

Administrators/ Guiding Coalition Focus Group Feedback

<i>Themes from this Group</i>	<i>Strengths</i>	<i>Opportunities</i>
	<ul style="list-style-type: none"> • Professional development • Data and research • Trauma Sensitive Schools • Problem solve well; deal with crises effectively • Discuss the hard things • Innovative 	<ul style="list-style-type: none"> • Owning our/ all kids • Ownership • Coherence and consistency • Communication • Culture of safety and empowerment; invite failure for learning; welcome alternative viewpoints • Need to empower • Decrease gap between central office and schools • Listen to our stakeholders, students; treat students with dignity • Be more efficient – forms, procedures, no silos, be responsive • Schools and community as partners

<i>Hopes & Dreams</i>	<i>Do Well</i>	<i>Do Better</i>	<i>Vision</i>
<p>All students graduate All students literate Develop networks of support for families District becomes proactive, not reactive Employer of choice – win local and regional recognition – and beyond just professional staff Equity is a lifestyle - just how we do things Facilities reflect that we value our community and are equitable High quality, relevant</p>	<p>Added admin support at building level (AP, IS) Advocacy and leadership Clear, shared vision Diversity Diversity in coursework at HS Do data well Effective response to crisis Ethical External communication Gen Ed Continuum Good admin team - reading professional books In some places, we've clarified expectations: staff and student</p>	<p>A true alternative school All employees contribute to coherence Assuming positive intentions Be reflective Behavior is not just PPS and principal Being nice Capacity to effectively deliver (supply and demand) Celebrate successes Central office creates barriers Central office does not respond to calls, often delayed response, seems to put up barriers Coherence – connecting what we do Communicate internally Communication Communication and efficiency</p>	<p>Be clear about the name of the district What kind of excellence? Missing community and school partnership Who do we serve? Missing prepared for the future</p>

<p>Innovative, engaging C & I, different Instruction is something students engage in Kids don't get yelled at and made to feel belittled, wrong Less "I need to leave" and more want to come back and are welcomed back No implicit bias, culturally relevant practices in all buildings and classrooms Offer learning to parents Partnership, not adversarial with homes Perception of schools as safe Race, economics, and disability no longer predict achievement Relationship-building Respect, dignity – don't hear yelling Schenectady becomes a desired place to live and work b/c of schools School is safe and orderly for kids and staff Speak to kids and parents like we'd want our kids to be treated Strong partnerships with local colleges Student voices are valued as much as staff</p>	<p>attendance, reading decision tree, literacy plan, TSS implementation Learn well at the leadership level Literacy awareness through classroom libraries, author studies, bookmobile, promotion on social media Literacy awareness: book mobile, author study, book clubs. Moving towards CRE texts Mental health support for students Move to problem—solve, focus on the whole child, think outside the box New diagnostics tools Not afraid to innovate – TSS Opportunities for instructional programs – like IB, JROTC Fine Arts People are mission driven and have a sense of urgency PLCs Pride in our past, hope for our future Professional development Professional development for the board that helps them do their job Professional development is a strength in exit interviews</p>	<p>Communication everywhere Connection at central office and between office and buildings Consistent customer service to families Consistent experiences for kids, reduce differences Create psychological safety for people to learn from mistakes Culture of fear to speak openly Culture of fear/ compliance -- good ideas might not surface as people are afraid to speak up and be shamed for saying the wrong thing Decrease class size Do data better across more people Do things to people rather than with them Doing what we say we will do Doors and other parts of buildings need updating for safety Empower people to take the right risks, to focus Engage in courageous conversations with colleagues Engage stakeholder voice more often Giving and receiving feedback Habit of "last minute" and we pull it off Having fun – joy at work Hearing what kids and parents have to say Improve systems with fewer forms Increase 2-way communication Increase ownership in productive but not siloed way Lack of admin mentors for new leaders, orientation and onboarding for new leaders Lack of prioritization of what's most urgent Living in chaos - feel stressed and overwhelmed Meetings are purposeful and focused More ownership of solving a problem; too much red tape and bureaucracy</p>	<p>What do we envision for students? Like the action verbs: continually improving, dedicated, excellence in teacher and learning Equity Engagement Efficiency Doesn't flow; schools' statements are better Missing students, community</p>
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<p>Students are prepared to succeed wherever they wish to go; we gave them that they need</p> <p>Students feel independent and believe in themselves.</p> <p>Students have champions and every opportunity to succeed</p> <p>Successful, productive citizens</p> <p>System where students have the drive to contribute to society, are independent, ethical and moral.</p> <p>Parents believe in students' contribution to society.</p> <p>There is fluid movement between community and schools; people have a say.</p> <p>Trust between schools and community</p> <p>We are more coordinated in our communication with families</p> <p>We bring parents in as partners on the journey to reinforce each other's messages.</p> <p>We establish clear boundaries for kids so they know how far they can go.</p> <p>We have a systemic focus, a slower pace of change; we reflect, analyze, and evaluate change efforts</p> <p>Workforce more reflective of our student population – race, ethnicity, gender</p>	<p>Professional development: Urban School Conference, targeted, Institute for Teaching and Learning, TSS, High Leverage Practices</p> <p>Professional publications</p> <p>Relationship between elementary and middle schools around kids, programs</p> <p>Relationships between union and central office is the result of significant, collaborative efforts</p> <p>Student centered</p> <p>Teacher hiring interview process</p> <p>TSS</p> <p>TSS - whole child/ person</p> <p>TSS trainings and follow up</p> <p>Units of study and other resources</p> <p>Urban Schools Conference, Use research to make decisions</p> <p>We are transparent – quarterly report and fair hiring practices</p> <p>We are willing to problem solve and help supports students and families in any way possible</p> <p>We bring ppl together by being research based</p> <p>We have good people who care</p> <p>Willing to talk about hard things, with parents and media</p> <p>Wrap around services for families</p>	<p>More PD and training for all - more widespread</p> <p>Need to appreciate and retain the good people who care</p> <p>Needs to be ok to fail</p> <p>Not send people to others when they need something</p> <p>Not taking things personally</p> <p>Operate as a team, speak as 1</p> <p>Other people can speak up and don't get in trouble</p> <p>Outsiders - not insiders</p> <p>Own all students, not “silos” – starting in central office and cascading</p> <p>People have to give up tenure to make a move into admin</p> <p>Proactive to avoid crises, in academics and social-emotional learning</p> <p>Responsiveness to each other</p> <p>Silos in the building</p> <p>Stressed – need adult self-care</p> <p>Support principals – communicate early and often, be proactive from central office, go out and ask</p> <p>Support teachers – change in C & I</p> <p>System alignment between central office and buildings</p> <p>Systems/ processes/ procedures - in HR, business, special education; lack of follow through</p> <p>Technology - need to be equitable, stay at the forefront, enable kids to have access at home</p> <p>Tell our story</p> <p>They're all our students, always despite transiency and we should meet them at the threshold</p> <p>Upgrade and vision for technology</p> <p>Use data to be reflective</p> <p>Value our time - no more nonsensical meetings</p> <p>We make things more difficult rather than easier</p> <p>Writing things down, creating procedures</p>	
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