

Workforce Satisfaction/Engagement Survey

Launched Date: 03/22/2010

Closed Date: 04/13/2010

1. Position















		Response Total	Response Percent
Classified – Instructional		117	22%
Classified – Non-instructional		124	23%
Teacher/Certified Support		266	49%
Administrator/Supervisor		33	6%
Volunteer		0	0%
		Total Respondents	540

2. Job area

		Response Total	Response Percent
Elementary School		271	50%
Middle School		110	20%
High School		111	21%
Central Office		28	5%
Service Center		19	4%
		Total Respondents	539

(skipped this question) 1

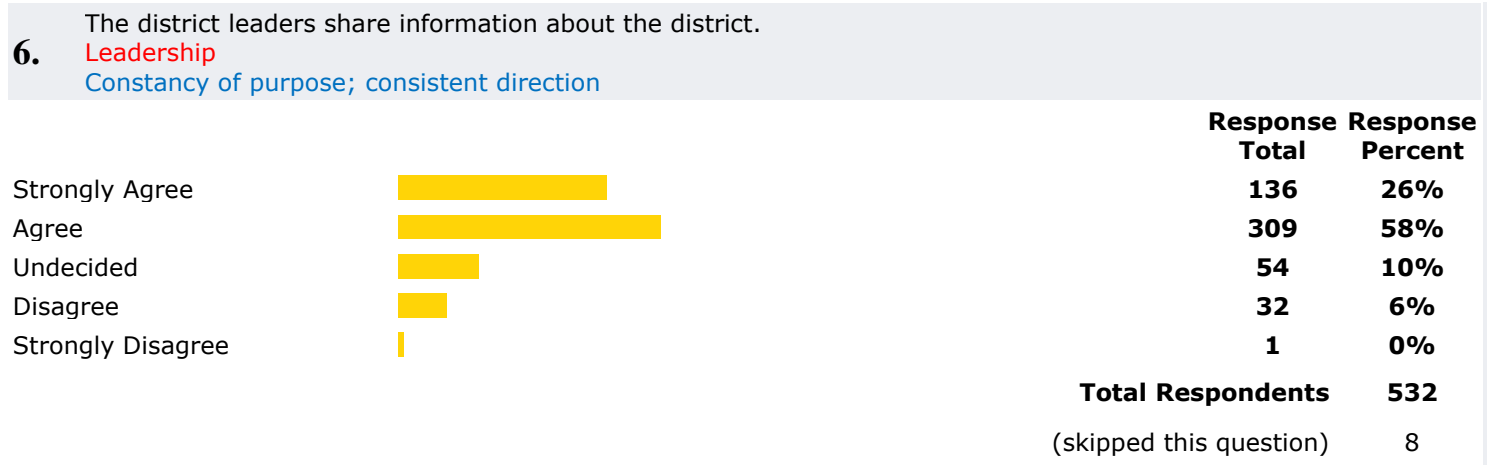
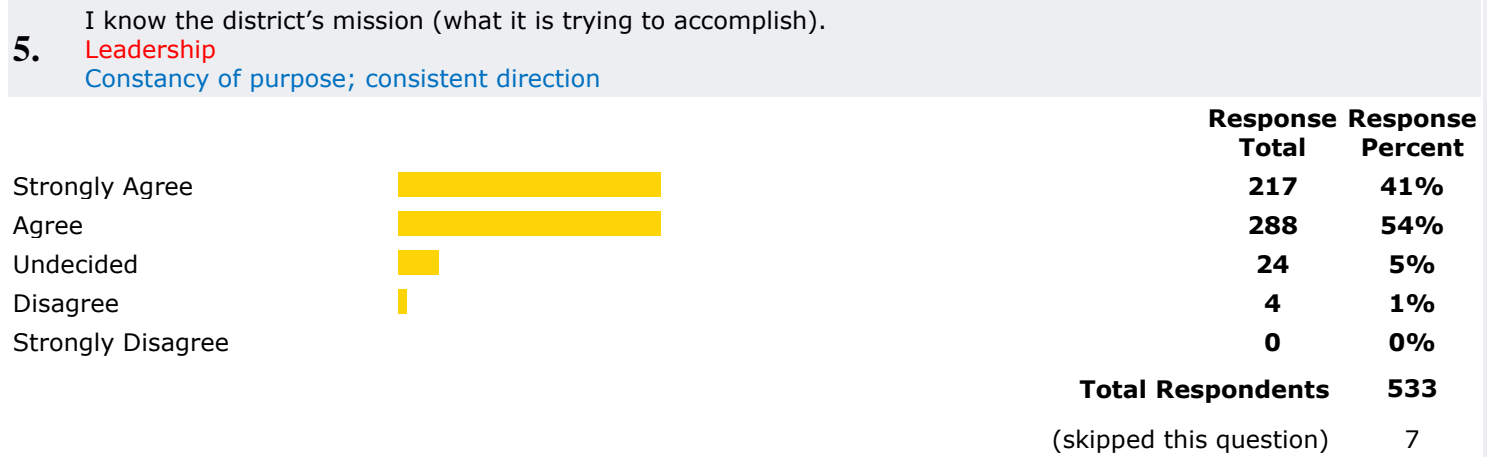
3. Bldg Assignment

		Response Total	Response Percent
Administration Building		24	5%
Alternative HS		12	2%
Campus HS		91	18%
Freeman Elem		27	5%
Haysville Middle School		61	12%
Haysville West Middle School		47	9%
Nelson Elem		52	10%
Oatville Elem		50	10%
Prairie Elem		39	8%
Rex Elem		32	6%
Ruth Clark Elem		40	8%
Service Center		17	3%
Tri-City		15	3%
TLC-PAT-LBD-Food Service		12	2%
		Total Respondents	519
		(skipped this question)	21

4. Years in District

		Response Total	Response Percent
1-5		220	41%
6-10		101	19%
11-20		150	28%
21-30		51	10%
30+		14	3%
		Total Respondents	536
		(skipped this question)	4

Baldrige Seven Performance Excellence Categories: **RED**
 Haysville Workforce Expectations and Requirements: **BLUE**




7. I know the parts of the district's plans that will affect me and my work.
Strategic Planning
 Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		114	21%
Agree		287	54%
Undecided		85	16%
Disagree		42	8%
Strongly Disagree		3	1%
		Total Respondents	531
		(skipped this question)	9

8. The people I work with cooperate and work as a team.
Workforce Focus
 Being part of a team

		Response Total	Response Percent
Strongly Agree		249	47%
Agree		218	41%
Undecided		32	6%
Disagree		28	5%
Strongly Disagree		4	1%
		Total Respondents	531
		(skipped this question)	9

9. I am provided with resources to do my job well.
Process Management
 Support from building administrator; Professional development

		Response Total	Response Percent
Strongly Agree		166	31%
Agree		272	51%
Undecided		49	9%
Disagree		41	8%
Strongly Disagree		2	0%
		Total Respondents	530

10. I know the district’s vision (where it is trying to go in the future).
Leadership
Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		142	27%
Agree		305	58%
Undecided		64	12%
Disagree		18	3%
Strongly Disagree		0	0%
		Total Respondents	529
		(skipped this question)	11

11. I know who my most important customers are.
Customer Focus
Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		365	69%
Agree		159	30%
Undecided		1	0%
Disagree		1	0%
Strongly Disagree		1	0%
		Total Respondents	527
		(skipped this question)	13

12. I get all the important information I need to do my work.
Measurement, Analysis & Knowledge Management
 Performing meaningful work

		Response Total	Response Percent
Strongly Agree		122	23%
Agree		315	60%
Undecided		53	10%
Disagree		35	7%
Strongly Disagree		1	0%
		Total Respondents	526
		(skipped this question)	14

13. My fellow employees are committed to producing quality results.
Results
 Collaboration around student engagement; Being part of a team

		Response Total	Response Percent
Strongly Agree		220	42%
Agree		242	46%
Undecided		44	8%
Disagree		16	3%
Strongly Disagree		4	1%
		Total Respondents	526
		(skipped this question)	14





14. The district practices high standards and ethics.
Results
 Performing meaningful work

		Response Total	Response Percent
Strongly Agree		154	29%
Agree		264	50%
Undecided		68	13%
Disagree		36	7%
Strongly Disagree		4	1%
		Total Respondents	526

15. I know how the district is doing financially.
Results
Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		105	20%
Agree		287	55%
Undecided		92	18%
Disagree		34	6%
Strongly Disagree		7	1%
		Total Respondents	525
		(skipped this question)	15

16. As it plans for the future, the district asks for my ideas.
Strategic Planning
Recognition of worth/input

		Response Total	Response Percent
Strongly Agree		44	8%
Agree		197	38%
Undecided		142	27%
Disagree		119	23%
Strongly Disagree		23	4%
		Total Respondents	525
		(skipped this question)	15

17. I know how to tell if we are making progress on my work group's part of the strategic plan.
Strategic Plan
 Being part of a team

		Response Total	Response Percent
Strongly Agree		62	12%
Agree		246	47%
Undecided		144	27%
Disagree		69	13%
Strongly Disagree		4	1%
		Total Respondents	525
		(skipped this question)	15

18. I partner with parents/guardians to help students.
Customer Focus
 Performing meaningful work

		Response Total	Response Percent
Strongly Agree		192	37%
Agree		233	44%
Undecided		59	11%
Disagree		36	7%
Strongly Disagree		5	1%
		Total Respondents	525
		(skipped this question)	15

19. My job is important in accomplishing the district's mission.
Strategic Planning
 Performing meaningful work

		Response Total	Response Percent
Strongly Agree		317	60%
Agree		180	34%
Undecided		27	5%
Disagree		0	0%
Strongly Disagree		0	0%
		Total Respondents	524

20. I regularly ask students what they need and want.
Customer Focus
Meaningful relationships

		Response Total	Response Percent
Strongly Agree		195	37%
Agree		243	46%
Undecided		56	11%
Disagree		29	6%
Strongly Disagree		1	0%
		Total Respondents	524
		(skipped this question)	16

21. I know how the measures I use in my work fit into the district's overall measures of improvement.
Measurement, Analysis & Knowledge Management
Performing meaningful work

		Response Total	Response Percent
Strongly Agree		139	27%
Agree		291	56%
Undecided		79	15%
Disagree		15	3%
Strongly Disagree		0	0%
		Total Respondents	524
		(skipped this question)	16

22. I am committed to the district's success.
Results
Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		378	72%
Agree		142	27%
Undecided		2	0%
Disagree		2	0%

Strongly Disagree

0 **0%**

Total Respondents **524**

(skipped this question) 16

23.

The district removes things that get in the way of progress.

Results

Support from building administrator

Strongly Agree



Response Total **Response Percent**

45 **9%**

Agree



171 **33%**

Undecided



208 **40%**

Disagree



90 **17%**

Strongly Disagree



10 **2%**

Total Respondents **524**

(skipped this question) 16

24.

My central office leaders use our district values to guide us.

Leadership

Constancy of purpose; consistent direction

Strongly Agree



Response Total **Response Percent**

101 **19%**

Agree



274 **52%**

Undecided



122 **23%**

Disagree



24 **5%**

Strongly Disagree



3 **1%**

Total Respondents **524**

(skipped this question) 16

25. The district encourages totally new ideas (innovation).
Strategic Planning
 Autonomy/Creativity

		Response Total	Response Percent
Strongly Agree		103	20%
Agree		264	50%
Undecided		121	23%
Disagree		34	6%
Strongly Disagree		2	0%
		Total Respondents	524
		(skipped this question)	16

26. I ask students if they are satisfied or dissatisfied with my work.
Customer Focus
 Collaboration around student engagement

		Response Total	Response Percent
Strongly Agree		49	9%
Agree		218	42%
Undecided		158	30%
Disagree		93	18%
Strongly Disagree		6	1%
		Total Respondents	524
		(skipped this question)	16

27. I know how the district as a whole is doing.
Measurement, Analysis & Knowledge Management
 Being Part of a Team

		Response Total	Response Percent
Strongly Agree		58	11%
Agree		269	51%
Undecided		131	25%
Disagree		59	11%
Strongly Disagree		6	1%
		Total Respondents	523

28. My supervisor communicates with me frequently about my job performance.
Measurement, Analysis & Knowledge Management
Support from building administrator; Constasy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		179	34%
Agree		234	45%
Undecided		44	8%
Disagree		49	9%
Strongly Disagree		15	3%
		Total Respondents	521
		(skipped this question)	19

29. My bosses and the district care about me.
Workforce Focus
Support from building administrator; Meaningful relationships

		Response Total	Response Percent
Strongly Agree		142	27%
Agree		268	52%
Undecided		70	13%
Disagree		29	6%
Strongly Disagree		10	2%
		Total Respondents	519
		(skipped this question)	21

30. Each day, I have the opportunity to do my best job.
Workforce Focus
Autonomy/Creativity; Performing meaningful work

		Response Total	Response Percent
Strongly Agree		295	57%
Agree		203	39%
Undecided		13	3%
Disagree		6	1%

Strongly Disagree

0 **0%**

Total Respondents **517**

(skipped this question) 23

31. We have good processes for doing our work.
Process Management
Performing meaningful work

Strongly Agree



Response Total **Response Percent**

147 **28%**

Agree



297 **58%**

Undecided



52 **10%**

Disagree



19 **4%**

Strongly Disagree



1 **0%**

Total Respondents **516**

(skipped this question) 24

32. We are prepared to handle an emergency.
Process Management
Safe and orderly school climate

Strongly Agree



Response Total **Response Percent**

166 **32%**

Agree



277 **54%**

Undecided



41 **8%**

Disagree



23 **4%**

Strongly Disagree



6 **1%**

Total Respondents **513**

(skipped this question) 27

33. I have meaningful relationships at work.
Workforce Focus
 Meaningful relationships

		Response Total	Response Percent
Strongly Agree		232	45%
Agree		230	45%
Undecided		31	6%
Disagree		15	3%
Strongly Disagree		4	1%
		Total Respondents	512
		(skipped this question)	28

34. I have control over the duties I perform.
Process Management
 Autonomy/Creativity

		Response Total	Response Percent
Strongly Agree		180	35%
Agree		282	55%
Undecided		30	6%
Disagree		18	4%
Strongly Disagree		2	0%
		Total Respondents	512
		(skipped this question)	28

35. The district helps me help my community.
Results
 Performing meaningful work

		Response Total	Response Percent
Strongly Agree		94	18%
Agree		245	48%
Undecided		141	28%
Disagree		31	6%
Strongly Disagree		1	0%
		Total Respondents	512

36. The district has the right people and skills to do its work.
Results
Professional development

		Response Total	Response Percent
Strongly Agree		95	19%
Agree		286	56%
Undecided		93	18%
Disagree		34	7%
Strongly Disagree		2	0%
		Total Respondents	510
		(skipped this question)	30

37. My central office leaders create a work environment that helps me do my job.
Leadership
Safe and Orderly School Climate; Support from building administrator

		Response Total	Response Percent
Strongly Agree		94	18%
Agree		273	54%
Undecided		105	21%
Disagree		32	6%
Strongly Disagree		6	1%
		Total Respondents	510
		(skipped this question)	30

38. The district is flexible and can make changes quickly when needed.
Strategic Planning
Autonomy/Creativity

		Response Total	Response Percent
Strongly Agree		54	11%
Agree		249	49%
Undecided		153	30%
Disagree		47	9%

Strongly Disagree



4 1%

Total Respondents 507

(skipped this question) 33

39.

My bosses encourage me to develop my job skills so I can advance in my career.

Workforce Focus

Support from building administrator; Professional development

Strongly Agree



**Response Response
Total Percent**

157 31%

Agree



231 46%

Undecided



69 14%

Disagree



41 8%

Strongly Disagree



7 1%

Total Respondents 505

(skipped this question) 35

40.

I am recognized for my work.

Workforce Focus

Recognition of worth/input

Strongly Agree



**Response Response
Total Percent**

105 21%

Agree



255 51%

Undecided



78 16%

Disagree



54 11%

Strongly Disagree



11 2%

Total Respondents 503

(skipped this question) 37

41. I have a safe workplace.
Workforce Focus
 Safe and orderly school climate

		Response Total	Response Percent
Strongly Agree		236	47%
Agree		231	46%
Undecided		21	4%
Disagree		10	2%
Strongly Disagree		5	1%
		Total Respondents	503
		(skipped this question)	37

42. The district obeys laws and regulations.
Results
 Constancy of purpose; consistent direction

		Response Total	Response Percent
Strongly Agree		206	41%
Agree		240	48%
Undecided		46	9%
Disagree		11	2%
Strongly Disagree		0	0%
		Total Respondents	503
		(skipped this question)	37

43. I am allowed to make decisions and solve problems.
Customer Focus
 Autonomy/Creativity

		Response Total	Response Percent
Strongly Agree		170	34%
Agree		271	54%
Undecided		37	7%
Disagree		19	4%
Strongly Disagree		6	1%
		Total Respondents	503

44. I know how to measure the quality of my work.
Measurement, Analysis & Knowledge Management
Professional development

		Response Total	Response Percent
Strongly Agree		185	37%
Agree		283	56%
Undecided		30	6%
Disagree		4	1%
Strongly Disagree		0	0%
		Total Respondents	502
		(skipped this question)	38

45. I use data to make changes that will improve my work.
Measurement, Analysis & Knowledge Management
Autonomy/Creativity; Professional development

		Response Total	Response Percent
Strongly Agree		162	32%
Agree		263	52%
Undecided		61	12%
Disagree		14	3%
Strongly Disagree		1	0%
		Total Respondents	501
		(skipped this question)	39

46. The district asks what I think.
Leadership
Recognition of worth/input; Being part of a team

		Response Total	Response Percent
Strongly Agree		59	12%
Agree		213	43%
Undecided		120	24%
Disagree		85	17%

Strongly Disagree



23 **5%**

Total Respondents **500**

(skipped this question) 40

47. The district is a good place to work.
Results
Safe and orderly school climate; Meaningful relationships

Strongly Agree



Response Total **Response Percent**

241 **48%**

Agree



231 **46%**

Undecided



21 **4%**

Disagree



5 **1%**

Strongly Disagree



1 **0%**

Total Respondents **499**

(skipped this question) 41

48. Please use the space below to provide us with additional information/clarification regarding any of the statements above.

Total Respondents **112**

(skipped this question) 428

49. Continuous improvement is an ongoing journey. What will help USD 261 be successful in this journey?

Total Respondents **123**

(skipped this question) 417

Please use the space below to provide us with additional information/clarification regarding any of the statements above.

1. On question 41 and question 32 here at campus. we have not done all we can do to create a safe environment and I do not believe if a catastrophic accident would happen I doubt that campus would be ready.
2. none
3. I think we have an excellent leadership team in Haysville right now and I feel that, in spite of the current budget dilemma, the vast majority of staff have a very positive attitude.
4. There seems to be some ambivalence from certain central-office administrators toward the folks in building-level positions. This attitude is evidenced by a lack of dialogue and a wealth of accusatory questions and unadvised directives. Further, the spectrum of our initiatives diverts us from our mission that contains the phrase "relentless pursuit of excellence." You can't ever get excellent at anything without consistent focus, purposeful reflection, and open dialogue about antecedents and measures of success.
5. I sometimes feel that the behavior of some of our students can lead to an unsafe environment at times. There have been a lot of fights in our building and as they are being appropriately dealt with, I do not feel there are enough preventative measures being taken.
6. Our building has challenges with basic supplies such as construction paper, staples, markers, paper clips. This would be my only concern and would love for that to be addressed as it often hurts teacher moral (not having adequate supplies to do their job). Thank you!
7. The district does ask what I think, however, I do not always feel that my opinion is regarded when making an important decision for the district.
8. I believe USD 261 is a great place to work. Are there areas where we could improve? Sure. However, compared to other districts in the area, this is a pretty damn good spot to be.
9. As with any school district, I feel there are some teachers that should be held accountable for their actions. Although I feel they do most of the job to high standards, there are certain requirements of their position that are not being completed and they should have consequences for their decision to not complete that part of their responsibility. However, overall, Haysville has committed and knowledgeable teachers that are willing to go above and beyond to help all students succeed.

10. I don't feel my administration communicates effectively with me as a staff member or to us as a staff. We are often given little or no notice of activities taking place during our classes, which impacts our teaching. We also spend teaching time to have assemblies for fundraisers, etc. instead of working with our students. We have no school-wide encouragement for state assessments.
11. I feel that we hang on to some things due to the cost incurred even when they are not effective.
12. I work for the greatest district. I am very satisfied where I am at, and I believe our building focuses on what is best for students. We are data driven and strive to continually improve. I don't always know where we are as a district, I know we are trying to unify instructional practices, but I don't know that this is actually occurring (based on talking to others in different buildings)I do know it takes time and there are no simple solutions or "quick fixes" but leadership is definitely the key and I am thankful for Dr. Hollenbeck's leadership.
The board of education needs to be more helpful. Many times it seems the BOE is holding us back.
13. Why do we have a homeschool parent on our school board?
A really good school board would act like it appreciated the many accomplishments of staff members.
14. #37 - Our district needs stronger criteria for letting in out-of-district students. The problems created by some of these kids far out weigh the benefits. It seems to me the district's top priority is MONEY! How are we supposed to raise scores with more students and problems that go with them? Make up your mind. What do you want to raise test scores or raise money?
15. I really love my job, and it's because of the the department that I am in, and because of the students I work with. I don't think the administrators have any idea what exactly I do in the classroom. They don't ask. They seem to be distracted focusing on other issues, but when you ask a teacher, what do I do in the classroom, how do I fit in? They would realize that I know more about the students and their abilities/disabilities than the the teacher sometimes. I break down the barrier between student/teacher.
16. I feel I have all resources needed to do my job well.
17. I work part time at both HWMS and HMS so I tried to answer the questions as a composite of both schools. I enjoy my job very much but as a whole I do not feel that the Health Rooms are valued enough for the important contributions they make in the lives of the students. Most people are shocked when they discover that the Health Rooms average approx. 70 student visits a day and deal with the parents, staff and large amounts of required paperwork. I feel that the nurses should be included more as an important part of the team approach to meeting the student's needs.
18. We have too many things to focus on when creating a lesson, and no time to actually work on them. Why is it I am expected to do all of these things on my own time?
19. I'm not sure the district really wanted to hear from the staff since it decided to not include many of the questions that were sent in. I believe they told us what they believed we wanted to hear or what they wanted to share.
20. With the budget cuts upcoming I suppose I will be answering many of these questions quite different next year.
21. This district has issues when it comes to problems within the workplace. Chain of command is something that is ignored. People are not approached about a problems pertaining to them until it is brought to admin. If chain of command was followed issues would not have to go to admin as much as they do.

22. This is a really good district. I just think some people who work hard and work well tend to get lost in the crowd. I don't think my opinion is considered or even asked for most of the time. These aren't huge problems, but a perception.
23. As an umbrella school we get little respect from the high school even though in many cases we are doing more and better work with pupils they have cast out. We seem to get all of the bad news right away but seldom any good news in a timely fashion. It is like we are children of the dust, there but not in any meaningful way
24. I feel that the district does not always take the opinions given to them.
25. I have worked in other schools and districts. I have never worked with a staff that is as dedicated to students and their families as I have experienced at Prairie. I believe everyone is working toward a common goal and willing to go above and beyond.
26. Question 8 - I have 3 groups of people I work with. Some groups work better than other groups. We have one newer teacher in one district group that has created a real division.
27. As far as the district is concerned, I know that they cant divulge all information to us. However, I feel like where they can, they do.
28. As a service center employee I do not work directly with any parents or students.
29. With the installation of Tier II classes and all that comes along with it, I do not feel that the district or the school was up front with the faculty here from the beginning. It seems that we are finding out about them on a "need to know" basis and that is causing a great deal of frustration and angst.
30. Our building could improve in the area of staff trust and cohesion.
- As far as work place, I do believe that the central office of CHS does all that they can for the improvement of the work tasks and work force, for the benefit of our students, the the working staff. The biggest problem in this district - in my opinion - is:
- #1: Too many inservices - this borders on being ridiculous because:
- #2: During many in-services way too much material is presented without benefit of absorbing that which has been presented before we are thrown into another classroom. By the end of the day very few of us have actually absorbed what was presented and are, therefore, unable to take that information back to the classroom. In the meantime we (a great many of us) feel that our day has been wasted and that we simply survived another unnecessary inservice. Many things / topics presented are essential and/or interesting, and probably useful - but these items are pushed out of short term memory before we can take this information and incorporate it into our classrooms. Thus we feel that the time use was frequently squandered. Which brings us to my third point.
- #3) Why are we just beginning to get time to work in our classroom and / or departments? For the time allotted to us recently I thank you, as I am sure a great many other teachers do! Department work-time is essential though, if we are to truly raise our standards and keep abreast of what the other teachers in the department are doing in their classrooms. These moments are the moments that somehow seem to affect our classrooms and curriculums the most - and these are the least frequent moments during
- 31.

in service. It just seems to many of us that are working our behinds off, that this is the very thing that the district should be striving for. Raising our standards and constantly upgrading our techniques and methodologies and exchanging ideas for mixing up what and how we teach our students. The benefit of our classroom/students should be our greatest push - not the last thing on the agenda!!!

32. I love my job. The only frustration I have is sometimes we do not have clear communication. Events pop up without warning or timely notice and we scramble to make sure everything runs smoothly.
33. #8-I get along really well with the people that I work directly with, but my building as a whole has had problems in the past with unity. I, personally, get along with all of my co-workers.
34. I appreciate the support we have received from Dr. Burke regarding discipline issues. I appreciate Dr. Burke and Dr. McCabe's forthright conversation with the staff about budget issues their leadership and foresight has benefited our district. The district office has allowed buildings to meet large goals (such as PBIS) according to each building's needs and perspective - Thank you! Leaders should continue to seek out forthright feedback and allow for differences of opinion. Differing opinions can lead to the best decisions. Together we struggle through our differences to maximize our resources and find the best way to increase student achievement.
35. I don't believe correct testing practices are being followed at some of the elementary buildings with regards to state testing. Students are to be tested in small groups only if that is the regular practice used on tests throughout the year. If that is being done, it is to be documented and those documents are to be passed on to the next level of education. No documentation exists. This is hurting testing at all levels above elementary.
36. I am proud to work in the Haysville School District.
37. I am very pleased to be working for USD 216 :)!
38. N/A
39. I believe that at a Building Level I am valued and my opinions are valued. At the District Level though, I feel that I am not given the opportunity to become involved with decisions that affect me and me co-workers. It seems that decisions are decided at the top, and these slowly move town to the teacher level. These directives are not normally well explained by Central Office and building level administration are often left to determine what they think a CO directive meant, which leaves me frustrated.
40. ok
41. The district has made alot of progress in the last few years, more focused and determined to improvements. The district crisis team has been instrumental in beginning the planning for emergencies. The team has plans to do more drills (both table top and actual drills) and involving more people in the planning for emergencies.
42. #26- It's very hard to ask a 5 year old if they think you are doing a good job. I gauge my success by my kids' success and love of learning.
43. There are certain members of the district administrative staff that do not appear to adequately do the jobs that they should be doing....and thus do not provide a good working environment. In addition there are some building administrators who choose to manage their staff with techniques that are not considered good management practices which in turn again tends to promote negative under currents and personnel issues. NOT TEAMWORK! I am so thankful that these issues are not present in my building with my principal.

44. I often feel that we are not allowed to work on the things we really need to work on to improve instruction ie. collaboration. Much of our inservices take time away from preparing for students to walk into our classrooms.
45. I feel very privileged to be able to work for the District. My main concern is for the students and their well being. Mr. MITchener is a wonderful person as well as an administrator. I just want to Thank you for letting me be a part of a District that cares about their employees and the students. Cathy Blaha Nelson/Para
46. When new ideas are asked to be implemented, please allow teachers time to do them.
47. -At times we make hires based first on what they can coach and secondly the quality of the teacher.
48. Rex Elementary is a wonderful school to be at. We have a top-notch boss that supports us and encourages both employees and students to do their best each and every day.
49. Rex Elementary has an awesome work climate!
50. With the daily schedule I have (tests, assisting students daily) I am limited in improving myself. To miss a day to take a class is very difficult as I feel I am not doing for the students as I am supposed to. I wish classes at the Learning Center would be offered to paras on days when we are not in class and also it would be nice to be able to get college credit for taking a class like teachers do. How else are we to better ourselves if we don't get the credit?
51. We have weaknesses that are taking away from our district. If teachers need instructional coaching, they might not be "cut out" to be teachers.
52. The district needs more clear, concise communication between the central office and the individual buildings. The building administrators need to be consistent also.
53. The only thing I think is wrong is punishing people who stay longer than they need to at retirement time. If you have someone who is exceptionally talented in working with students, I would think you would want to KEEP them instead of encouraging them to retire because of money. That seems contradictory to your mission!!
54. Sometimes I feel as if we have too many chiefs at Admin building with my students ages and difficulties it is difficult to seek their opinion on teaching, but I know alot of teacher s use it and others do not
55. While I believe my work/effort is valued in my building, I believe I am unknown to the majority of 261 employees.
56. I would like to see more changes with our curriculum and more specifics of what the district's expectations are parents and students within our district.
57. In my building anyway, I feel like employees are working hard and doing their best for kids. I hope we have high quality teachers and staff at every school. I have been impressed in recent years with how we do not tenure each and every teacher, as I feel we used to. We have let some people go who are not displaying high quality teaching, ethics or such. Through the years I have seen some low quality staff continue teaching for many years because they were tenured and nobody felt we could do much about it. With us being on a plan of improvement, it is more necessary than ever that we only retain hard workers who know their stuff.
58. I feel that much of the time, the district tells me what direction we will be taking. I feel like we get a new "program" every year (PLC, PBIS, for example). But I'm very pleased to work in this district it's small enough that we know each other, and big enough that we can get a lot of ideas going.
- 59 I am based at Nelson but I travel to other schools when answering questions in this survey "disagree " I am not

referring to Nelson.

60. I am more aware of what our building administrators support than what the "District" supports. Part of that is my problem, but part is that "District" personnel sometimes project that money is more important than students and that some programs or employees are more important than others. This is probably not intentional, but it is evident.

Sometimes it seems like we DON'T have all we need to do our jobs well as far as supplies at Nelson, and I'm afraid to ask because I don't want to get "chastised" by the secretaries for needing supplies to do my job!

61. I love working for Haysville schools! I'm always so proud to share with teacher friends in other districts what we are doing and the positive work climate. I know without a doubt that all central office staff are committed to doing all they can to support the teachers to reach our common goal.

62. I understand that the district wants teachers to incorporate technology and other things into their daily practice and pushes teachers to do so, but I have found that teachers are not really given resources in which to do this on a daily basis. I have found that in some of the walk through evaluations from administrators that I have received that it was noted that I did not use technology. Maybe I am misunderstanding what is meant by technology, but I doubt that. In addition, the technology that is made available is not distributed evenly. I know that there is a teacher here at the school where I teach that has a set of laptop computers for use solely in his classroom. Gee, I think every teacher in the district would like that opportunity, but it has only been given to a few.

63. We have definitely made improvements in data collection and evaluation; it helps with accountability and general information to help us do a better job of reaching all the students.

64. In my school I am provided with everything I need to do my job well. They encourage me and include me in everything. Other schools are not the same. I have worked at 3 schools in this district and have found that many district heads tend to look down on support staff. My job is as important to me as Dr. Burks is to him. I strive as hard in my endeavors as anyone else, no matter what position.

65. I am unsure what is meant by the phrase "central office leaders" I am not sure who this refers to? Do you mean the people over at the ADMIN building? If so for the most part I have little contact with these people on a day to day basis and I couldn't tell you exactly how they impact my position daily?

66. Regarding furthering our careers and bettering our teaching I feel the district should reimburse our teachers for not all but part of our tuition. And I feel that we should be able to move over on the pay scale no matter what.

67. I have the opportunity to work in most of the buildings and notice decreased morale in one of the elementary schools and do question some decisions made (big screen TV in lunch area) and the ability to inclusively serve higher level special education students in an individualized manner-current tendency is the students need to fit the program rather than having the program fit the student to ensure best learning opportunities for this student. Staff appear to be expected to participate in many committees and activities that may be taking away from concentrating on strategies so all students can learn.

68. Haysville USD261 is a very progressive district with the kids in mind first and foremost. It has excellent leadership at the BOE and Supt. level as well as in financial matters.

69. I feel that in some instances, the best interest of the students and staff are not highly regarded. I believe that every workplace/school should be inviting and warm and conducive to learning. A professional's personal agenda should not be demonstrated on a school platform. There are behaviors that are being tolerated in our district that

will eventually place a black mark on our district as a whole.

70. I have had direct problems with the classroom teacher I'm working with. The problem was brought to administration. Due to the personal relationship the teacher and administration have, the problem was mentioned but not dealt with correctly. The issue was not resolved and remains so. I have additional teachers who have witnessed this problem and have volunteered to come to administration to speak up about the situation. The administrators know these additional staff are wanting to testify about the problem, yet these additional teachers have yet to be spoken to.

71. Technology has not been fairly distributed among the schools. The elementary schools have received the lion's share of technology in the recent past, and the high school has been left behind. Teachers need to be allowed more of a voice in decision making. Teachers need more support from administration especially regarding student absences and tardies, especially at the high school. Students are not being held accountable for their decisions, and it is being left entirely to the teacher to make sure that students are provided with assignments (even when it is for a suspension) when they are gone. Unfortunately, no one is holding the students accountable for completing the work in a timely manner.

72. I feel that the district has too many barriers in place to have a child placed in an appropriate classroom.

73. It has been fabulous working with the administrators at HWMS. They really care about us as people.

74. I think there needs to be more involvement with classified staff. There also needs to be some way to get healthier lunches for the students. Make the buildings (older ones) more inviting inside and out. My principal, Brian Howard, is fantastic. His door is always open for everyone. The staff at Rex is remarkable and we work as a team. The district has been very good to me and I wouldn't want to work anywhere else. I have and I didn't like it! :)

75. Need more time with students and less days in inservice.

76. Some of the central office administration completely ignore any suggestions or recommendations made by high school teachers. Listening to the counseling office is not the same as listening to the teachers. The on going curriculum project where we have had to give up our collaboration days is the primary example. We have to put information we already have into some different format, in my years at Campus I have done that 3 times already.

77. I am so thankful to be a part of the Haysville School District. The district works hard to keep us informed and working on ways to improve student learning. At times though, I feel that we jump on the bandwagon and try too many new ideas and we are having a hard time implementing ALL of the new strategies, programs etc.

78. More individualized instruction for special education students. More differentiated curriculum so that those who are so behind at Prairie will be taught at their level.

79. Working in a freezing office makes it difficult for me to do my job as effectively as I'd like.

80. to many chiefs.....

81. There were a number of question that were asked about information at the dist. level. I have very little if any contact or correspondence with this level. Also, there is a lack of consistence the building level which make it difficult to answer some question.

82. Do not know the performance of all staff in district to answer fairly on their behalf.
83. I like to work here because it is a flexible job to have as a mom. I don't believe the district really cares about my opinion because I'm not a teacher.
84. I would like to see more grants written with local businesses to help with our financial crunch
85. A curriculum map or a pacing guide that is easy to read and follow.
86. Although I think our district leaders try very hard to do what they feel is right, I have my doubts. I hear things and see things that are not ethically/morally/legally right and there are not consequences for those actions. Why aren't there?
87. The one thing that would be helpful is if you would purchase the same tools that you could repair with.
Not sure what our strategic plan is/where to find it.
What tools/resources can help a teacher know with certainty he/she is aligned with the district outcomes other than formative and summative assessments?
88. The adage Silence is golden is acceptable to me if there are no concerns about my job duties, therefore even though I marked disagree about supervisors communication about my job performance, I do not require the recognition to continue to do my best work.
89. I am not sure the district really wants to know what we think since several comments were left off of the slide presentation the Friday before Spring Break. I know several staff members did not submit any questions as our names were attached to any emails that would have been sent.
90. The relationships I have at work concern me only because I feel like sometimes all I hear from so many other teachers is complaints about other students and staff. I try to stay neutral and positive. Also, I mostly feel like I can do my "best job" most days, however, the fact that so many students "talk back" and refuse to complete tasks makes it difficult some days. I don't understand how this has become accepted behavior. Behavior management forms and ODR's don't even discourage negative behavior. Hawk Bucks don't seem to encourage positive behavior in those students that act this way either.
91. The central office appeared to be unconcerned about the treatment of certified staff at my building last year and never gave exit interviews to staff when they were not renewed. I lost respect for the integrity of this district when I experienced this myself and observed this treatment of others. Why are policies not followed?
92. I appreciate the opportunity to provide input via this survey regarding workforce satisfaction.
93. I don't think it is right that a night custodian can be a bowling coach and get paid for being a custodian at the same time.
94. I don't think it is right that a night custodian can be a bowling coach and get paid for being a custodian at the same time.
95. WE NEED BETTER AIDS THAT SHOW UP
this district is a great place to work but as a driver my business is safety first. . not what students think of the rules
96. .
I am very concerned with their well being but there is next to nothing we can do to enforce the safety rules as management power has been so drastically reduced

97. Why doesn't central office listen to our concerns about leadership? Morale at Prairie is really bad.
- Students need to be in school Monday through Friday every week of the school year except for designated holiday breaks. We are advocating a mentality of the 4 day work week by not training our youth that school is a 5 day institution. In an 18 week semester we have only had nine 5 day school weeks. (11 if you disregard the inclement weather days). Considering a large number of days are dedicated to various testing which also takes from the opportunity to teach, hence learn, students simply need to have more desk time. Inservices can come at the beginning of the year, semester breaks and the end of the year.
- 98.
99. none
100. There have been problems with the ethics of state assessment testing.
101. I feel that if we have teacher's who are cheating on state assessments, something should be done. Especially when it isn't the first time it has happened.
102. We are not involved in decision making.
103. Some of the items I have marked undecided as I have not had that much experience with the district yet in those areas.
- Classified Instructional staff does not receive the same quality of inservice to new strategies, ideas, etc... as Certified staff yet we are the ones in the classroom on the front lines trying to reteach concepts to students who struggle many times without the proper training outside of just an overview. We are not given the same access to technology to do our jobs as Certified Staff.
- The District should try to provide better access to technology for secondary para educators. Lack of computer access to help students with their work, monitor grades and even be able to access our school email is a major problem.
104. Most training or inservice meetings are geared towards elementary/preschool and does not apply to the secondary setting. If some of those suggestions were used by paras in the High school would insult our students in inclusion settings making some of them feel more inadequate, pointed out, etc....
- PLCs, and Leadership Academics, are only open to Certified staff. The District as a whole does not encourage para educators to develop and become leaders, or improve our job skills by providing Collaboration Days/Time with other Paras or our Teachers and training that applies to the educational level you work at.
- Mixed messages are given to Classified about what our duties are. What decisions we are allowed to make and are not for ourselves. We can be told that discipline is not our job, do not communicate with parents, let the inclusion teacher handle things. Then we are told we should have wrote up a student or talk to parents, or reported problems for the classroom teacher. The next time you could be told you are overstepping your bounds.
- Question 29: I have no doubt that my building principal cares deeply for each of his employees and the students. I don't know that I can confidently say the same about the District as a whole.
- Question 36: I know that in my particular building at Rex, we DO have the exact people in place needed to reach our building goals as well as the goals of the district! I cannot say that I have knowledge about other buildings as to whether they have the 'right people and skills' to get the job done.
- Question 46: The district does ask its employees what they think about certain things however it seems that no

- matter what the majority of employees have communicated, the district will, in the end, not consider what we have said.
106. Only a few, and usually the same few, are involved in making decisions for our school and our district.
107. *[No Answer Entered]*
108. I felt like we had flexibility till you decided to put in time clocks.
109. I strongly disagree that this is a safe work place. Administrator is a bully and she doesn't know how to communicate with staff or students. I feel bad for the students I hear her communicate because she is harsh, uncaring and rude. She is not supportive of the staff and expects us to pick up the slack because she is gone so much. The only time she communicates with some of the staff is when they do something wrong. Positives are rarely heard. I think that USD261 is a great place to work overall, but this building is a nightmare to work in. Something needs to be done or staff will start leaving.
110. We need to continue to communicate the vision and the expectations as we implement the strategic plan. We all need to understand how we bring the plan to life.
111. For some questions, "sometimes" would be a better response than "undecided".
112. safe place. High School level you hear talk about drugs, kids leaving school before school starts and the school can't do anything about it because they didn't get out and go into the schools Kids kissing and making out in the hallways teacher and adm staff look on. Same sex also. There needs to be stronger willed adm staff to speak up and not allow

49. Continuous improvement is an ongoing journey. What will help USD 261 be successful in this journey?

1. none
2. Continue to communicate openly and honestly with staff.
Principals are expected to non-renew teachers that don't have the potential to become great, and I agree that we should not tenure teachers that are marginal. However, I don't feel that we have the same expectations when it comes to administration. We strip responsibility from underperforming people in high places and allow administrators to pass responsibility off to teacher leaders because no one has the guts to let them go. We need strong leadership as well as strong teachers.
3. Keeping everyone informed and recognizing the help from the classified staff also. We put in a lot of hours at teaching kids, working with them and building relationships with them..We may not have degree's or be teachers but we TEACH and help our schools out tremendously, I feel sometimes para's are overlooked for all their hardwork and what they contribute to the district also. I am very happy working for the district, I have the best job..I just think everyone enjoys a little bit of recognition..it makes for a more happier work environment if everybody knows that they COUNT! Thank you
4. Up to date math and reading textbooks in elementary.
5. getting our priorities right with limited funds making sure that the maximum amount of dollars are being spent at the classroom level not at the administrative level-worry more about what we are actually doing rather than making the
- 6.

appearance of doing

Narrowing the focus to student learning and the effective assessment of stated learning. Rid ourselves of the complexities created by those who don't have extensive backgrounds in the classroom or building-level administration and get back to the simplicity of teaching, assessing, coaching, reassessing, and moving kids confidently toward becoming successful students and successful adults.

7. We need to strongly examine our data structures and how to get meaningful information into the hands of teachers as quickly as possible. We also need to ensure that teachers have time to collaborate rather than reformat state standards so we can have a curriculum guide that is eerily similar to state standards, narrowly focused on making AYP. Our objective is much broader than AYP and these minimal measure tests should not be our focus.

We really need to hire district-level administrators who have either excelled at the building-level or are at least willing to come out, sit down with us, and ask questions about how things really work, what issues we have, and how they can best help us.

- 8.
9. Keeping staff that really care about children and education.
10. Continue to hire the right people for the right positions. Also, school funding will be an issue for a while to come. The better we handle these challenges the more successful we will be.
11. Getting parents and the community involved in the education of our students is vital for success.
12. Communication and willingness to support one another.
13. Increased collaboration on a regular (at least bi-weekly basis).
14. consistency in administrative decisions...i would like to see more equality between buildings, especially elementary...i sometimes feel we are all swimming in seperate oceans...some of us sink because we don't have the clear help from others who have proven their successes
15. We all are in this together and to be successful, we all must continue to work together and to have open communication. I appreciate the opportunity to give my opinion during this survey. It shows that USD 261 cares about their employees.
16. Use data to guide instruction and decisions instead of cursory evaluations.
17. I feel like teachers need to communicate better with parents and/or have better instruction on how to effectively communicate with parents, especially at the middle school and high school level. I feel like parents are encouraged to participate in the education of their children at elementary school and younger but as the children get older parents feel less welcome at the schools. The continued parental support and working together with teachers can only strengthen the education of our children.
18. We need to focus on what works and let go of things that are not working even if that means we have to eat a little crow.
19. The district needs to believe the students are capable and can succeed.
20. Offer classes during times teachers can actually attend. With budget cuts, getting a sub to attend a workshop is thing of the past. It seems that the Learning Center has become a money-making intity whose main focus is to serve out-of-district teachers. It's sad that we've lost our focus.
21. Help the paraeducators be more successful in the classroom. Give us laptops to use to help keep track of the students. We could help students with missing assignments, late work, study guides, and notes if we had the propor tools. That way

- teachers could focus on teaching.
22. Alignment with all decisions...aligned with mission/vision.
 23. Continuing to put the emphasis on the classroom teacher and the support staff that directly aid (instructional coaches) in bettering classroom instruction.
 24. Better communication with all staff. Don't always rely on the administrators to share information with staff...only a portion of what they are told passes our ears!
 25. Better use of in-service time. Actually train teachers well in the use of technology in their classroom give them time to create ppts. Teach how to make effective powerpoints. The list goes on...
 26. Not cutting jobs that directly affect students,not cutting jobs where someone has direct contact with the students. I see many places that could be managed more efficiently due to the current budget crisis.
 27. Teacher's and Para's are the people in our district that we cannot afford to loose. Without them, the children are the ones who are being affected and in the long run loose.

More personalized awareness and recognition of individual or small group efforts would go a long way toward maintaining morale as we continue to face budget cuts and uncertainty. Not the blanket "thank you for all you do" at the end of an e-mail. Those tend to be a bit insulting after awhile. Especially if it is from someone who wouldn't know who I was if they saw me in the hall. Just little things to recognize the individual. Note of appreciation, comments, etc
 28. Gathering input from those who are being successful with our customer base and modifying what we do to reflect constant changes... children are dynamic not static what worked ten years ago may not be in touch with today.
 29. It would be great to have more Central Office personnel in the buildings and attend building level events to interact with students and parents. Teresa does a very good job of this. A clearer picture of the building could be painted by adding these visits.
 30. Pay ALL teachers for teaching during their plan periods...not just some at certain schools. Teachers who teach during both plans at HAHS only get paid for one plan period....they are teaching some of the most difficult kids in the district, they keep our graduation rate high for AYP, and they only get paid for teaching 1 plan period, even though they teach 2 (some of them don't have any plan time at all.....zero), and they aren't reimbursed financially for their sacrifice.
 31. Additional training on Common Assessments and how to utilize PLC's to improve instruction and student learning.
Training for all staff on Data Driven Dialogue
Additional training on transitioning students from one program to another.
 32. To continue to be open and honest with the employees. Value their opinions and make use of them where appropriate. The district will not be successful without loyal employees, and loyal employees are not that way unless they feel valued and included on key issues. Keep the lines of communication open between central office and employees.
 33. Always looking ahead at future needs and planning ahead to provide for essential items that need to be in place for effective operations at the service center.
 34. Have District Leaders meet with staff individually to see how ideas at one location might work at another location.
 35. The district needs to think carefully about how cuts to programs will effect it's students. Some children will be deprived of developing the talents and intelligences they posses by cutting certain programs.
 36. A lot of time is wasted at collaboration days. We would probably get more out of it if we could actually collaborate. There is also lack of support or backing when you want to try something unconventional to help with programs...of course that could
 - 37.

just be personally directed to me.

38. Reread answer to Number 48 and incorporate some of these ideas into the next inservices. Lift the morality of the teaching staff by offering us time to learn from each other and absorb that which is presented!
39. Continue to hire good people and nonrenew weak teachers. Don't be afraid to fire weak administrators either.
40. *[No Answer Entered]*
41. Continue open communication, and honesty about the future.

Does each building's improvement plan support the strategic plans? I believe these plans (building improvement plans and strategic plan) should be fairly synonymous with the district plan of improvement. We could monitor our progress towards building/AYP goals at district meetings. The district should consider doing NCA as a district. Teachers need PLC time to develop common assessments, discuss effective instruction, and further their content knowledge. Staff development plans should be developed cooperatively based on qualitative and quantitative district data. Consider having content curriculum leaders again (i.e. science curriculum leader, social studies, etc.) We need resources (materials and assessment pieces, staff training) to implement MTSS starting the end of this school year.
42. Correct testing procedures followed throughout the district.
43. Consistency. Staying with programs for the long haul rather than changing for the 'latest thing' so that the true results of those programs can be seen.
44. Continue to try new behavior management strategies, evidence-based teaching strategies.
45. Providing the best leadership possible. Recognizing each and everyone of us as a person with wants and needs, not just a name to be moved around without consideration.
46. Admin, Board, and staff need to hold parents more accountable for the children they chose to be responsible for and the community more responsible for making resources available for the district to educate the children of USD 261.
47. To keep the Communities In Schools program because they help meet our students' basic needs first so they can stay in school and learn. The program also provides us with school supplies, clothing, food, and community service projects.
48. If Central Office is going mandate a process or a program, then everyone at CO needs to agree on what will be told to/asked of the rest of the district BEFORE the first meeting is held with building level administration and building level staff. It can be frustrating to be asked to complete a task in August and then have to redo the task in November or January because a CO person or group of people have decided they don't like how the task came out in August.
49. Continue to hire capable, experienced people with good work histories.

Strong administration leaders in all buildings. Cohesiveness as a staff, which trickles down from admin. Get rid of teachers who are not doing their job and just don't care or are so focused on just their year that they teach to a test and not to the whole child. A report from each middle school to individual elementary schools to let them know what the kids coming up are missing. I don't understand how we have schools in the district that Exceed all assessments, yet the students are not succeeding in middle school?? If they are truly learning what the state assessments say they are, then it should be reflected in the middle and high school. Huge concern I have!!
50. Continue to listen to staff about school improvement ideas and to gain ideas from other districts who are making gains in achievement scores/school improvement initiatives.
51. Everyone working together and full communication throughout the district.
52. Set and follow through with the tougher higher expectations and repercussions of inappropriate behavior and attendance.
53. Set and follow through with the tougher higher expectations and repercussions of inappropriate behavior and attendance.
54. Set and follow through with the tougher higher expectations and repercussions of inappropriate behavior and attendance.

55. A push for a positive attitude.....Plus a couple of changes!!! (eliminations) in top administration...middle administration...and there are some instructional positions that are not as positive based as they could be, would help a lot too.
56. Allow us to collaborate on the things that will make a difference for students. We are adults and don't need to be given "homework" to keep up busy. We know what we need to do. Let us do it.
57. With the current budget crisis, I am very worried about the future of our class sizes. Large class sizes will not help our district to continually improve...it will have a negative impact on our students and will cause our district to take steps backwards in our progress. We need to do ALL that we can to keep class sizes manageable.
58. Make sure to put the students best interest first! Don't take away the people that help them every single day (teachers, paras, one-on-one help)and provide them with services to become a better student.
59. USD 261 needs to give resources based on the needs of the students - not just give the SAME resources to all of the buildings. We need more open communication between teachers and the ones making the decisions - without fear of their being a consequence of our honesty - for the success of our students' sake.
60. Tighten discipline in the classroom
More focus once again as a district on PBIS
61. More support and training from the district level as we implement MTSS which includes professional development and resources for all three tiers
62. Reaching out to parents more and continued partnerships with Community in Schools and resources that will help our parents with all of the their difficulties that overflow to the classroom.
63. Permit more building level in-services/training/interventions so that specific needs can be addressed. I believe that if we have a highly successful program, intervention, etc. that we should be more generous with our "sharing" so that we can all truly be excellent schools.
64. Clarity and communication.
65. Providing more positive feedback to the schools. So many times rumors are released into the community and some of the schools get the negative feedback instead of the positive.
66. As I said above, retaining only high quality teachers and making sure that's in place before people are tenured. Teachers whose students have high scores on tests and assessments should be showing the rest of us some strategies they use. All schools have good ideas to share - and should be willing to share. We have run into some resistance at points with schools wanting to share how they do things, which I find odd. Let's not all re-invent the wheel but share ideas that work.
67. Continued communication about budget, also, I think it would be helpful to re-evalute all "programs" implemented at the elem. level and see which are worth keeping, and which distract from instructional time.
68. Overall, USD 261 is a great educational venue. The one thing I have noticed is that posting standards, word walls, and other notices seems to be a priority. Instead of worrying whether every room has all these things, focus should be on whether or not the classrooms have appropriate postings to encourage and enhance what is being taught. A student is not going to remember what standard was taught (number and phrasing is not important), but they will remember concepts the teachers have taught. Important concepts and ideas, along with students' work, should be what is the emphasis in the classrooms.
69. In order to improve, shared leadership is essential. This has proven to improve communication between buildings and the district.
70. By allowing feedback from all persons involved. This survey is one example, especially since you have questions like this one.

71. to reconize each indivederal as that , an indivederal with skills, hopes, and feelings.
72. To implement a successful plan requires lots of revisiting the original idea/concept. I feel that as a whole the district does this very well.
Further education for staff in tapping into what works for various types of learners-not all students learn the same. Making sure we retain the best quality staff. Merit based pay of some sort to ensure best quality staff. Personally I have had to pay for all continued learning opportunities out of my own pocket for the past several years as my service is very specialized. It would be nice to have support or compensation in some fashion. Individuals tend to seek learning opportunities when it is supported in some fashion.
- 73.
74. Continue to support and provide necessary resources to meet the needs of all students.
75. Continue to focus on what is best for kids, and provide staff the necessary support and resources to provide excellence in education.
76. Have more frequent evaluation and observation of classified staff. There are many things which occur and those staff members could be eliminated and effectively repalced.
77. The meals the district provided were fun when we had inservice days. They seem like a great team building activity!
78. Find more money
79. Ask teachers what they think (we do have some really good ideas), and actually implement some of our suggestions rather than ignoring them!
less crap from the top down, less superficial training, less coaching, less monitoring (which is a waste of time for the administators,and keeps them from their jobs) less forms to fill out, less of everything from the top down. We got into teaching because we wanted to teach, not fill out forms, etc.
- 80.
81. talk to all the people and get to know there strengths so we can use them.
82. The staff needs to feel that someone really cares about them, not just their contribution to the district.
83. Connect standards more closely with the curriculum maps and create common assessments that will be similar to state assessments.
84. Communication is the key. Don't forget the "little people" who do so much to keep the wheels oiled and rolling.
85. Have more contact days with students and less inservice.
Use our inservice days in a flexible manner so that teachers/departments can best use their time to make improvements. We differentiate instruction for students, but is one size fits all for faculty. If we know we could use those days get what we need to improve in the classroom that would give us time to line up online workshops or instruction, podcasts,or collaboration with other professionals (industry and business).
- 86.
87. Open, clear communication. Opportunities for honest input by all.
88. Ways to cut the bubget without taking education away from the students.
89. Continue to provide quality special education to children who need it in an environment which meets their needs.
90. Asking for honest feedback for everything that is going on in the district. As classified staff, I usually find out everything after the fact. Lines of communication would also be something to work on.
91. putting people who are qualified in charge.

92. To continue to provide the best education as possible for each student.
93. Instead of doing curriculum mapping (or whatever we are calling in now) we should have time as a grade level to look at state assessment scores discuss and analyze them and have time to share ideas. Since we are a district on a plan of action we should all be carrying the load. We are wrapped up in our own schools and how well our school does. I want to know what the other schools are doing to insure the success of our students, not where I should be in a book on such and such date. This information can also be used to aid in the vertical alignment of our schools. Getting together to breakdown the indicators we do poorly on as a district and share and find ways to improve them, will only help our situation as a district.
94. Elementary teachers need more time to evaluate data and adjust instruction to the results.
95. Hopefully a new math curriculum that can improve state assessment test scores. I would like to see math instruction developed around improving test scores. I'm not sure we are covering everthing completely per grade level in math instruction.
96. I feel as though all staff's knowledge about assessment scores, as we must face not meeting AYP, needs to be considered. It's important for us to work together for our students to succeed throughout their education, not just at the elementary level. Why are succeeding at the elementaries, but failing in the middle school? How do we track our student's scores to reach out and help them? Just because they are no longer in our school doesn't mean we don't care and don't want to help, as a district I believe we need to become more united in this effort. Let's really look at the data, see our faliures and work toward success as a whole.
97. Teaching teachers how to teach (kids with a wide variety of needs/levels) instead of "using" the curriculum only. Apparently the "cookbook" teaching method is not working.
98. To continue to value its teachers and classified staff.
99. Program/programs in place to help middle school students deal with emotional and social issues critical to their success in life and school.
100. We need adequate funding from the Kansas Legislature.
101. Improving communication and colloboration along district channels needs improvement. I believe at the building level, we are strong, but would like to have more oppotunities with other buildings and preceding and succeeding grade levels to buils cohensive in instruction.
102. I feel the collaboration days the teachers have could be more productive. It seems like the tasks that we are asked to do can only be worked on by a few people and the rest just end up sitting around which is a waste of time.
103. I really think that the district is making a mistake by not cutting some jobs. I know that is terrible, but there are definitely some central office jobs that could be combined. The district seems to be finding ways to cut from the bottom up unstead of the other way around. It seems that the teachers are going to be asked to give up several benefits that we have worked hard for and it will be so that staff at the ad bldg can keep their jobs. That doesn't seems like very good business sense.
104. Put a definite plan of consequences into action for bullies and students who refuse to perform.
105. To continue to get feed back from all on inportant issues.
106. If there need to be staffing cuts, it should affect the central office as well. Please don't tell us that school staff must be cut but not central office positions. That sends a message to all of us that central office staff jobs are more important than those working directly with children. Remember it is all of us!
107. Keeping a positive attitude, high expectations, and believing in and utilizing the strengths in our co-workers.

108. continue to do your best as you already are continue to keep us informed politically.i am a registered voter & i vote on a regular basis
109. Help our administrator do a better job of listening and not so quick to react when things don't go her way. Have committees help make decisions instead of it always being her way or one of her favorites.
110. Move back to 45/55 minute blocks every day. Young people are to "involved" to carry information from Monday to Wednesday and be successful at thier task. This will aid in consistence of a lesson and continuity. How very difficult it is for a young person to recall what was taught on Thursday when it is followed by a 4 day break due to inservice and then another day (the odd block off), hence returning to the same lesson after a 5 day absence of instruction on that topic! Too often, high school teachers spend too much time "recovering" the lost work from the day/s inbetween. This is particularly true with 9th and 10th grade students. They are simply not mature enough for a college level approach to scheduling.
111. Open communication with employees about what is happening in the district (even across schools)
Obtaining the opinions and ideas of employees at all levels (classified, certified, regular education, special education, electives, etc.) - It is important to get a true sense of what the "people in the schools" are thinking and to gain support across the board from district personnel.
112. Unsure at this time.
113. To keep providing updated technology for the students and teachers.
114. Better communication and looking at ALL areas as beneficial to the education of the students. Mental, psychosocial, physical these are all elements of the student as a whole and as such should be addressed equally. I feel like there is bickering and nit-picking between groups with each one trying to put it's own agenda first. If we all are going to excel in the education/care of students, then there needs to be better communication between all parties. My attitude is this: "It is MY job to not only take care of the students in my care, but to also do a job so well that it makes my co-workers look good and makes their jobs easier. It is my hope in so doing that the moral of the area I work in stays high and that each person holds others higher than themselves."
- There are building principals who do a better job providing information, training, crisis plans, inviting classified to staff meetings and such to the classified staff in their buildings than others ones.
- Many times it is the individual staff members do encourage classified to develop our skills, help us become better in our jobs and make the difference that keeps us here doing what we like to do not our District Admin or Board members.
115. The District Office needs to realize the need to provide Inservice/Collaboration time to the classified para educators so we are better prepared to help the District reach the educational goals and targets it is required by the State and Federal goverment to meet. If we are not trained and feel prepared we can not do the job we need in helping with these goals.
- The District should provide the same oportunites for PLCs and Leadership Academys to Classified. Without us (all classified) our customers (the students) would not get to school, have food to eat, clean classrooms and restrooms, comfortable climate controlled schools....
- The District should also make sure that Board meeting minutes are posted on the website in a timely fashion. Febuary minutes were not posted until after the March meeting. Many times it takes 3 weeks before they are posted for the public to view.
116. If all the schools work together instead of against each other. Materials/resources/ideas that work to improve student success should be shared.
117. As children advance from our elementary schools on to middle school(s)and high school, communication between teachers

and parents needs to improve.

118. To not disregard new graduating up coming teachers.

119. In my opinion, getting a new administrator at Prairie would help the district and the staff at Prairie. Between the principal, Mrs. Rice and Mr. Reimer, this work environment is somewhat hostile. Those 3 basically run our school on their own, and what they say goes for the rest of the staff and the staff has no input. Mrs. Rice tells us what we need to teach in our class, tells us our short comings and wants to implement new stratagies to try for the rest of the year on top of everything else. It's sad that noone really knows what goes on around here daily. Half the time our administrator is gone and Mrs. Rice is in charge. Staff feels like there are so many things going on behind their backs and that noone can be trusted. Something needs to be done!

120. Need to have a Job Fair day in which local employers can come in and visit the students and show displays about their jobs.

121. We need to be proactive in implementing the components of the strategic plan and to communicate the plan fully to everyone in the district. We also need to support each other and work through the difficult issues.

122. Communications for newer employees: Define acronyms the first time they are used in a communication add the day of the week to dates (i.e., not "April 16", but "Fri April 16").

123. knowing teachers working in other school districts we are lucky to have people at the adm building keeping and eye on budgets and seaching for grants or other ways to keep our school district up to date so they can get a good education.