



Question: What were the common themes from the 2009 Campus and District Priorities Survey of Cabinet members and School Principals?

Response:

Major district issues and concerns

- Closing the student achievement gap
- Addressing student attendance and dropout problems
- Needs of various student groups (i.e., low income, English language learners, special education, gifted students)
- Strategic distribution and use of resources (i.e., equitable and adequate funding, staffing, technology, etc.)
- Improving communication and coordination between central offices and campuses
- Hiring, training, and retaining highly qualified teachers and principals
- Campus enrollment and boundaries
- Improved school facilities
- Improved professional development function
- Improved bilingual/ESL program
- Improved and effective instructional and academic intervention programs; more focus and support from curriculum
- School accountability

Campus/department priority needs

- Adequate campus staffing to meet student instructional needs (e.g., intervention, struggling students, etc.)
- Adequate funding focused on campus needs (e.g., staffing, technology, other resources)
- Provide and improve technology resources (e.g., technology staffing at campuses, improved equipment and infrastructure)
- Hiring, training and maintaining highly qualified staff
- Provide more time for professional development, both before the school year begins and ongoing throughout the year
- Needs of various student groups (i.e., low income, English language learners, special education, gifted students)
- Improved, stronger, focused, aligned curriculum
- Improved, cohesive BE/ESL program
- Address campus over- and under-enrollment issues, as related to boundaries
- Improved and available resources to support struggling parents/families
- Closing the achievement gap, and helping all students achieve
- More effective and coordinated support to campuses from central office departments, such as BE/ESL and Special Education
- Reduce paperwork

Recommendations

- Combine certain central office departments (e.g., HS Redesign and HS Office; Leadership Development, Strategic Compensation, and Professional Development)
- Provide more adequate staffing/funding to campuses
- Stabilize, restructure, and strengthen the district's professional development department and programs; provide rigorous and comprehensive training to teachers, and provide earlier training to newly hired teachers
- More focused BE/ESL department and program
- Align central office curriculum department with campus needs; curriculum should provide more resources (e.g., updating IPGs, providing common assessments, modeling best practices)
- Initiative comprehensive redesign beginning with elementary schools
- Create more culturally-responsive infrastructure to address needs of growing minorities
- Create true feeder patterns with quality programs to attract and retain zoned students; have schools organized and supervised in vertical teams
- Effective, streamlined, respectful, and timely communication between central office staff/departments and campus staff
- Increase technology support at campuses
- Streamline, reduce central office staff; provide more accountability for central office departments to ensure they have met goals
- Reduce or restructure the amount of student testing
- Reduce paperwork
- Enable principals to spend more time on campus; fewer district-level meetings

Other comments

- We have a great school district and we have been making progress; let's continue to do so; looking forward to your (Dr. Carstarphen) arrival
- Need more technology support (e.g., staffing, equipment)
- We need to grow more leaders from within the district
- We need common goals, focus, and expectations, with coordinated programs, structures, and communication; systematize and prioritize special interest group needs
- Need more staffing at high-needs schools; need teacher mentors at all schools
- Need more collaborative, systems approach that empowers principals, rather than a top-down approach
- Need to provide high-quality academic programs at all schools, and need to close the achievement gap