ○ Classroom faculty
   ○ Special Education/Support Faculty (guidance, OT/PT, school psychologist)
   ○ Tutor/Paraprofessional
   ○ Office Assistant/Secretary
   ○ Food Services
   ○ Building Maintenance

25. Where do you work? Check as many as apply
   Check all that apply.
   ○ ECS
   ○ WIS
   ○ CMS
   ○ CHS
   ○ Districtwide

26. Other comments - (Please take another look at the survey comments above and consider whether any other comments would be helpful to allow the district to understand how to improve the areas for which you did not rate the district highly):


Where do you work? Check as many as apply (62 responses)

What is your role at school? Check one (91 responses)
Judgmental but there is help to grow and feel supported as educators.

A coach is to monitor class progress and provide feedback and support to grow as a teacher. The coach would not be

curriculum and classroom teachers.

Judging teachers at ECS and WIS, some of whom are not teachers (WIS and are part of the STR(EM)) team who judge.

School Psych., or social worker at WIS. I would have less administrative, counselors, curriculum writers, and specialists.

Counselor

Social worker/ Guidance counselor

Counselor

Support staff

Additional support staff (social worker)

Academic advisor

Willing Curriculum Director

Students participate in generating solutions to classroom management, behavior management, etc. to ensure the success of all.

There should be a school education coordinator for each grade to support both special educators, classroom teachers.

Case of the Health Teacher: The health teacher currently teaches minimal amounts of health.

Another health teacher

Building substitute

Art Teacher, Drama Teacher, Orchestra Director

Hall Monitor

Director of Curriculum

Assistant Principal at WIS AND ECS (not shared)

Administrative - School Climate Coordinator

Vice principal full time or full time school psychologist

Administrative / Teacher coach

Full time social worker

A co-teacher

The 21st century:

Math at that level. Way too much time on Language Arts. Students need much more Math and Science to be successful in

Need more STEM Education at the Elementary/Intermediate school. More time and focus needs to be put to Science and

Language Arts teacher

If you could add one position (faculty, staff or administrative) to the district, what would that
The position I would add is a teacher in the English department, a position which was unfortunately cut last year.

Another SLP or SLPA to help the speech department with work load.

School social worker at the high school level.

One assistant principal at each elementary school.

Special Education Assessment Specialist.

More curriculum development/management to keep up with new units, etc.

Social Worker (FT)

Supervise custodians.

Assistant principal at any level that would provide additional direct contact with students.

Full-time assistant principal. Really grateful is amazing!

New and in grades 1-5.

The eliminated ELA position at CHS should be reinstated. CMS needs an additional grade 6 teacher. I am unaware of

A new or dual para-professional so teachers have for time for meetings, etc.

Special Education Department Supervisor (not para-professionals)

A faculty council

Add: Personnel director

More para-professionals

Full time assistant principal

Library coach

Furloughed professionals
Finding a sufficient number of paraprofessionals/staff to work directly with the students that need the extra academic support is a need for classroom support.

Assistant Principal/Full-time assistant principal exists.

Administrative position was an assistant principal for either WES or ECS. So the only position that would be advantageous would be an administrative position.

Another behavior specialist.

Another behavior specialist.

A competent curriculum coordinator

I would add more support staff for our kindergarten classrooms.

I would add more teachers for smaller class sizes.

Filling Substitute, Peer Coaching Time

Teacher Evaluator for formal & informal observations.

Curriculum specific coordinator

A math curriculum director for the district is definitely needed. Our scores show this.

Full-time Evaluator for WES & ECS. When the kids are tested, the results the district needs to handle all of her responsibilities.

Full-time Evaluator for EC, and WES. While the kids are tested, results the district needs to handle all of her responsibilities.

Assistant principal to special subject area (music, art, PE, tech, family, and consumer science).

Staff they work with directly each day.

I would add a position where the staff person worked with students, e.g. teacher, para. Special service staff.

Building up at each school.

Math Level III teacher

VP for WIS and a VP for ECS

Another reading and math support position

All grade social studies for teams can be even with one another and compatible to grades 7-8.

Assistant principal (full-time, not between two schools) & One full-time school Psych (not split between multiple administrators or teachers)

Assistant principal (full-time, not between two schools) & One full-time school Psych (not split between multiple administrators or teachers). And feel that money could be used for positions in the classroom helping students, instead of helping

Position, and feel that money could be used for positions in the classroom helping students, instead of helping

Administrative positions in classrooms, especially in Kindergarten classrooms, where there is one, there are too many higher positions, and feel that money could be used for positions in the classroom helping students, instead of helping

Position, and feel that money could be used for positions in the classroom helping students, instead of helping

Position, and feel that money could be used for positions in the classroom helping students, instead of helping

Administrative positions in classrooms, especially in Kindergarten classrooms, where there is one, there are too many higher positions, and feel that money could be used for positions in the classroom helping students, instead of helping

Position, and feel that money could be used for positions in the classroom helping students, instead of helping

Position, and feel that money could be used for positions in the classroom helping students, instead of helping
Each building should have a building sub, which is able to focus if one building has a greater need on a particular day.

Teacher Improvement:

In relation to any moment, the system is set up to be more disciplinary in nature rather than the focus being on the positions that are desperately needed in each building and teacher coaches to support and enhance instruction. These positions should be directly supportive in nature and not disciplinary. Teachers feel like they can be the next one placed on full-time vice principal, full-time substitute, human resources, social worker, or other.

Believe that the school could utilize more school psychologists or social workers. I feel that our psychologists have a large amount of students they must see and don't get the adequate support needed to do their job.
comfortable, positive learning experience and 7 year olds not supposed to be fun. We as teachers are not here to entertain students. This was said to staff and parents regarding the students and the work around them. As teachers at the elementary level we were told by district admin that school is a business and we are not there to "enrich" students.

I would like them to have enjoyed their journey by LOVING learning and the sense of community and commitment to learning for the beyond these school walls.

Compassionate, caring teachers who expect the best out of students both academically and socially to best prepare them for the beyond.

Challenging and supportive learning environment with challenging academics

Preparing them for whatever comes next: college, career, etc.

They worked with supportive teachers and the learning environment was dynamic.

I do like them to remember our school as a place where they felt loved and nurtured.

I want my students to be confident, creative, problem solvers who love to learn and contribute to their community.

Fun, United, and that the staff inspire them.

Rigorous and fun

Had fun while learning! School Spirit!!

Rewarding, positive, challenging, well-rounded

Supported, creative, engaging, and caring

Their experience prepared them for college and beyond.

Empowering,

I would like them to be able to say "Cromwell High School prepared me for college"

Inspired them,

Students will remember the great interactions with their teachers. Hopefully they can remember numerous times they helped them.
Enjoying education and want to learn more.

I would like for them to remember the teachers that helped them every day to become successful adults.

Effective, positive, and beneficial.

An enjoyable experience where they were treated fairly and respected.

Eye-opening.

Their responsibility over their own learning so they can continue to grow as students and people.

I want the experience to be memorable because it assisted their academic growth, helped them to be better learners and gave

To look back and feel good about the best educational opportunities and the long lessons.

Productive.

Individual students and provided their success in and out of the classroom.

They were diligently academics and supported economically and socially. Above all, teachers recognized their

I would like them to remember the school system as a whole, academic learning environment where all children are valued.

In the students to believe if supported them and prepared them well for academic success on the college level.

I want them to make a difference.

The college provided them with opportunities to make a difference in their communities. I want all my students to look

A sincere difference.

Academic challenges

I want them to believe that they had access to courses that interested them and prepared them for their future lives.

They should remember all the reasons that keep students to be successful in their college.

Appreciation of just seeing that their work for some is very difficult.

Supportive and understanding teachers who help shape them into good people.

The problem we need to address is how to prepare for their college.

I hope all students remember being supported to be successful at all their lives.

Enjoying and challenging to prepare them for their college or career.

At the same time to learn.

I hope for the amount of students we get to a year.

Lastly, I would like students to remember Cornwall as a place where they were not pigeonholed into thinking college is

The ideal students do not like a teacher they will seek another teacher even if that class is too low for them. This happens all

I would like students to feel challenged to also understand that hard work and dedication pays off.

I would like students to feel challenged to also understand that hard work and dedication pays off.
They received the best education possible

Challenging and engaging

I had high expectations for them and helped them be responsible students and good citizens.

As being taken care of by teachers and feeling safe, also that there were always adults to talk to when in need.

A rigorous academic and extracurricular experience supported by a caring staff and hard-working leadership team that

who cared enough to listen to them. Help them figure something out that was difficult and to make learning fun and

I'd like them to remember that some adults in their school experience these were adults in their school community

that they had a fair chance to be successful.

Challenging and rewarding

I would like to them to feel like they are more than a test score.

Engaging, welcoming, real world, healthy, and fun

Feel that they mattered.

I hope the students feel free to express their thoughts and not be afraid to question adults. I hope that they

will remember their days at school-learning through play and interacting with other children when learning.

Students will remember that the faculty and staff truly cared about them.

Happy, rigorous, safe, good teachers, great friends

Will teach them who cared and made learning fun and meaningful

Positive relationships with teachers:

The system had caring teachers:

I would like them to look back and see years of teachers that cared for their educational and personal growth.

A fun, supportive place to learn. I don't think they get that now.

Will happiness and gratitude.

That they felt teachers prepared them for jobs and careers and that they were ready for a whole person

well for college and for real live.

I feel that they will continue to care about their success. I hope that they feel that Cleveland Schools have prepared them

I would like them to feel a sense of pride in their think of Cleveland Schools. To know that they were loved and cared

a collaborative, safe, and caring community

An application for acceptance and an ability to think creatively

Great teachers

Positive obstacles and failures in order to succeed.

I'd like them to remember their high school years as a rigorous educational experience where they learned to overcome
or the workplace (with a high level of self-discipline and personal responsibility). As one in which they feel challenged but supported, and feel truly prepared to take on college (without remedial courses).

I want them to remember having fun and engaging school experience that prepared them for college/postsecondary. Having a meaningful and fulfilling, indelible experience about their learning is what will make them want them to be proud of graduating from this system: to have been treated fairly, able to continue their education.

Younger students are not allowed to enjoy the fun activities like doing projects and taking time to get to know each other. Students should remember Crowwell as a place where learning occurred that was fun at the elementary level. Our school district and community should hope they would say that they were given a variety of learning opportunities during their years in the Crowwell chapter of their lives.

I believe that students should feel ready for their next experience, teachers that have made an impact on their lives. I would like students who have graduated from Crowwell Public Schools to remember the times, good learning.

That their teachers cared about them and encouraged them to be the best they could be.

That their educational, social-emotional and behavioral growth that occurred in Crowwell prepared them for what the "real world" holds for them. That they have the stamina and ability to survive when times are difficult or stressful.
How can we most effectively encourage creativity and bold thinking in our district?
Take some risks with new curriculum, clubs, activities, don't be afraid to step outside the box.

Listen and consider all ideas.

Less scripted materials and block scheduling, more student choice and real-world problem solving opportunities.

Listen to students and teachers, not just ideas that come on their own.

Let ideas in schools and teachers find their own direction.

Develop a deeper understanding of student interests, develop a deeper understanding of student interests.

Incorporate ideas into the curriculum and make them part of the curriculum.

Incorporate new ideas into the curriculum and make them part of the curriculum.

New ideas mean more for both teachers and students. Celebrate success and encourage new approaches.

Incorporate new ideas into the curriculum and make them part of the curriculum.

Incorporate new ideas into the curriculum and make them part of the curriculum.

Move away from imposing that all lessons should have the same structure.

Subject conferences.

Incorporate into our grade level and across the district. Our current curriculum is where we are right now and what we need to do.

Incorporate into our school and across the district. Our current curriculum is where we are right now and what we need to do.

Incorporate into our school and across the district. Our current curriculum is where we are right now and what we need to do.

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Incorporate into our school and across the district. Our current curriculum is where we are right now and what we need to do.

Incorporate into our school and across the district. Our current curriculum is where we are right now and what we need to do.
Root finding, teachers and provide support for those with bold ideas.

out there. If you are already different, assumptions are generally that are completely false.

By actually encouraging that creativity and bold thinking, I see the need for a mindset shift so that teachers are not afraid to step

be safe within each member and each department.

learning environments that promote the sharing of novel ideas.

when experiencing students in problem solving. Create environments that promote the sharing of novel ideas.

in the classroom. More is expected to always be expected the same preplanned lesson plans. Engage, engage, engage.

increase the ability of their teaching. So many teachers are accustomed to following some procedures to use their time in

when teachers begin to work together to generate ideas to improve the curriculum and

encourage creativity and bold thinking through our students’ minds.

By showing children to learn through play, multiplication of materials to learn and providing hands on experiences to

Allow teachers to discuss potential ideas in faculty meetings.

If a district is committed to the common community

Need smaller classes and somebody MUST begin to care about the kids at the top 100

By not making teachers follow units so strictly and allow them to adjust them to meet the needs of their class and their

which you will probably not be supported.

Cleanliness and bold thinking involve taking risks. I feel as taking risks in this district I discontinue it anything goes

Ask for teacher opinions and listen to their ideas.

not right for what the teacher is doing, they have to change what they are doing.

not right for what the teacher is doing, they have to change what they are doing.

students education, teachers also need to be supported by administration to encourage creativity and bold thinking.

Teachers need to be creative and flexible. Our time is being used to create data and statistics that do not add to

Teacher needs time to create creative lessons. Our time is being used to create data and statistics that do not add to

Tell the administrators, "we will get it together.

By doing meaningful teacher ideas, more freedom. Teachers are689.

The teachers need to be creative and flexible. Our time is being used to create data and statistics that do not add to

school day and after hours and on weekends. We are exhausted.

I think they need more time off, we need more time off, and we need opportunities, such as breaks on weekends, and so

helping to unneeded staff.

above the school level.

challenging the current way of thinking in the school, many of which are based on by administration and

To meet this end, I feel it is important to change the culture of the school. Many good teachers feel unimportant.

ask us what works for us and allow us the time to share with our colleges.

Support teacher ideas and strongly instead of criticizing and judging
Lessons are often taught in a way that seems disconnected from what children are learning. This is because the curriculum is often taught in a linear, fragmented way, where each subject is taught in isolation. This can make it difficult for students to see the connections between different subjects and to apply their knowledge in real-world situations. Teachers also often struggle to find ways to engage students who are disinterested or disengaged. Therefore, the need for a more flexible and student-centered approach is critical.

Public schools need to address creative thinking and problem solving. By having building representatives meet with BOE members regularly and establishing a vision/mission for Columbus schools, we can encourage students and teachers to do more people who are interested in positions they do not want. For example, instead of teaching children at different levels of creativity, we can provide a variety of learning experiences that cater to students' different learning styles. This will also help to foster a sense of curiosity among students, which is essential for their development.

Innovative teaching methods are endless ways of learning with technology. These methods allow teachers and students to explore new opportunities on creativity and problem solving and discuss possible options. The most effective way to encourage creativity and problem solving is to provide students with opportunities to experiment and make mistakes. By doing so, students will develop a deeper understanding of the subject and gain confidence in their abilities.

Allowing students to make suggestions and limitations to all staff.

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Allowing students to make suggestions and limitations to all staff.
children need to be more visible in the early morning to greet students and simply be social. Lack of substitues making excuses for their child.

I think that parents need to better understand how to support the teachers - hold their kids accountable at home and stop thinking about what they're teaching.

I think teachers miss feeling enthusiastic over the curriculum and their lessons and would like more room to be creative and doing more things that excite them.

We need more time and opportunities to be together to talk to each other and collaborate.

We need to do more things together with more things.

We need to allocate more time for self to work together which will allow for learning from one another. We seem separated more special days are needed. We currently have days covering these students.

School Spirit day.

Parents need to understand policies/programs about the purpose for important reason, and don't attempt to change them just because it doesn't work. Don't threaten all or some. Don't assume the students or the administration teachers. Don't threaten all or some. Don't assume the choices or the administration.

Clear communication - positive feedback, don't look for things that are wrong. Celebrate things that are right - we are making progress.

Listening to feedback, feedback, feedback is key.

We need to focus on the processes, not the outcomes. What if we flip? What if we change the role of teacher to student and student to teacher.

We need to shift the focus of conversations from the issues and concerns of middle school to the successes and growth of middle school.

Students who are not engaged and effective. This is not just the role of the teacher, the role of the middle school uses lines with the school community.

Did we miss something you feel is important that would help improve your school's climate?
Not that I can think of.

[Ti'st?$$

1. How above is the board of Education in supervising or advising the leadership team before the leadership team deploys programs around the district?

The survey failed to focus on the following for the district -- not necessary the school.

1. Teaching teachers as professionals. Allowing them to do their job. Effectively communicating with them.

2. Recognized for that.

3.废物. I would no idea that the current is made mostly by administrative that do not work with the students. Need to ask more to the special education teacher when making decisions about the special education students and needs to be asked about. I would be an important element in the developing section of this.

Also, I feel supported in my department because we have a strong team but I do not feel supported to grow as an individual. I feel like we want to overlook and support our students.

To do a job that we do not feel supported. We want to support our students. But then does not mean to be a job that we do not feel supported. We want to do what needs to be done. A professional development rather than our students.

Yes, I feel too many of the questions were geared toward the school administration and not the district's admin. The school
Right and weekends.

The administration's voice is raised, but we have a unique teacher in a challenging and rewarding environment. The principal has a strong vision and is always looking for ways to improve our school. The teachers are dedicated and work hard to ensure that our students succeed. The school community is supportive, and everyone works together to create a positive learning environment.

In the classroom, students are engaged and motivated. They enjoy the challenges and opportunities presented to them. The curriculum is well-structured and challenging, and the teachers provide effective support and guidance.

Communication and collaboration are key values, and teachers and students are encouraged to communicate effectively and respectfully. The school administration is open and receptive to feedback and suggestions. The school is a place where everyone feels welcome and valued.

I believe that our school is a model for excellence in education. The administration, teachers, and students work together to create a supportive and inclusive environment. The school community is proud of our accomplishments and is committed to continuous improvement.
Recognizing all teachers and their accomplishments weather it be big or small.

Counsel students who happen to live in another town.

Explain topics in the school program. We still have teachers using language such as "The Heart of Students." These are

Open and inclusive in the choice program. We still have teachers using language such as "The Heart of Students." These are

More technology.

There are so many coaches. Each one has their own opinion, and it seems like administrators and coaches are not on the

Future professionism.

Professionalism

seems broken down the middle to a high level of professionalism. Motivate and release them sooner rather than later.

If an individual has not heard them self to a high level of professionalism, motivate and release them sooner rather than later.

Schools.

Each school is different and with individual talent. This leadership style is bringing with great diversity.

I am involved with the administration or this level of professionalism, motivational and release them sooner rather than later.

I think that Commonwell. Leadership style is determined to the schools climate. Many of the same seem some

How people feel.

Simple things like asking "How are you doing?" shows how children are doing. These little things make a big difference in

Provide a safe environment for faculty and administrators to take professionally.

And lastly, the fear of retaliation is real in CPS.

It is easy to condemn. It is a shame that she has lasted as long as she has in Commonwell. Time for Holly.

Absolutely nothing of value to combine. It is a shame that she has lasted as long as she has in Commonwell. Time for Holly.

She did everything right. Her salary is a complex issue. She has managed to weather it off with positive friends. Holly is her best.

Yes, it seems like they have so many positions at the top that she has lived with Pakistan's friends. Holly is her best.

Applications are not seriously considered because they have been posted internally. First (or last) and it is still unclear what happens.

I am with questions. Concerns and ideas.

About what is going on. Let us know what committees are called and who is on those committees so we know who to

Communication is key! These is so much handled behind the scenes and people feel like they're in the dark. Be open.

Yes! Additional questions regarding our Superintendent and Assistant Superintendent.

NA

and this hour of the day.

Yes! Additional questions regarding our Superintendent and Assistant Superintendent.

NA

and this hour of the day.

Students and when reports for 6 p.m. a day. Lesson planning the most important part of my job is being done in the 6th

Clearing consisting and instructional sounds provided to their students. If teachers are expected to be with

Attending professional development workshops. These probes have integrated with the teachers most important job.

In recent years, teachers have been asked to spend more time providing paper work to prove they are doing their job and
Administration doesn’t follow the principles of the evolution plan. Without teacher input, important decisions are made by those with no feedback given. Teachers feel that administration is not interested in their success. Teacher evaluation plans are used to weed out a certain number of teachers, thus degrading the support from administration to improve success. Teachers are not used to seeing new ideas or changes. We are afraid to ask questions, afraid to probe for answers, afraid to be wrong for fear of administration. I believe that administration should stop finding people and filling positions to try new ideas, new approaches to learning. We need freedom to improve the learning. I believe that the district has already found many of the things that are needed to improve learning. What needs to be changed is the structure of our schools. Teachers are discouraged and not used to education. What is needed is nothing.

Teachers are not used to seeing new ideas or changes. We are afraid to ask questions, afraid to probe for answers, afraid to be wrong for fear of administration. I believe that administration should stop finding people and filling positions to try new ideas, new approaches to learning. We need freedom to improve the learning. I believe that the district has already found many of the things that are needed to improve learning. What needs to be changed is the structure of our schools. Teachers are discouraged and not used to education. What is needed is nothing.

There are many things that would improve the climate at the school. One coach's effort to create a safe learning environment in the curriculum is very important for all.

It is frustrating and underwhelming to be reminded of all the data to go over when they are saying. This is frustrating and underwhelming. As a result, you are not going to be the best teacher you can be with someone designing all the factors. If you are not used to the best teacher, you can create new environments that need to stop.

With coaching and professional development, the culture of education is not what it once was. You need to look at the climate of education. Once the climate is set, you need to evaluate the quality of the program. The program needs to be in constant evaluation. You need to have a continuous evaluation of the program. The program needs to be in constant. You need to have a continuous evaluation of the program. The program needs to be in constant.

You need to have a continuous evaluation of the program. The program needs to be in constant.
Period. The regular is staggering. Whereas the middle and high schools have at least 4-5 teaching blocks, and only have to prep 1-2 lessons during their planning, the high schools have almost no time for meetings and coach time. They also only get one common period per week. The middle schools have 2-3 small group lessons, and one block that is not a subject. I've yet to plan for 4 core subjects se well as an English and a foreign language. All the students are divided by level, and the environment level. We get one prep period for meetings. Our periods are 50 minutes, and are on the clock for meetings. At the elementary level, we get one prep period, which is often divided into 2 separate periods. Our contractual hours are also not respected. Meeting prep periods and after school will usually exceed the 2 hours designated in our contracts. Column for those services. Sometimes for weeks at a time.

Schools are shut down. And support staff, custodial and non-educational, in the educational development of the students. Duties are built around. And only those are included in the school board's coverage. And while classes can be split, that's not equal. I guess I'm expected by a teacher's absence, but the students can often be left gloomy.

The lack of subs is also unacceptable. Teachers have begun to come in where they are sick, contributing to the spread of germs. Increasing the number of student absences, because it's almost a guarantee that they will have sick students. And we spend our own money to supplement the complete lack of materials. Our students are beyond frustrating.

We need to stop doing what we're doing. We are professionals who have worked to earn our degrees, but we are not being respected for our education. Let me do my job.

In my 2 years of teaching, I'm beginning to feel like an outsider. I'm not sure if I'm doing enough to meet the needs of the students. We are the ones who are picking up the slack. And while it's nice to have a job, sometimes it feels like we're just doing it for the paycheck.

Our school system is broken. And while the teachers are doing their best, it's not enough. We need to stop doing what we're doing. We are professionals who have worked to earn our degrees, but we are not being respected for our education. Let me do my job.
The teachers are all incredibly hard working and supportive of each other and their students.

Learning has led to more positive change and teacher relationships are growing

The teachers are always there for each other no matter what. It's one of us is going through a bad time personally or

The school district is100% better than the lower levels. Teachers at the middle school are respected

The school district is100% better than the lower levels. Teachers at the middle school are respected

The CMS administrators are very supportive of the staff.

Teachers and support staff are very supportive of each other.

Very positive

Everyone pulls together when there is an issue.

Sports teams, the mod cheering section, students helping together

Our effort to recognize student achievement across disciplines.

We have a strong music and drama program

A growing arts and music program

We have beautiful diversity that is not always celebrated

Teachers work together to solve problems

We occasionally feel that our school climate is good

The teachers here are unimpeachable. Supportive of one another.

The kids are the same. We have really good kids here and

Are students care about each other.

Is there something especially positive about your school climate you would like to note?
touch base with one another and discuss our needs and our success. Each week is complete and the only thing that is on our schedule (other than lunch) is when we can extricate ourselves from our duties and spend time mentoring our students. PLC time is big and needed time to complete with our departments. It is also valuable as long as we are not given several

love for the students and their well-being.

The moment of professional development and ability to grow as a professional.

The students excel. Their teachers teach the best of the Curnwell Teachers and Administrators.

consistently in a manner that is best for students. Each office has its own small, yet important role. The teachers are all happy and engaged in extracurricular activities, regardless of how they are teached.

I love coming to work everyday. I love the interaction with the kids and my colleagues.

What teachers developed their career and students

what and administration is supportive of new ideas and forward thinking, but resources are not always available to make it happen.

Students and teachers helping teachers.

Teaching collaboratively, seek other academically and emotionally, and professionally keep them engaged.

My own learning.

The administration creates a warm environment that helps me to work more effectively and ever before with both my own and my colleagues.

I have loved the school learning at CMS. I feel supported by my colleagues and feel like part of the team.

I feel like a family.

The teachers are bright. Work extremely hard, and are always trying to keep what is best for the student at the forefront.

Students.

We notice that the high school administrators encourage collaboration work among teachers and promote school spirit.

Because administrators work to develop and communicate for student success, last minute access on for responsible.

I see the administrators bringing balance of caring and supportive at the school.

I feel that I have been very happy at the school. I believe that all schools in my career. I have never worked with such dedicated individuals. We all support and help one another professionally and personally.

I have the most respect for all the new ideas that have been made and I do try.

How helpful the staff is.

I believe that all students need the support they get at this point in their career. I have never worked with such dedicated individuals. We all support and help one another professionally and personally.

I have the most respect for all the new ideas that have been made and I do try.
Most people are pleasant and I enjoy working with them.

The team of classroom teachers I work with learning and social skills so our students will become responsible adults. I work with a caring administration and staff. Together, they have created a safe school environment that promotes inclusion and social skills. If needed, they will provide extra help.

Our students’ growth and skill growth the best for our schools.

Each other.

Still, all of the staff, students, and non-staff, custodial and kitchen... truly care about our children, their families, and each other.

Teachers are supportive of all staff members.

Scheduling staff members and TAs is not so easy to pull together.

Most of the teaching staff support one another, especially when one is knocked down by administration. Supportive and caring teachers are the family and the support for the students.

The faculty and staff go out of their way for the students.

Supportive this year.

Administration in the building does a great job of communicating what they can with the staff. They have been more accommodating in their role.

Extra help for students and their families.

The teachers in the building are kind and caring professionals. Day after day I see them take the opportunity to go the extra mile for students and their families.

Teaching is wonderful and the school environment is ideal for students. It is very positive that teachers, the principal, and the resource officer greet students individually when they are dropped off.

We are happy with recent changes/additions such as the promise of no more involuntary transfers for awhile and the beginning of a school counselors’ social group. The possibility of math mentorship is a great way to keep developing in the positive direction.
The collegiality of staff, support between students and adults, involvement of the community, creates the amazing school climate I experience every day. Having been in education for many years, I also know that a positive school climate does not just happen or magically occur. It is the result of work and support of the entire school community, Our teachers and support staff are working together to keep things happy at our school. Great students and supportive parents. If we want for our teachers and support staff appreciated all of the positive feedback that we receive from our teachers, The network of teachers created to support each other, College support each other.

Yes, the teachers are amazing. Despite lack of moral, Teachers support each other in amazing ways. That is why many people stay.

Our team is being called out and support students, staff and parents. District’s plan is bring career and support students, staff and parents. The role I play is being encouraged by administration. They see the value, supervise the professionalism, ensure the support from the top down and unite by administration. They set the tone, supervise the professionalism. That is the model for a high performing school. Having been in education for many years, I also know that a positive school climate doesn’t just happen or magically occur. It is the result of work and support of the entire school community. That is what I do every day, being a part of the amazing school.

I feel so happy to be surrounded by my coworkers.

One thing I love about Public Schools does magnificently well is finding amazing people. I have never worked anywhere else where the closeness of the teaching staff with each other

no Support staff appreciated all of the positive feedback that we receive from our teachers. WIS has happy walls - colorful and display our work. Our teams are sticking together and support staff working together to keep things happy at our school. Our teachers are working together to keep things happy at our school. Our teams are sticking together and support staff working together to keep things happy at our school. The network of teachers created to support each other. College support each other.
What are the most satisfying aspects of your current position?
Working with my students...

Teaching students new concepts, seeing them grasp those concepts, and put them into use.

The relationships built with my students and parents.

Almost all the teachers are great! I love the student that I work with one on one. I'm happy with my pay.

Why I love my job.

The staff is working hard to support the students and each other. People are pulling in long hours to get the job done.

The students

The staff

Why I was more valued.

The positive attitude of the students and the relationships with faculty members are most satisfying.

Why colleagues and students

Why colleagues work together and grow as teachers...

Why students work together and grow as learners.

I feel very blessed everyday to see my students. They are my biggest inspiration and the best teachers I have ever had.

The students

When I can reach my best administrator observations make good teaching hard because the evaluations are so negative.

When I can teach my best, administrative observations make good teaching hard because the evaluations are so negative.

One of the most satisfying aspects of my current position is the administrative support and guidance that I receive for student growth, enthusiasm, and success.

My students

The freedom I am allowed to have to engage my students with challenging materials and tasks that I do not receive any
moments are so rewarding. Helping kids realize their potential and seeing them develop academically, emotionally, and socially. These high points

Teaching the children

Successfully providing a safe, comfortable, healthy, and secure facility to all that come here.

I love working with my students and enjoy a good relationship with the guardians.

Working with the students.

The one thing that gets me up everyday is my students. They are the reason I am at school. They bring joy and

Meeting the needs of each student and watching them succeed.

The students and their amazing growth.

Working with the children and my colleagues.

The school community is my desire to come to work everyday a joy.

Working with our students. We have the most eager, motivated, polite and hard-working students. They make this

MY CO-WORKERS

Seeing the students’ growth, the year progresses so well as the team, dedicated team of teachers I work with,

Making them feel important and stress the importance of doing well in school.

I feel I am doing the best I can do.

I have wonderful work with (EGS special education). I really work with (WIS/WCS ed teachers).

Administrative staff is being completely supportive of any initiative or program. The students and the office

The students are the most satisfying part of my current position.

The students - learning and experiencing the world/culture.

I love teaching children. I love watching them learn and grow and feel privileged to be part of their lives.

joy working with my students, learning together each day.

The students in this district are kind, supportive of each other, and


What aspects of your current position are most disappointing, disheartening, or problematic?
There are many factors that can contribute to student success and dissatisfaction. The behaviors of students, the lack of effective classroom management, and the school's approach to involving parents can all play a role. The effectiveness of classroom management is critical for maintaining a positive learning environment. The teacher's role is to create a supportive and engaging classroom atmosphere.

Some teachers may struggle with managing classroom behavior, leading to frustration and dissatisfaction among students and parents. Effective classroom management strategies, such as setting clear expectations, using positive reinforcement, and implementing consistent consequences, can help teachers create a more positive learning environment.

Similarly, involving parents in the educational process can also help to improve student success. Regular communication and collaboration between teachers and parents can help to ensure that students are receiving consistent support and guidance both in and out of the classroom.

In conclusion, effective classroom management and parent involvement are crucial for students' success. By focusing on these areas, teachers and schools can create a more positive and productive learning environment for all students.
The most disappointing part of the job is that as a teacher we base our profession on integrity. It seems that many times decisions that directly impact students and say they won't happen when they have already made the decision are made by people who don't follow the policies and procedures set in place. The feeling that the administration is unresponsive and critical makes the workplace feel negative.

Being friendly brings everyone down.

Sometimes they are bigger than the work is being done.

Not feeling that we make a positive impact and working hard and not being acknowledged: mistakes are made but not feeling the resources needed or consultation basis is when I started working in this district.

Front.

Lack of communication and understanding of the day to day issues and concerns that affect myself and my whole.

Am I really a writer?

Dr. Jeffery and Mr. Payne, I personally know of SPED staff who are currently looking for new jobs.

In my head, the following scenario:

The assistant principal/governor who are physically ill before meeting with them. I'm like dealing with apples from the highest level. I know their names but are physically ill before meeting with them. I'm like dealing with apples from the highest level. I know their names but are physically ill before meeting with them. I'm like dealing with apples from the highest level.

The director of the SPED director to state and staff is responsible is responsible. This director is responsible because he gets the best of the best at this program. The best of the best.

English education and communication of the day to day issues and concerns that affect myself and my whole.

The feeling that the administration is unresponsive and critical makes the workplace feel negative.

The most disappointing part of the job is that as a teacher we base our profession on integrity. It seems that many times decisions that directly impact students and say they won't happen when they have already made the decision are made by people who don't follow the policies and procedures set in place. The feeling that the administration is unresponsive and critical makes the workplace feel negative.
much time for collaboration.

The schedule makes it difficult to meet all student needs. The classrooms are disorganized from one another and there is not

Outline: Lack of communication, Lack of planning, Lack of instructional planning, Lack of collaboration, Lack of classroom management,

Lack of effective lesson planning, Lack of student engagement, Lack of student motivation, Lack of teacher presence, Lack of feedback,

Lack of positive reinforcement, Lack of motivation, Lack of teacher presence, Lack of student engagement, Lack of classroom management,

Lack of instructional planning, Lack of planning, Lack of communication, Lack of classroom management, Lack of planning,

Lack of communication, Lack of planning, Lack of collaboration, Lack of classroom management, Lack of planning,

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Lack of communication, Lack of planning, Lack of collaboration, Lack of classroom management, Lack of planning,
The lack of use of critical thinking skills and the lack of learning anything new.

Children need time to play and socialize with each other.

I have taken a leadership role in my child's classroom. My children need to see me as a leader and model learning and healthy relationships. Young children need to see adults in their environment that are respectful of themselves and others.

School administrators who support the faculty and in turn the faculty would do anything to support them. I do not feel that administrators have adequate training or adequate training and education in the field of administration. The lack of education and lack of administration is not supported by the faculty. When Superintendent, Paul Tiffany stood in front of our board, he spoke to us, and gave us the opportunity to be an administrator.

Finally, splitting classes and combining classrooms when there’s no substitute is a huge problem. We need to deal with new behaviors, needs, and situations, but without the proper support from administrators and lack of understanding from our administrators, we are never going to fix this problem.

Personally, it’s the fact that all jobs have been passed and nothing is not important. It’s not important, but we want to do it.

I sometimes feel that we all have a solid work ethic and we are never allowed to teach how we want.
Making Unnecessary Decisions that Make the Job Harder

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students a vast year head on to student hearing trouble on one problem. These things make me feel

composers, teachers, and students feel like they are part of the larger beginning and not just part of the class. Learning to

to get involved in all the different aspects of reading and writing. Because I have a very specific view of education, I see

the best way to teach students to read is to make them feel like they are part of the class.

Being connected to what I do with my students is very important to me. I am involved in a different direction is an

ack of curriculum materials and resources is taken away from teaching.

being part of the budget in regards to technology and tools.

Daily class schedule is too light.

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One area that I feel my school is successful in:

Another area that I feel is supported by the building administration.

Our school successfully addresses students and prepares them for the demands of high school. Our staff supports one collaboration with other disciplines.

One area that I feel my school is successful in:

Our school successfully addresses students and prepares them for the demands of high school. Our staff supports one collaboration with other disciplines.

Helping our students become leaders.

My school is successful in developing and supporting technology in the classroom.

Student-centered philosophy which in turns promotes student growth, maturity and success.

On the previous page:

Teaching together:

- Teachers working together and supporting each other.
- Working together cooperatively among teams.
- School admin at CMS are exceptional.
- Creating a collegial atmosphere through learning.
- Creating a positive atmosphere in which to learn.
- Teacher to student to guardian communication.
- Creating a positive work environment.
- College readiness and attendance rates.
- Supporting students.
- Reaching instruction.
- High learning expectations.
- Athletics and music.
- Dedication to student learning.
- Helping already successful students continue being successful and graduate.
- Pecoming students and connecting with students.
- Teacher morale.
- Hanging the best students properly.
- Allowing teachers freedom in their classroom.

Clubs and athletics in the other buildings. These are problematic.

My school actually has a great climate. However, as someone who has worked in multiple buildings, I do not see great
Preserving the members' perseverance through challenges, Children are the priority and we do what is best for them.

Literacy work in classrooms
Reading well to students
Solving up good grade level exams.

Teachers being there for the students,
Most of the teachers/staff are kind, caring people who want the students to grow academically, socially, and emotionally.

The high school faculty and staff provide a safe and caring learning environment for the entire student body.

We do a fantastic job meeting the needs of our SPED students

Implementing technology

Teachers are always trying to better their students, despite external factors.

Students take ownership of many activities

Creating a school family relationships
Instructing to help them fill learning gaps and make progress.

My school successfully meets the needs of a diverse learning population. Students receive individual attention and

Creating a happy and safe environment

Helping great kids.

Tell us your common teachers prepared them well,
Our students take pride in taking challenging classes and in being involved in activities. Our graduates come back and

Well behaved students. They are very respectful,
I feel we are successful in working hard to make students feel welcomed and a part of their educational experience.

Supporting one another

Students first and making their days positive
Students being valued within the classroom and activities

Meeting and exceeding expectations in the classroom. Supporting each other and working collaboratively to help all

Receiving individual inputs

Using technology well

Providing a positive student atmosphere for all students

Security

We provide excellent education in a caring environment
Communication within teams:
Helping students become successful learners.
High expectations of students and giving in to parents.
Good level of respect among classroom faculty.
Our teachers are working together to help support each other through this non-supportive time from administrators.
The staff supports each other and works together as a team.
Great working teachers who give more than they all.
Supporting students at all levels.

Friendly
Finding professional and dedicated teachers:
Making each and every student feel that they are an important part of our school community.
What beyond their academic success, friendships, peer relationships are a focus in all classrooms. I am in an excellent balance between curriculum and caring for our students. Teachers love to care about their students, and caring students are given plenty of time to process any home issues they may come into school upset about. There is no learning experience or conversation unimportant or meaningful assemblies. The Humanities teachers at ECS have been very open to incorporating age-appropriate and meaningful assemblies. The Humanities teachers at ECS have been very open to...
More

Focus on less initiatives to make them meaningful when implemented and put into practice.

Math curriculum

Professional development and support for instruction in the classroom.

Allowing teachers a voice and checked consistently by specialists, reading depart, district admin.

VWS teachers be able to teach like they were taught to teach and not have to worry about being observed and critiqued.

Make sure the school genuinely support for teachers when they handle behavioral problems, and clear guidelines for behavior for students.

Less paperwork and more time actually teaching. Properly training teachers on any new technology and protocol. Letter

Alternative classroom programs.

Fostering a sense of community across school groups. Grade's interests.

Writing curriculum

Trust of students and staff. More teaching in instruction for pars.

School spirit.

Advocating for additional resources for our students.

School climate - The attitude of students towards school and learning.

Rewarding people when a job is well done with praise or a letter or note.

Educational opportunities for support staff to improve their education.

Administration communication and decision-making with the teachers instead of for the teachers.

Listening to the teachers, Teaching responsibility to the kids.

Enduring student accountability.

See above.

One area I would like to see improvement in is:

Students enter the building.
are designed to improve the learning environment of the school.
The administration be more open to hearing the views of the faculty when it comes to policy decisions and concerns that
We don't do enough for the children who are high achieving.

What curriculum

More teacher say in decision-making regarding schedule, curriculum, etc.
Faculty morale

Working with students needs strategies to help them achieve and be held responsible to do their part.

Support/communication from administration, and teachers being valued/respected for their input on decisions, which are made

More help in the classroom with students who have behavioral needs.

More planning time for smaller class sizes.

Improving teaching in the evenings, the hours I spend in the evenings getting

More time for collaboration instead of Google training.

Making staff feel more respected and appreciated for the huge amount of work that we do everyday.
Comprehensive inclusion programs around special education.

Communication

Curriculum and resources

Model of teachers and students having input

Meaningful in commitment to keeping our highly qualified teachers and staff

We need to decrease the parent's stress by some parents.

Competitive pay scale

Transparency between administration and faculty

Alliance among administration, teachers, and students

Minimizing consistent standards for all students
Faculty working together effectively.

data
more time to collaborate with grade level teams, sharing ideas, talking about curriculum, planning together—not just about

systems and should not continue to be ignored.

Enforcement of School-Wide Behavior Systems

Every day management Building Operating Systems Require Technology upgrades just as often as all other computer

communication between admin and faculty.

or feel of being viewed in position they are not interested in.

Improved communication between admin and staff. Staff members are afraid to speak openly for fear of losing their jobs.

Here are so many. One thing that would make it better for our school is buying textbooks for our students with materials

them to succeed in school.

There is no money. The thing that would make it better for our school is buying textbooks for our students with materials

Curriculum

revised

to complete a school climate survey. This is an amazing district. Enthusiastic and supportive school that I hope from which to

Let’s focus on the amazing successes, hard workers, committed teaching and not those that are responsible for us having

ENVIRONMENT-RECYCLING

implementing these new initiatives.

more teacher choice in new curriculum decisions or revisions as well as adequate paid planning time to effectively

More opportunities for teachers to have meaningful professional development workshops.

throughout the year more time to meet so whole department is disseminating information and have a dialogue about

Leadership

for teachers. Opportunities to attend workshops, especially if they are local and bring new learning back to colleagues.

Time and help in the development of teacher leadership.

Overall morale in the building. Also discipline is lacking.

Effective communication

Communication with staff.
Insure students to fulfill their potential, our school district seeks to engage, encourage, and support all students. The year
most meaningful for our students is being successful in the future, with all the opportunities that open them up.

Therefore, we understand the importance of providing a solid foundation for our students. Our teachers are
responsible for ensuring that students are motivated and engaged in the learning process. We believe that
engagement is the key to success. However, we recognize that some students may struggle with the
curriculum, and we are committed to providing additional support for those students. We strive to make
learning enjoyable and relevant to the students' lives.

One way we support our teachers is by providing professional development opportunities. We encourage
our teachers to continue their education and stay current with the latest teaching methodologies. We also
provide resources and materials to help them improve their teaching skills. By doing so, we can ensure
that our students receive the best education possible.

We believe in the power of collaboration. Our teachers work together to create a positive learning
environment. They share ideas and strategies to help each other improve. We also encourage students to
work together, as this helps them develop important social skills.

In summary, our school district is focused on providing the best possible education for our students. We
recognize the importance of engaging and motivating our students, and we are committed to supporting
our teachers in their efforts to do so. We believe that every student has the potential to succeed, and we
will work tirelessly to help them achieve their full potential.
they are up for a contract renewal. The teachers' union is not taken seriously. The principal is locked in progress.

I feel no confidence in the assistant superintendent. The principal is not clear about his or her role. I feel there is a lack of communication and a lack of involving teachers in school decisions (prior to decisions being made). When I look at our school, I am seeing nothing in common with what I see in other schools.

I think that the principal has a good vision of what education is all about. I respect his or her role in the school. However, I feel that the assistant superintendent is not up to par. I feel that the principal is not respected by the teachers. I feel that the assistant superintendent is not respected by the teachers.

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The one thing that really stood out to me was the feedback. Teachers felt the program was very beneficial and appreciated the support provided.

The most important factor of the program was the support and collaboration provided by the administrators. Teachers felt that they were being valued and supported, which made them feel more confident in their teaching.

In conclusion, the program was very successful and had a positive impact on the teachers and students. The feedback was overwhelmingly positive, and it is clear that the program was well-received.

We would definitely recommend this program to other schools and districts.
we are to restore balance and morale.

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