


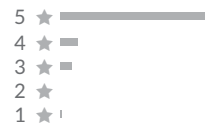
STAFF THOUGHT EXCHANGE RESULTS FALL 2022

San Ramon Valley Unified School District



Q1 We remain committed to Academic Excellence and believe that by broadening our definition of success all students will thrive. What do we need to do collaboratively to broaden the definition of success?

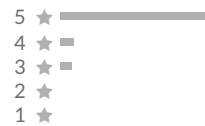
Smaller class sizes In order to successfully reach all students, we need to have a manageable class size.

4.6  (58 
Ranked #1 of 418





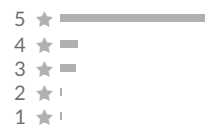
Smaller classes sizes - PLEASE - we're begging you! Between expectations/workload put on teachers, constant behavior issues & more special ed students in our classes, we need smaller classes... PLEASE.

4.6  (57 
Ranked #2 of 418



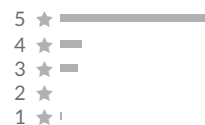
Offer more non college prep classes such as auto shop, culinary, home economics. This will honor and, more importantly, provide options for students who aren't planning on attending college right after high school.

4.5  (58 
Ranked #3 of 418



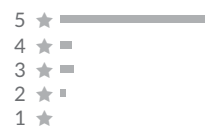
Perhaps investing in CTE tracks in High school or bringing back auto shop, wood shop, or other trade focuses because college is not the only route

4.5  (58 
Ranked #4 of 418

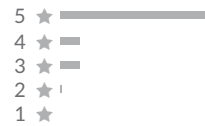


Significantly smaller class sizes It will allow teachers to work closer with our students. Effectively facilitating deep learning with 30 students in elementary is nearly impossible.

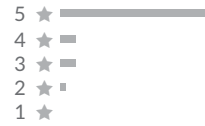
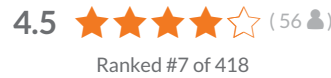
4.5  (57 
Ranked #5 of 418



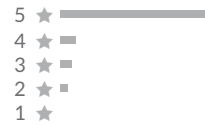
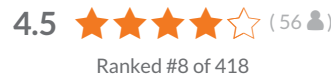
Classroom sizes need to be reduced, so that teachers can give more frequent targeted teaching. Class sizes being 36+ makes it impossible to connect individually to students frequently. Making more students feel ostracized from their education.



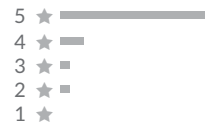
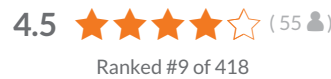
Include students who are not headed to college. Give them classes, resources, programs so they know they can achieve success in their own way. Not everyone is geared toward college. We need plumbers, builders, electricians. The kids need to know we value these careers.



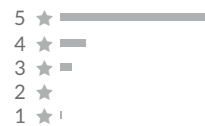
Please consider the amount of new things you are asking your teachers to do. We can't take much more and expect to be mentally and physically present for our students.



I believe we should reconsider offering electives with an emphasis in trade skills, as all students are not college bound. The definition of success looks different for everyone. Shifting the paradigm of AP classes = success is paramount for equity and balance.



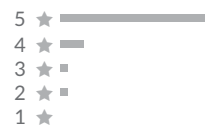
Shed a more positive light on trade careers, vocational learning Redefining success includes spreading the idea that success has different faces.





We need to prioritize smaller class sizes. Appropriately dealing with the SEL needs, behavior challenges, and providing academic rigor to reach success is overwhelming with current class size.

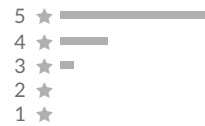


Make sure that all students are receiving the instruction they need, that means hiring more teachers and smaller class sizes Children will get more individualized instruction and succeed because there will be more time to spend on each student and cater to their needs



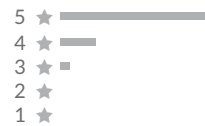
We need adequate staffing in all of our schools. All of the middle schools should have full-time Assistant Principals. This is important so that Principals don't spend the majority of their time on discipline and can focus on important things like school-wide goals.

4.5  (43 
Ranked #13 of 418



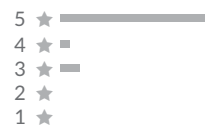
Inequity site to site Sites with sdc are understaffed. Admin, paras, gen Ed teachers, sdc teachers and paras, speech therapists, psych are stretched thin.

4.5  (36 
Ranked #14 of 418



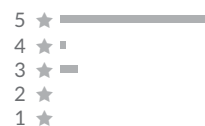
Smaller Class Sizes We can't support academic success of each student if there are too many kids in a class. In order to support success we need SMALLER classes.

4.5  (35 
Ranked #15 of 418



Include teaching about the trades as an option for careers. We should be providing as many technical classes as we do AP classes
Everyone has their own path to success

4.5  (28 
Ranked #16 of 418



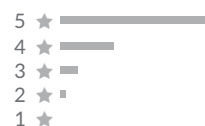
Always get a new program with VERY LITTLE time to dig in and get trained before we have to implement. Rolling out new curriculum? Give teachers TIME to dig in, discuss, and get trained!

4.4  (58 
Ranked #17 of 418



Balance out the work load- Be specific about expectations. Let teachers know what is no longer expected as new things are added to our job. There are things added without anything taken off. We have added both SEL and academic demands- this is impacting everyones mental health.

4.4  (58 
Ranked #18 of 418

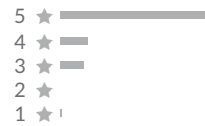
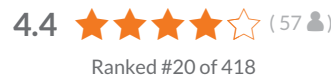


Deep learning should be for teachers and students. However, it cannot occur when teachers are constantly being handed more and more to do. Teachers can't possibly go deeper in learning while trying to juggle various new curriculums, behavior issues. and site responsibilities.

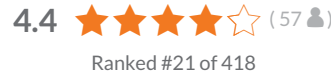
4.4  (58 
Ranked #19 of 418



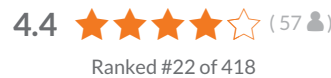
District funded, Certificated Reading and Math Intervention at every Elementary School Support students early to enable deep learning in their future. Some schools fund these positions, but only a few. Should be standard at every site.



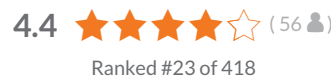
I believe that every child has a gift. For some, it is not reading/writing or math. I think it is important to offer students other programs like art, music, etc. to help them feel successful in school.



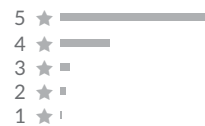
I think the definition is thorough enough. I think the details behind the parts of the definition are what we can focus on. To reach more students at all levels with a joy of learning, we bring back courses such as woodworking, auto mechanics, welding, (the trades)



Examine the quality of professional development Training teachers is more than handing them materials. Trainers need to be more knowledgeable than the people they are training.



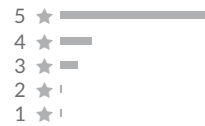
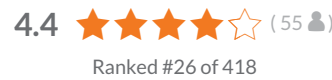
Support the whole student, not just academic success. We need more/better vocational ed programs and classes and Career/Tech Ed pathways. Not all our students are going to 4 year colleges or are going to college at all. We need to serve these students' needs better.



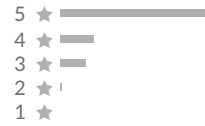
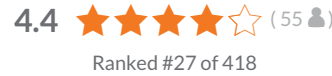
Teachers are so over worked that we need time to digest all the curriculum that is being thrown at us. We can't provide deep learning when we have not been given the time and support to learn how to teach deep learning.



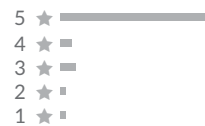
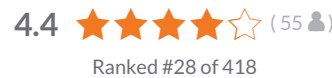
Hire positions within the district where the person hired works with students who need extra support. We don't need new positions that tell teachers what to do, we need positions that actually help the students who need it.



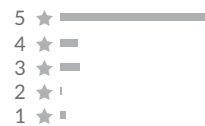
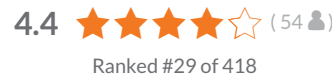
Inclusive Classroom ALL students are welcome in gen ed but you need look at numbers. The more kids you are mainstreaming that need A LOT of support, too much for 1 teacher



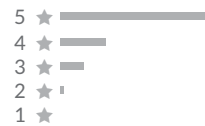
Reduce elementary class sizes Smaller class sizes give teachers and students the time to work together towards individual goals



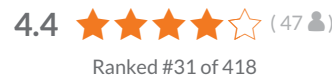
Teachers need to feel safe and supported.. Academic freedom is critical but so is knowing we are protected from bullying parents and their lies. We are seeing more attacks against teachers from parents, bullying our curriculum and our teaching styles. We are on edge. That's no way to teach.



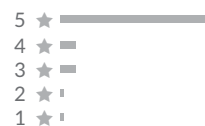
Limit class size to 28 and number of IEPs/504s to 5 per class. Important for student equity - I have 9IEPs and one 504 in a class of 32 and it is too many. Some students don't get needs met, too many disruptions.





Provide the necessary staff & support to schools with challenging students in SDC classes as well as GenEd The current situation (lack of staff/support) is not sustainable.

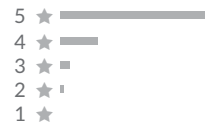


Smaller class sizes We simply cannot give 30+ students the support they need at the elementary level. This is one of the main things working against us.





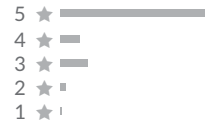
Treat classified staff like classroom teachers. With respect and consideration. They provide vital functions at every school yet are treated as an after thought, if at all. The district does not put their \$ where their mouth is.

4.4  (36 
Ranked #33 of 418



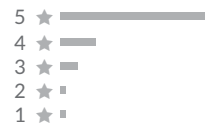
Keep school counselors at the elementary level for decades to come! They offer a vital role in mental health to our littlest minds!

4.3  (58 
Ranked #34 of 418





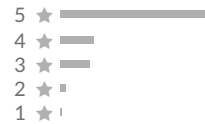
We need to bring school to work programs back to high school not everyone is on a college pathway

4.3  (58 
Ranked #35 of 418





We need to recruit and train enough Para educators to fully support our SDC kids We are so short staffed that our SDC kids regularly get denied their mainstreaming time because it isn't safe. Their needs certainly aren't being met

4.3  (58 
Ranked #36 of 418





Rebuild/ Support the Arts in schools

Countless research has documented the benefit of arts in schools, both academically and emotionally/socially. We need to rebuild after the pandemic.

4.3  (57 
Ranked #37 of 418





Success is when a student is able to cope with "setbacks" and learning from their mistakes. It's important because we want to prepare students for the real world. Having coping skills can really help kids.

4.3  (57 
Ranked #38 of 418





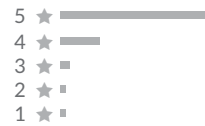
The District needs to support the teachers and be willing to tell the parents that part of the responsibility of teaching their children is theirs. Teachers have been overrun by disgruntled parents, and the District needs to allow the teachers to teach and belay political postering.

4.3  (57 
Ranked #39 of 418




The district needs to listen to what the teachers need to make each student as successful as they can be. The teachers are with the students 6 plus hours a day. They are the best judge of what is needed, whether technology or academic material.

4.3  (57 
Ranked #40 of 418




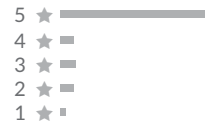
We need to have more strategies and pathways available to all students within SRVUSD. These should be both academic as well as "hands on". This is important because all students have different ways of learning and interests. We can not lump them all into a category of needing a college ed

4.3  (57 
Ranked #41 of 418





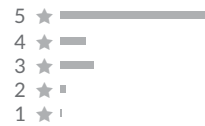
All elementary schools need APs It should not matter the size of the school or whether or not they have SDC, principals need full time APs to help support staff, students& families.

4.3  (56 
Ranked #42 of 418



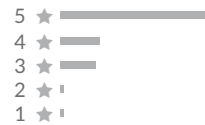
Elementary counseling positions have been invaluable for supporting student well-being. Please continue to prioritize their funding.

4.3  (56 
Ranked #43 of 418



Offer classes that offer job skills training like auto & wood shop computer coding etc. not all students can afford or should go to college and they are left out of the planning for success after high school

4.3  (56 
Ranked #44 of 418



The work load and responsibilities for a teacher has increased so much. It's difficult to remember the 'why.' Can we have better management of curriculum and roll outs of it?

4.3  (56 
Ranked #45 of 418





We need more career based opportunities- Culinary arts, theater tech (sound/lighting), automotive tech specialties, electrical tech, etc. Our course offerings clearly demonstrate our definition of "success". We need more courses that provide adequate opportunity outside of "academics".

4.3  (56 
Ranked #46 of 418





We need to remove the unhealthy amount of pressure for HS students to take so many AP classes. The amount of stress these students feel is detrimental to their overall well being.

4.3  (56 
Ranked #47 of 418




Early intervention Support starting at the TK/K/1 level is key to setting up students for success. Waiting until they are failing creates other issues.

4.3  (55 
Ranked #48 of 418



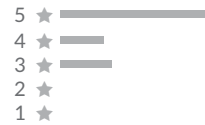
It needs to include accountability on both student and parent accounts. Currently there are NO consequences for behavior, performing poorly on assessments, being tardy, etc. Creating a responsible student is more about academia.

4.3  (55 
Ranked #49 of 418



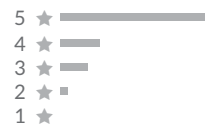
Our secondary math advancement program needs to be revised and should include some parameters The amount of stressed out students I see on a daily basis because they have been pushed to accelerate in math before they are ready is horrifying

4.3  (55 
Ranked #50 of 418



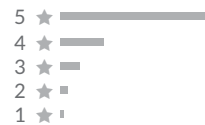
Staff need as much, if not more, support than students. I can't get it all done in a 7.5 hour day. My family deserves my time outside of school. I recently figured out I have 10 assignments to grade for each student. Assuming it takes 5 minutes to grade each, that is 80 hours... just to grade.

4.3  (55 
Ranked #51 of 418



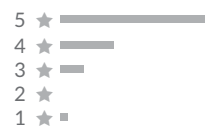
Talk about other options besides 4-year college. Our schools are so college focused, if a student isn't college ready they think they don't have any other options.

4.3  (55 
Ranked #52 of 418




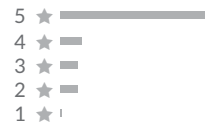
The world has gone crazy and parents feel they have license to assault teachers with lies and innuendo. It's not safe to be a teacher Teachers need to be able to provide critical and caring responses to students without parents saying we are attacking their child or assaulting them.

4.3  (55 
Ranked #53 of 418



We need lower elementary class sizes (20 or under TK-3 and 24 for 4th-5th). We need more physical space for student collaboration and need to make sure teachers can engage students in small groups.

4.3  (55 
Ranked #54 of 418



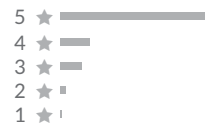
Continue to teach students that success doesn't always have to mean straight A's and a four year school. Also, offering students more opportunities Not all students want to be drs or lawyers. Offering them and encouraging them to pursue things that interest them makes them better students and ppl

4.3  (54 
Ranked #55 of 418




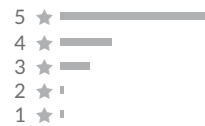
Create an alt ed program that is available to students in a realistic way. Bring back trade options! We were only able to send 4 students last year and have a campus full of need. Success does not always translate to UCLA. Equity demands more.

4.3  (54 
Ranked #56 of 418



Offer more interventions in math and reading starting in Kindergarten and every year moving forward. Skills build on one another and it is very difficult to start interventions in secondary when the gap is so large.

4.3  (54 
Ranked #57 of 418



If you want staff to take these goals seriously then every elementary school needs early reading and math intervention. Teachers know who are struggling and try all the strategies they can to meet their needs. Intervention needed. Can't "kick can down road."

4.3  (53 
Ranked #58 of 418



Open Access to Math and AP courses sets students up for failure not success. Not all students NEED to take AP classes, or advance quickly through middle school math. It's OKAY to be at grade level. Students need to be academically prepared for the rigor of these course and not all are.

4.3  (53 
Ranked #59 of 418



we need administrative support to deal with the problems students face outside the classroom that influence their success in the classroom you are expecting teachers to do it all without administrative support. we need the admin to get into the mud with us

4.3  (53 )
Ranked #60 of 418



Eliminate combo classes at the elementary level. There are not enough hours in the day to learn, prep and teach two curriculums for each subject (math, reading, writing, social studies, and science).

4.3  (52 )
Ranked #61 of 418



Students need supports: smaller class sizes, counselling, especially as we come back from the pandemic.

4.3  (52 )
Ranked #62 of 418



by offering more varied classes and tracks, esp in high school for students who would like to pursue non college career plans such as trades and arts. Not all students should be directed to college. Some should be encouraged to pursue interests in trades and art if that is their interest.

4.3  (50 )
Ranked #63 of 418



The District should put more resources into classes and programs that prepare students for the trades; these excellent career paths are neglected. Not everyone will be/wants to be/ is suited to desk jobs. The trades (welding, plumbing, electrician, etc.) are lucrative and rewarding.

4.3  (46 )
Ranked #64 of 418





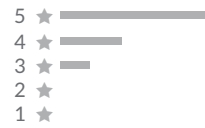
We need options for students who are not going to college after high school. We have systematically eliminated culinary arts, auto shop, etc. at MV. Not every student is served with a completely college prep offering. MV is the only school where Personal Finance is not available to everyone.

4.3  (38 )
Ranked #65 of 418





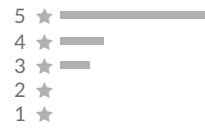
We need to ensure that all college/career options are valued and taught So studnets know that many postsecondary options are available

4.3  (38 )
Ranked #66 of 418





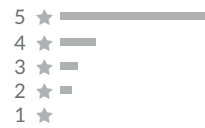
Please consider paying paraeducators a living wage so they make more than a barrista. These critical student resources are treated like garbage, and we cannot fill empty positions because of it.

4.3  (35 )
Ranked #67 of 418




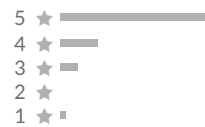
Students need access to a greater variety of classes rather than taking so many of the "sit and study" courses. Electives like music, visual art, etc These electives help students connect to their bodies and get out of their heads. Mind and body connection is part of building success for these kids.

4.3  (35 )
Ranked #68 of 418





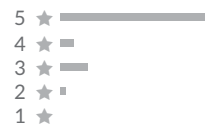
Offer vocational classes for students Not all students are college bound; building career skills would be great

4.3  (32 )
Ranked #69 of 418





Offer more career ready courses like construction, electrical engineering, rotc, etc. So students that are not college bound do not feel lost or left out, but know that there is a productive and professional place for them as well.

4.3  (27 )
Ranked #70 of 418





SMALLER CLASS SIZE What else can we say?! We have asked, begged, pleaded!! There will be no academic success for students if you don't listen to the teachers!

4.3  (24 )
Ranked #71 of 418



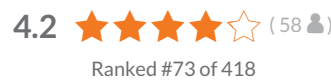
Admin needs to trust teachers more, in their input for what they believe students need for success. Often it is only a top down conversation. Admin and the district are not on the front lines. They don't get to have frequent first hand experience with the students, and need to trust teachers

4.2  (58 )
Ranked #72 of 418

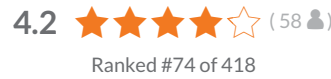


Give more opportunities for career

exploration. Many students have no idea what it actually means to work in many careers. For example, what that person does on a day to day basis.



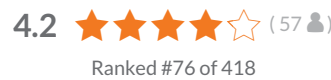
Many European countries allows kids choose to do vocational training in high school. It is great for some students. Sometimes a college degree does not guarantee employment. Vocational training would prepare young people for gainful employment.



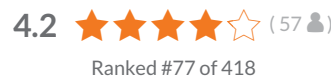
More resource teachers. Desperately need students qualified earlier. Reading/Math intervention at all Elementary led by certificated teachers. Kids need to be qualified earlier so that they get the help they need. Way to many severe/mod. SPED students are pushed down to a lower level.



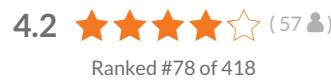
Eliminate Independent Study Contracts. This is a waste of a teacher's time. Students should be attending school...full time. You should not expect teachers to guess where they might be in January for a student who leaves in November.



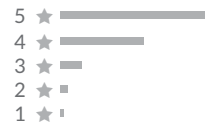
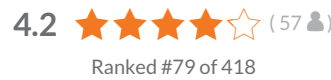
Keep the certificated math and ELA intervention specialists. They have created systems that identify & teach students who have foundational content gaps, who are otherwise not serviced. They train support staff.



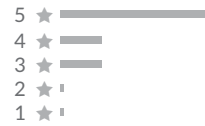
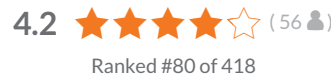
We need electives at MVHS! The push for AP classes by the community make students feel like they have to take AP classes to be successful. Students are not engaged and if they had one class (auto shop, wood working, culinary, etc) they would have a reason to come and succeed at school.



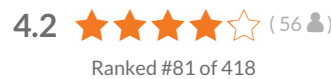
We need to ensure that any "new" learning for staff is well supported over time and that we not have too many "new" items to integrate in a short time Our teachers and staff really are high performing themselves. They become overwhelmed with trying to integrate and learn too much at one time.



Even though we are "committed to academic excellence," we cannot do what we did in previous years AND everything else in the same amount of time. Be transparent about new expectations.



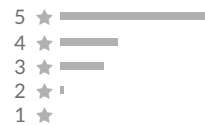
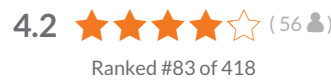
Get rid of combination classes These classes not only affect the combo teacher, but the entire grade level, impacting scheduling, balanced classes, and the school community



Normalize Alternative Career Paths The culture of our community and district prioritizes elite four year schools. For many, this is not an option or a desirable post high school path.



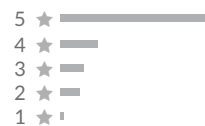
We need to teach soft skills from Kinder through 12th grade...how to listen, communicate, collaborate and make friends...for college & career We can help students learn info and have academic skills, but without transportable soft skills, they will not be successful in college or life.





Celebrating all learners It is important that we don't just recognize students who are performing academically high. All students have strengths and should be celebrated.



More mental health counseling & resources available at the high school. We're seeing a large increase in students with mental health needs.





We need direct behavior support on a daily basis in all elementary schools. Students are not accessing their learning environment due to social emotional difficulties or bc of a classmate's constant disruptions.

4.2  (55 
Ranked #86 of 418





Respect all staff and appreciate their efforts. District can not function without Classified Employees!! Staff is a valuable partner for district. District does not run on teachers and admins only. From Technology to Custodians it's Team work! We are losing staff due to disrespect and hate!

4.2  (54 
Ranked #87 of 418





We need more resources and training to support teachers implementing new curriculum to facilitate deeper learning. We have access to programs, but very little time to dive deeply into anything!

4.2  (54 
Ranked #88 of 418



Increase CTE/ROP course offerings for all high schools & coordinate with nearby districts to expand access to these courses Critical in preparing students for the workforce; close achievement gap for EL, SpEd students & help students find success beyond AP/Honors courses

4.2  (53 
Ranked #89 of 418




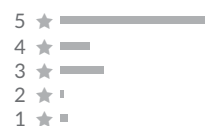
Success is the development of character as well as skills and knowledge. Students and parents consider success in terms of a high GPA and getting into a UC or Ivy league school. We teachers feel that pressure.

4.2  (53 
Ranked #90 of 418

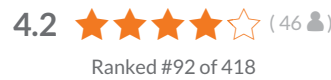


We must abolish the "1 seat for 3 SDC students" in Gen Ed Elementary. It's barbaric and certainly not equitable or inclusive. Sites with SDC need to have lower class sizes to provide adequate room for mainstreaming. We've been saying this for years!

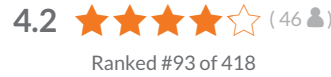
4.2  (52 
Ranked #91 of 418



A big part of success is being able to communicate effectively with others. This is important because a lot of our kids are struggling with this now and need support services to learn how to get along with others.



Include adequate funding, time and space for non-academic and extra-curricular activities - art, music, library, etc. These activities bring out strengths in our students and allow many to shine and feel successful in ways they cannot achieve in their academic classes



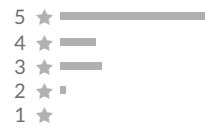
We need to offer more vocational learning opportunities to our high school students. practical learning opportunities give all students a place to find success. Focusing only on college prep alienates those other different aspiration



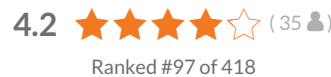
It is hard to change the definition of success at school when many parents don't want to shift their definitions at home.



Recognize the degree of commitment and excellence most classified staff bring to their jobs. They are an integral part of the team but are often overlooked, poorly communicated with, minimally trained. Capping below 20hpw is detrimental.



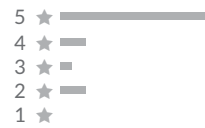
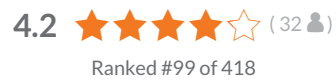
Trust the teachers to differentiate and do what's best for their students. Finding where a student shines IS success. We say "differentiation is good" but we don't really differentiate. The students are all expected to fit in a box, and some just don't.



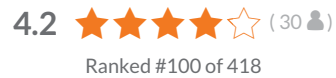
We cannot broaden definitions of success without first addressing staffing shortages district wide. Despite our raise, we are still vastly underpaid compared to like-educated peers. Asking us to take on more at this point is ridiculous.



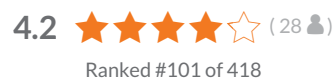
We need more course options for students who are not headed straight to 4 year universities. Currently every HS student has to pass Chemistry to graduate-why? We used to have other options for kids who weren't going straight to university



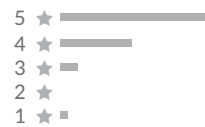
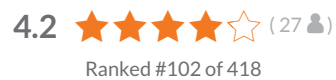
We need more trade-oriented electives Students who are more tactile need more hands-on learning through electives like culinary and wood shop, etc. Success looks different for these kids



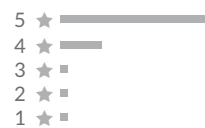
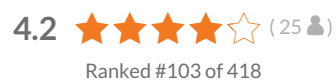
Look at the whole child Success isn't only academic. Students can feel successful by learning new skills such as speaking in front of groups, develop'g leadership skills,etc



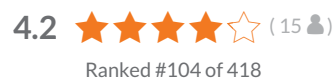
We need to give teachers support when needed. For example, we have a very difficult group of students. We need resources to help change their behavior This is important because teachers can't teach if they are spending all day managing unexpected behavior.





As teachers we need less top down. STOP telling us what to do. Give us TIME to collaborate, plan great lessons, give timely feedback. We are the frontline with these students. Be straight with us on the bureaucracy requirements and give us time to work together and be great teachers.



Focus less on test scores, more on other signs of success - social, emotional, problem solving, critical thinking, etc. Until we can get specifics from CAASPP as to where our students need to improve we need to emphasize other ways students show success.





Provide opportunities that expose students to career pathways outside of the traditional college track. Not all students want to go to college and we are in need of electricians, plumbers, welders, and such.

4.1  (59 
Ranked #105 of 418





Students need to thrive, but so do staff. And it's really hard to do that right now. The hurtful things some of our community members say about us as well as over taxing demands make me question if this is the right career path.

4.1  (59 
Ranked #106 of 418





All teachers should be credentialed. Makes equitable learning for all students.

4.1  (58 
Ranked #107 of 418





Equity does not mean we do the same thing for every student.. it means we give each student what he or she needs to be a successful learner.

4.1  (58 
Ranked #108 of 418





Help students look beyond college admissions as their reason for learning and achieving in high school Intrinsic motivation for learning will lead to better emotional health for students and create life-long learners

4.1  (58 
Ranked #109 of 418





Promote the idea that success can be achieved by every student in a way that fits for them. Success is not always top grades and placement in a prestigious university. It's a happy and fulfilling life.

4.1  (58 
Ranked #110 of 418





Students need to understand that success has different definitions so many believe that there is only one pathway to success and that it needs to be perfect without failures - the messy middle can not be skipped!

4.1  (58 
Ranked #111 of 418





We need to continue to teach reading; critical thinking, summary, and finding evidence.
Students need to be able to think critically.

4.1  (58 
Ranked #112 of 418



Emphasize that trying and failing are part of learning Kids who are afraid to fail become afraid of life, trying new things, boldly coming up with new ideas

4.1  (57 
Ranked #113 of 418





Focus on teaching skills of critical thinking, research, speaking and listening. These are real world skills that are used in business.

4.1  (57 
Ranked #114 of 418





Goals are different at every level Not everything will look the same at the secondary level as in the primary level. The generalization puts all educators at odds, the meaning must adapt and evolve just like we expect that of our students.

4.1  (57 
Ranked #115 of 418





It's very difficult to focus on academic excellence when we have SO much emotional and behavioral need in our classrooms.

4.1  (57 
Ranked #116 of 418





More para support is needed in elementary grades so teachers CAN discuss success- in all forms teachers need an extra pair of eyes and hands while they explain in depth and keep kids engaged

4.1  (57 
Ranked #117 of 418





As a district- look at success as more than college acceptance letters. Being a highly academic district ignores or marginalizes students who would success in a non college path to adulthood.

4.1  (56 
Ranked #118 of 418





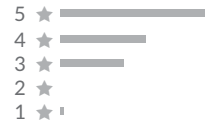
I love the idea of broadening the idea of students success to include executive functioning skills, life skills, and social emotional learning. How do we broaden and add more to the student and teacher's plate with out over filing it? What gets taken away?

4.1  (56 
Ranked #119 of 418





Students need to understand that college admissions is a match to be made, not a prize to be won. It is important because they need to understand that they need to be somewhere where they will thrive. Not everyone is on the same path.

4.1  (56 
Ranked #120 of 418





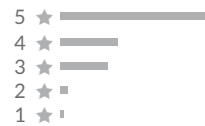
Teachers need training to learn and then time to plan how to effectively implement activities that support "deep learning". Activities/classes/projects that truly push deep learning for students do not materialize without training for teachers and time to plan.

4.1  (56 
Ranked #121 of 418





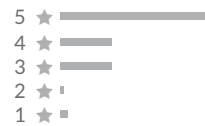
Academic success at the cost of a student's mental health is not true success

4.1  (55 
Ranked #122 of 418





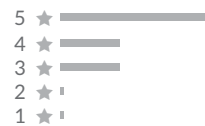
Give students opportunities to grow skills through VAPA programs at all grade levels & vocational classes in high schools This will show students that there are options besides college when they graduate. Show ALL students they can have successful futures

4.1  (55 
Ranked #123 of 418





In order to have our students thrive, we as administrators/staff need to be able to thrive. We need to be able to lead by example.

4.1  (55 
Ranked #124 of 418




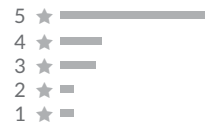
We need a broader conversation about how we use time in school. What are our non-negotiables? Which strategies are most effective and engaging? There is no way to fit in everything I'm supposed to teach. I feel spread to thin.

4.1  (55 
Ranked #125 of 418




Admin needs to help teachers who are not doing well with teaching. Get the process started. Parents complain about "that teacher" that everyone knows is bad, but admin is not putting people on an improvement plan

4.1 ★★★★★ (54) 
Ranked #126 of 418




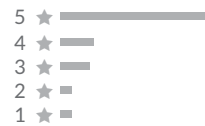
Diminish the importance/pressure of a 4.0/5.0. The way that we grade students is not always functionally appropriate for everyone, and it affects their self-confidence

4.1 ★★★★★ (54) 
Ranked #127 of 418




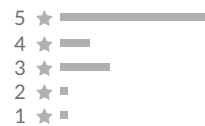
Responsibility perpetually increases with less time, support, and lack of compensation The expectations of what we're to do increases every year. I used to be proud to be a teacher, now I hide it. I'm not a towel to be rung out.

4.1 ★★★★★ (54) 
Ranked #128 of 418




Smaller class sizes in elementary will lead to greater success in SEL and academics. g

4.1 ★★★★★ (54) 
Ranked #129 of 418




Educate parents A lot of parents are so worried about their kids getting into college that they don't encourage them to take elective classes for fun.

4.1 ★★★★★ (53) 
Ranked #130 of 418




If we are looking at the CAASP results as a district that measures how we are doing, then more time needs to be directed at ELA and Math. When will management realize that class size matters in elementary? Teachers can reach more students for 1:1/groups when classes are smaller.

4.1 ★★★★★ (53) 
Ranked #131 of 418





Stronger emphasis on electives Electives are being destroyed at the MS level in favor of academic electives/interventions. Students should not be pushed into TA roles - need class

4.1 ★★★★★ (53) 
Ranked #132 of 418





Well rounded student curriculum emphasizing the worth of all students/career paths. Not such narrow minded approach of only path is top College. Reduce stress on students and for them to see a wider range of the world that we live in. Not just the San Ramon/Danville/Alamo bubble.

4.1  (53 
Ranked #133 of 418





accomodate all types and levels and breadth of learning - open up alternative opportunities in high school for those on a different path inclusive, wide range of student body that needs to be better addressed

4.1  (53 
Ranked #134 of 418





We, as a site, need to recognize success as growth, not just stellar achievement - academically, socially, physically, emotianally, & maturationally. We have an obligation and a responsibility to help guide children as they develop who they are as independent, ccritical thinkers and young adults.

4.1  (41 
Ranked #135 of 418





Concrete Actions - not just lofty ideals We need to see visible changes as result of this discussion, not just a new definition of success from the DO and a new paper to hang in our rooms.

4.1  (40 
Ranked #136 of 418





Elementary Class Size Reduction Even our oldest students are still children who need more one on one and small group interactions with teachers.

4.1  (39 
Ranked #137 of 418





Allow the opportunity for kids to be successful even if they're not academically gifted. Some kids who struggle with academics may view "success" as unattainable.

4.1  (37 
Ranked #138 of 418





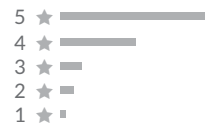
Determine meaningful and viable options for students not just academic excellence but career training and life skills including adaptability It is unlikely our students will have "a" career but rather that they will do many things and follow different paths.

4.1  (35 
Ranked #139 of 418





Too many ideas not enough kitchen workers. The pay is absurd for the type of job, not too many people are applying is because the pay. You want to hire , the pay is the problem too low

4.1  (35 )
Ranked #140 of 418





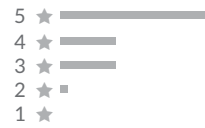
Hire teachers who are committed to reaching out and teaching all students in the classroom. Each student has different needs in how they learn and by making the effort to engage all students is essential.

4.1  (33 )
Ranked #141 of 418





We need to celebrate all learning: BIG accomplishments and SMALL ones too. Students have begun to belittle others who they feel are not as academically strong as they are--especially at the high school level.

4.1  (33 )
Ranked #142 of 418



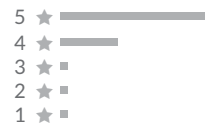
All elementary schools need AP's. Student enrollment should not be the reason that some sites are not getting support for their teachers, principals, and most importantly students!

4.1  (26 )
Ranked #143 of 418



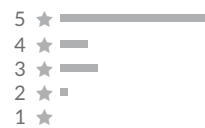
We need support in elementary for needy students. SO MUCH TIME is spent dealing with extreme behaviors of a few students. It prevents ALL students from feeling safe and being able to learn.

4.1  (24 )
Ranked #144 of 418



Encourage students and parents to accept the idea of trade schools or certificate programs as pathways to success-not just college. Not all students need to go to college in order to succeed. There are many definitions and pathways to success.

4.1  (23 )
Ranked #145 of 418



The reduced number of para professionals at high sch level is putting increased stress on the current paras as they juggle betwn classes and students Some students are not being provided with the level of support they deserve and require as the paras can't be in more than one place at a time.

4.1  (18 )
Ranked #146 of 418



Adequate resources need to be given to schools to provide the supports . There needs to be VPs, MTSS liaisons, and counselors at all elementary sites to support students, teachers and admin.

4.1 ★★★★★ (17)
 Ranked #147 of 418



Prioritize elementary education (so often an afterthought). All schools should have full time APs, classroom paras , slip schedule for grades TK-1. It all starts in elementary- if we give students a strong foundation, our middle and high school students will come in stronger and more prepared.

4.1 ★★★★★ (16)
 Ranked #148 of 418



Success does not always mean students go to college they applied. We should strive to support students for their paths that they desire. Students can be successful in academics and/or in careers.

4.1 ★★★★★ (16)
 Ranked #149 of 418



Have clearly defined job descriptions for MTSS and Equity TSAs and share them with classroom teachers. We have had different levels of support based on who the person was. A job description would lets everyone understand the support we should receive.

4.0 ★★★★★ (57)
 Ranked #150 of 418



Look well beyond "Academic Excellence" and look at developing self-effective individuals who can thrive in the world outside of school. The focus on academics at the detriment to student well being creates inequity, and leaves some of our most vulnerable students in the dark.

4.0 ★★★★★ (57)
 Ranked #151 of 418





Better balance academics vs. mental health of students. We know that academic pressure can lead to poor mental health in students, yet students always feel like they have to sacrifice one for the other

4.0 ★★★★★ (56)
 Ranked #152 of 418





Provide More Professional Learning We need to build more time into our professional learning to support deep learning and collaboration. Not just once and done, but PD that builds...

4.0  (56 
Ranked #153 of 418





Provide QUALITY PD to staff. District got rid of our curriculum experts (TSAs), who used to provide incredible PD. It's been all downhill since. Emphasizing deeper learning is one thing, but where's the PD? It feels like the district throws out those big words, but the actions do not follow.

4.0  (56 
Ranked #154 of 418





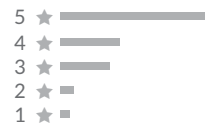
Success should start with better teacher professional development and training. We differentiate in our classrooms yet we are dropped into Zoom with hundreds of people given a preview level of training and then sent off to figure it out. We need well curated and differentiated development.

4.0  (56 
Ranked #155 of 418





We need more programs/psychologists for our students. Our students need help learning how to deal with big emotions, life events, physical changes, and with how to love and believe in themselves.

4.0  (56 
Ranked #156 of 418




Why is "love learning" last? It should be first.

4.0  (56 
Ranked #157 of 418




Teachers need time to get both the physical learning environment ready as well as the digital learning components. More release time is needed.

4.0  (55 
Ranked #158 of 418

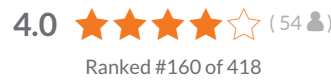


We need to pay more mind to our intervention programs and perhaps have full time Instr. assistants help with the large amount of children in need. I find there is a huge need for students all day for intervention time to be used. Especially elementary school.

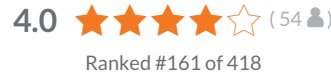
4.0  (55 
Ranked #159 of 418



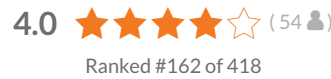
Adequate staffing for SDC Classrooms to allow for success of ALL our students We must prioritize our most vulnerable special day class population with solid educators and not rely on substitutes.



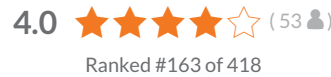
I think there is an overall climate of teachers feeling they are not supported by the administration/district. Students can't be successful if teachers aren't supported and have voices that are heard by management.



Success should include the development of the whole child. For elementary, that should be supported with FT certificated VAPA instruction. Students need time to develop fine motor skills, creativity, presentation skills and ENJOY being a kid.



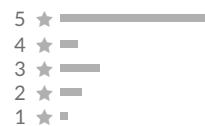
Teachers need more paid time to collaborate. Integrate more planning and collaboration time into the school year to improve-not touch the surface. Deeper learning requires deeper planning. And we should not be expected to do so on our own time. That is what is happening now.



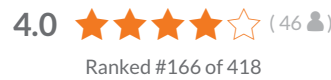
Treat all employees as equals. Help students understand that roles in the organization that are not teachers are just as important. Respect of staff Students only think about their teachers. We have many other employees that work with students. Students need to understand that so they can respect



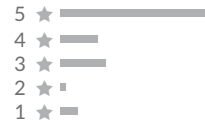
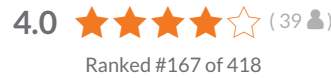
Combo classes in elementary DO NOT help students and it's NOT what's best for students. Combo classes wreak havoc on a school site.



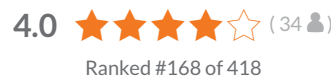
Recognize the importance of school libraries at the elementary level. They foster success! Every student visits the library every week of their entire elementary career. It fosters joy of reading, teaches info literacy, is a safe place, etc



Teachers need the tools to teach. Many textbooks and technology is out of date. This harms our students.



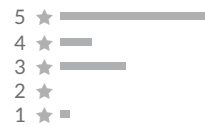
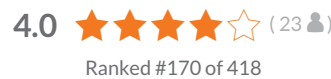
We need to have more focus on the whole child- not just the academic intelligence of a child. Our students are crying out for our help. We do a lot of lip service to different programs that are supposed to help students but it often seems to m



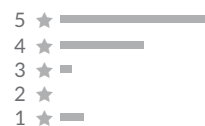
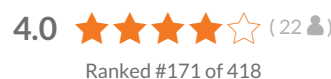
The definition of success needs to be broad & inclusive of the levels our students are capable of achieving. Both low & high. Everyone needs purpose. I feel like learning disabled often feel left behind. We try, but maybe need to try differently.



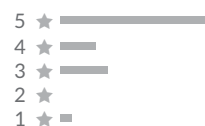
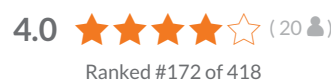
All departments and sites need to communicate with each other /get the same info so that all have the same message. In my opinion if everyone is aware of the same rules/message, we come across as a well knit organization and knowledgeable staff





Provide collaboration time focused on this discussion Staff members need time to have discussion and share ideas.



Why do we allow online advancement through math and world language classes then act as if we have no idea why our math CAASPP scores are declining? We don't allow this for English courses. So why do we allow it for other classes? Then pressure teachers to fix learning gaps we didn't create.





Parents and community need to participate in this vision. There's a lot of pressure on academic excellence and test scores.

4.0  (19 )
Ranked #173 of 418





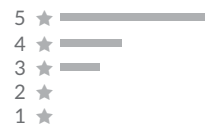
To help parents realistic collegiate expectations for their child. Students put unnecessary stress on themselves failing to understand that for many a junior college is an outstanding choice.

4.0  (15 )
Ranked #174 of 418




Address student behaviors Poor academic behaviors impede Academic Excellence.

4.0  (12 )
Ranked #175 of 418





Community partnerships Not one stakeholder group can make change on a larger level. We need collaboration with students, teachers, administrators, classified, parents etc

3.9  (58 )
Ranked #176 of 418





Parent Choice rhetoric threatens academic freedom and academic excellence Opting out of curriculum through parent choice will wreck havoc on what/how we teach.

3.9  (58 )
Ranked #177 of 418




Success looks and feels different to everyone. It is important to provide different ways to view and to demonstrate success. Diversity is important.

3.9  (57 )
Ranked #178 of 418



Change emphasis of success from grades and GPA to growth over time We have too many students who think that their GPA is the only thing that matters, but improvement and growth are valued more in the workplace.

3.9  (56 )
Ranked #179 of 418





Kids are more than test scores; they are more than what they do in school Kids are begging to find balance; some kids are getting to college already burnt out without having thought about why they do what they do

3.9  (56 )
Ranked #180 of 418





Parents need to buy into a broader def. of success. We need to bring in more adult speakers to share success stories that are not college-centric. Students only know about the college path even though it might not be realistic for them. Parents hyper-focus on college overpowers our messaging.

3.9  (56 
Ranked #181 of 418





Recognizing everyone learns very differently. Test scores do not always reflect a person's knowledge on any given topic.

3.9  (56 
Ranked #182 of 418



Students should be given multiple ways to demonstrate learning. It would be helpful to collect and share grade level examples.

3.9  (56 
Ranked #183 of 418




Place boundaries on advancement. Adults need to help set students up for success. Stop the narrative that boundaries are punitive. You cant claim to care about mental health and allow what's happening to continue. They may end up with a B at the end but at what cost???

3.9  (55 
Ranked #184 of 418



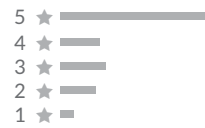
Rigor is not always about getting through a curriculum. We need to redefine success to include high engagement/well being and less about test scores Children's well being and relationships should be central to our mission. From this core will come rigor and children will reach high standards.

3.9  (55 
Ranked #185 of 418

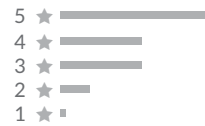
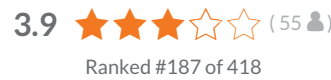


SRVUSD thrives academically and we have the evidence to support that. We need to focus on our students becoming compassionate global citizens. This is how we will truly help our students succeed in life. Education goes beyond academics. Social emotional development for ALL of our students!

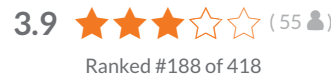
3.9  (55 
Ranked #186 of 418



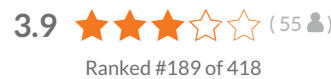
Teaching curricula with fidelity. Ensure all staff are teaching the expected curriculum and teaching it well. There are major holes in math and ELA Parents/students should not have to rely on paid tutoring or outside classes to achieve “deep leaning” or to be successful. Should be the exception



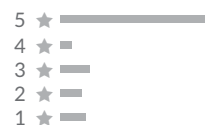
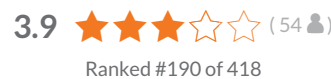
We are taking steps to hit this goal by providing technology to stay current. We fall short by not educating the teachers and staff on it. We must stay relevant and current in todays work environment.



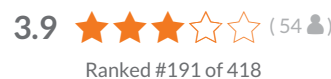
capture students talking about what success mean to them. Lets hear what they feel is important in defining this topic



Allow more teachers to be part of decision making by having committee meetings during the day and providing substitutes instead of after school. This will broaden the amount of people who can attend due to after school commitments It will also honor and respect teachers time.



Combo classes should be abolished! This is not good for students and the workload on teachers is ridiculous! teaching all subjects for 2 grade levels is too much to ask a teacher.




Content must be delivered so that it is not only accessible by all students, but also so students feel like they belong in the classroom. Accessibility and belonging are foundational to creating pathways to deep learning.



Encourage, engage and address the needs of students with learning challenges. It's important to enhance the learning of all individuals and we need to do this with better facilitation starting with curriculum that reaches all.



Get Parent's on board for this broadened definition of success. Without students being well emotionally, they cannot be successful academically. There is such a push by parents in our community that their child HAS to go straight to a 4-year to be successful. Not true! This hurts our students

3.9  (54 
Ranked #194 of 418



Elementary needs a comprehensive reading/writing program. NYRW is a method (strongly stated at a NYRW workshop). There is nothing wrong with a reading program that includes phonics, vocabulary building, literature for shared reading, grammar, etc.

3.9  (53 
Ranked #195 of 418





Consider all students, including their gifts, needs, interests, backgrounds, and goals. This is important because all students need to be part of this definition so they have the opportunity to thrive and succeed.

3.9  (52 
Ranked #196 of 418



Ask parents to partner w/ us to help their children make wise decisions about course schedules. Many students are overwhelmed b/c of too many AP/honors classes. They don't sleep well and can't focus in school, let alone experience joy in learning

3.9  (51 
Ranked #197 of 418



Communication between district departments- what is shared with principals should be shared with the Ed center and technology. If the district releases different platforms - tech needs to know if there are any issues

3.9  (51 
Ranked #198 of 418

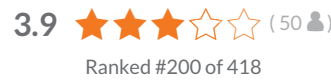


MS Interventions We need consistent teachers teaching MS ELA/Math intervention courses year after year. Changing who teaches it does not lead to success

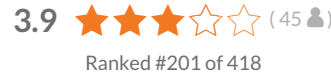
3.9  (50 
Ranked #199 of 418



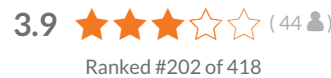
Perhaps resetting the idea of success to be progress? For some students, "success" as defined by other may feel out of reach. Students must remain hopeful that their effort is moving them forward, even if they don't meet the definition of success as others see it.



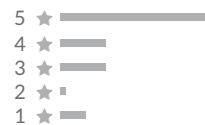
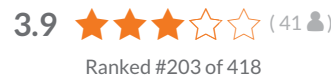
Upgrade SST/P process.. When students get failing grades on their report cards and CAASPP, their supports should automatically move with them. Redundant paperwork does not help kids catch up.



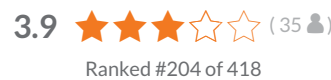
It is best for the students, families, and staff to eliminate combo classes. The students in a combo class are not receiving equitable instruction to other students in a regular class. The students deserve better.



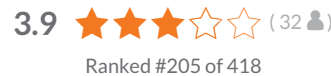
Equity Liasons are wasteful of District resources. Get more core academic teachers and lower student/teacher ratios, not more non classroom roles. Bloat at the admin/non classroom role is hard to remove once instituted.



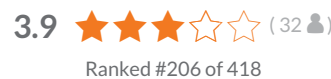
We need to focus on the people we are teaching, not just on grades. Students are under tremendous stress; we all need to practice empathy.





Back to basics. Less concern about being on the cutting edge of new programs, more focus on teaching the students what the actually need and can use. I think it's obvious.



It depends o what "broadening our definition of success truly means." If it is the equivalent of the participation trophy, then no. This just develops a false sense of ability for little to no effort. We need to teach accountability and work ethic.





Focusing on student passions and encouraging curiosity and an environment that allows for students to experiment and fail. We need parents on board Students need room to explore with a community support and tolerance for failure. Parents need to be willing to move from a grade centered focus.

3.9  (31 
Ranked #207 of 418





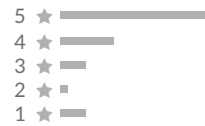
Broadening the definition of inclusion, to incorporate parents, students with disabilities, english language learners, students with behavior, counsel Its about presenting a mindset for community and equal opportunity to contribute towards the building of a trusting and caring community.

3.9  (29 
Ranked #208 of 418





Stop justifying other people's jobs (TSA's/Curriculum Directors/Equity Liaisons) by adding to teachers' plates. Let us do our own jobs. If we are actually able to do what we were hired to do, everyone will be more successful.

3.9  (29 
Ranked #209 of 418





Allow me to teach--cut out at least half of all meetings, including PD If teachers don't have time to teach, there is little chance of "excellence" of any kind.

3.9  (28 
Ranked #210 of 418





Allow for the different needs of different students. Recognized the expertise of teachers in determining what is best to teach and how to do this working towards the definition of 'success'

3.9  (26 
Ranked #211 of 418





Success does look different for everyone If a student is successful they will be more likely to attend class and participate

3.9  (26 
Ranked #212 of 418

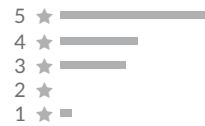
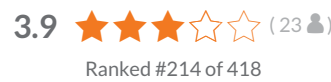


Highlight the most important standards students need to know for the long term These are skills they will use throughout their education and possibly their life depending on their careers

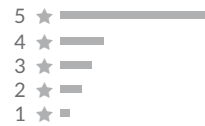
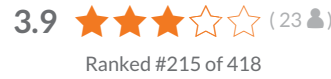
3.9  (24 
Ranked #213 of 418



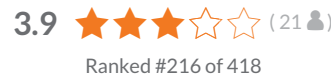
Be more inclusive of all students. So that everyone feels as if they have a place at the table.



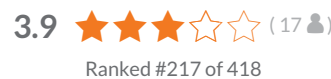
We need to create spaces that allow students to feel comfortable asking for help or expressing themselves. Students need to know that asking for help or being themselves is not a negative. It is a sign of strength, not weakness.



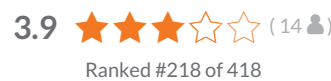
We need to be clear, and perhaps differentiate, what "success" looks like. Going through the Covid experience has had a serious impact on everyone. Many students regressed during Covid, significantly, and we most likely have not accounted fully for its impact.



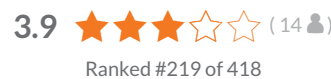
Students who receive sped services and the people who support them are often not give the tools needed to help achieve success. The lack of support impacts not only students with sped services but gen ed students as well. It makes academic excellence seem impossible to achieve.



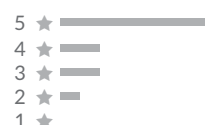
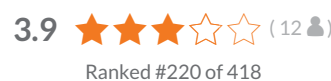
Provide additional opportunities to support ALL students and smaller class sizes. All students deserve to be met where they are, academically and emotionally, and supported or challenged accordingly.





be intentionally invitational and outreach to marginalized populations. Inclusivity matters, & the greater the connection between the student's home/family, and the school, the higher their learning outcomes(connectedness)

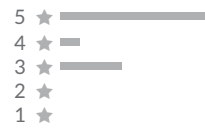


No phones in class
translated by Google





Eliminate Lucy Caulkins Readers/Writers Workshop and teach structured literacy
Lucy's methods don't work. Students have huge learning gaps because they have not been explicitly taught grammar, conventions, writing structure.

3.9  (11 
Ranked #221 of 418





Success can happen for everyone if we don't only look for the standardized this is what it should look like. We need to remember all our students start at different levels, their own growth should be rewarded not just the top.

3.8  (58 
Ranked #222 of 418





District needs to communicate better to teachers Why is this not done in person, during meeting time? Why did the community get their thought exchange before us? What are you talking about?

3.8  (57 
Ranked #223 of 418





Kids are getting to high school who cannot read. It's not the es/ms teacher's faults-it's the system's. What are we doing at the high school level to teach kids to read? How is it acceptable to graduate kids who can't read? It's happening.

3.8  (57 
Ranked #224 of 418





Pay teachers to be faculty advisors for student clubs. Student clubs create community and a sense of belonging. Teachers are too over scheduled to be available as faculty advisors. Being paid would help.

3.8  (57 
Ranked #225 of 418




Provide instruction opportunities beyond reading, writing, science, and math that are paid for by district, not individual school sites. Engagement.

3.8  (57 
Ranked #226 of 418





Success does not show on tests or ability to score well on a standardized test. Growth made no matter on small is important.

3.8  (57 
Ranked #227 of 418





Communication between, staff, parents, education, and tech departments is a must to help each and every student thrive. If the teachers have what the need to teach then the skys the limit on what can be taught and learned.

3.8  (56 
Ranked #228 of 418





Empower students to define their own idea of success that they recognize. Be receptive to an alternative interpretation. Providing students voice and input would further empower them and hopefully lead them towards the idea of joyful learning.

3.8  (56 
Ranked #229 of 418





I think it will take a shift in traditional thinking about success as a community. You can be the most "intelligent" person in a the traditional sense, but this will be useless if you lack other basic interpersonal skills.

3.8  (56 
Ranked #230 of 418





If we are truly about equity, we need to stop allowing high school students to take classes out of the district How is it fair that some parents pay thousands for an easy A at a one on one "academy?" What about families that can't afford this option?

3.8  (56 
Ranked #231 of 418





Make sure all stakeholders share what success looks like. We have varying definitions of success so understanding different POVs is crucial.

3.8  (56 
Ranked #232 of 418





Make sure that each student feels purpose as they go about their learning. It is important to know why they are doing something and why it matters.

3.8  (56 
Ranked #233 of 418





Should students be able to put grades for classes taken outside of SRVUSD schools for the acceleration on their transcript? I say no! EQUITY...not all families have the means to pay for outside courses where it is much easier to earn an A. Are we allowing families to "buy" grades?

3.8  (56 
Ranked #234 of 418





The SEL survey isn't a terrific way to measure the social emotional well being of our students. This survey needs to be revamped because young kids may not not understand very well what's being asked and how to answer and this messes with results

3.8  (56 
Ranked #235 of 418





Equity liaisons... great concept, but it was rushed. Most of the equity liaisons are white and have little experience with equity work. It's clear they have limited knowledge in terms of equity and unknowingly show their white savior complex. This creates distrust for POC.

3.8  (55 
Ranked #236 of 418





Increase Alt Ed for students with an IEP. The max amount of Resource students at alt ed is ~15. It is inequitable to say no to students with disabilities who need options offered to gen ed!

3.8  (55 
Ranked #237 of 418





Reduce the importance of CAASPP test results. Teachers feel like they have to "cover" curriculum to prepare kids for CAASPP, and that they can't "cover" as much w/deep learning projects.

3.8  (55 
Ranked #238 of 418





I'd like to see CTE courses and the pathways updated to reflect success outside of standardized testing and grades. Many of our students go on to community college and/or pursue a non-four year track post high school.

3.8  (54 
Ranked #239 of 418





Increased mental health needs/concerns and parent difficulty in supporting these needs has seriously impacted attendance and achievement. We need to focus more on community-building and family engagement while also offering more concrete supports.

3.8  (54 
Ranked #240 of 418





Make learning meaningful and fun Increase student engagement and retention

3.8  (54 
Ranked #241 of 418





Success cannot be limited to academic measurement, but rather inclusive of social/emotional well being. As we shift focus as a district towards better integration of a SEL mindset, it should be considered an element of overall success.

3.8  (54 
Ranked #242 of 418





Success is more than the letter grade. Stud./parents are still obsessed over getting the "A". We need to change rep. cards to reflect standards grades They are less concerned about progress made than the letter grade. Learning is a process not a grade. Emphasize learning process.

3.8  (54 
Ranked #243 of 418





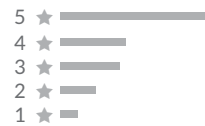
ThoughtExchange has a definite flaw when we can't "like" things on the results page, which really just means the order they were put in. We're too busy TEACHING to complete these once, let alone multiple times. Could you PLEASE respect our time outside of teaching??

3.8  (54 
Ranked #244 of 418



Update report cards to reflect a broader definition on success.

3.8  (54 
Ranked #245 of 418



We need to broaden our definition of success by measuring factors more individually to the student's needs and supported by great teachers. Some students find success with high academic achievement while others perceive success as outstanding athletes or doing well socially.

3.8  (54 
Ranked #246 of 418





Recruit teachers from diverse communities. Hear the students voices and get professional community representation from all skin shades. This is important for recruitment purposes,make more than sports jobs appealing to students prior to their Junior/ Senior yr when deciding on college.

3.8  (53 
Ranked #247 of 418





The math program at the high school level. Has there been a serious analyzation of the program by the director of curriculum?

Parents are paying so much money for tutors and/or off campus non-district classes so students can pass math.

3.8  (53 
Ranked #248 of 418





Implore parents to respect the expertise of teachers in their field (as you would a doctor). Change messaging about college. Students are being given bad advice on what to prioritize in their academic careers.

3.8  (52 
Ranked #249 of 418





Please get RID of non-district courses. Students jump YEARS ahead of where they are mature enough to be

3.8  (52 
Ranked #250 of 418





Would SOMEBODY at the DO start listening to middle school math teachers about the problems with MAP?!?! We have been trying to implement change since pre-Covid. We know what is best for students. Listen to your teachers!!!!!!!!!!!!

3.8  (52 
Ranked #251 of 418





In elementary, we need to have reading level assessments for students as an essential standard It's important because we need to measure fluency and comprehension growth. Reading is on CAASP.

3.8  (51 
Ranked #252 of 418





Success reflects the effort and preparation of a student who is working toward their academic goals. Success involves grit and tenacity, not just talent

3.8  (50 
Ranked #253 of 418



Celebrate the learning process, honor the work of educators, support students to learn at their pace without fear of grades and judgement. Success is not defined by the gradebook. Let us teach students their learning journey matters more.

3.8  (46 
Ranked #254 of 418





Did you first ask the teachers their definition of success for all students? They are the ones interacting with students on a daily basis.

3.8  (45 )
Ranked #255 of 418





The district needs to get its stuff together to be more efficient. Once that happens, all schools should follow universal rules. Your staff is very frustrated, the system in inadequate. It's confusing to families when they talk w/families at other schools w/different rules.

3.8  (43 )
Ranked #256 of 418





It is very important to educate our parent community through workshop talk , town house like meeting and tell them that world need well rounded people a lot of our community is not schooled here in US, they had higher education here, and they need to learn that having empathy, standing is also=to As

3.8  (41 )
Ranked #257 of 418



District Technology has never met a program it doesn't like. We should consider scaling back. Too much over promising and under delivering. Despite their efforts, Tech simply cannot handle managing everything that everyone wants - synchronize this and that etc.

3.8  (39 )
Ranked #258 of 418





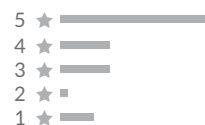
Over the past 4 or 5 years, we've added more SEL which helps students connect to peers and feel connected @ school. Give us time to use what we have. They need to understand/practice empathy, self awareness, and coping strategies. This is true for all grade levels and effects all their choices.

3.8  (37 )
Ranked #259 of 418





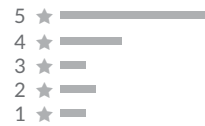
One flaw in Thought Exchange is that I have a difficult time rating a "thought" from elementary or middle teachers since I am a secondary teacher. My ratings are likely not valid and could skew the results. There should be a skip option.

3.8  (34 )
Ranked #260 of 418





We need to work on teaching about inclusion from TK on. Inclusion of all people including the LGBTQ+ community. Students can only be successful when they feel included in the curriculum and community.

3.8  (33 )
Ranked #261 of 418





Maintain a commitment to differentiate learning To help include all students

3.8  (32 )
Ranked #262 of 418





Multiple avenues for learning Offering multiple avenues of learning on a school campus can help kids of different learning paths keep a growth mindset

3.8  (28 )
Ranked #263 of 418





Train teachers to integrate social activities into their regular lessons (like group activities, low stakes work, etc). This will improve student connectedness among peers and create a greater feeling of community.

3.8  (26 )
Ranked #264 of 418



Broaden how we measure success and how we define success. Provides more opportunities for student success/progress based on individual baselines.

3.8  (24 )
Ranked #265 of 418



It would be helpful to have combo teachers meet district wide as do regular grade levels to collaborate, share resources, and strategize. This would allow for seasoned combo teachers to share their wisdom and create a community of teachers who share the same combo related challenges.

3.8  (22 )
Ranked #266 of 418





All around well being of students. It shouldn't be about just academic success, but about the student and their success navigating their time in school it's about well being as a whole

3.8  (8 )
Ranked #267 of 418





Make our schools safe - Make it a priority to fill lunch supervisor positions ASAP for elementary Our students should be safe during lunch and recess with trained and consistent adults

3.8  (4 )
Ranked #268 of 418





Understand the dynamics of diversity in its essence. Know that each student and the teacher represents diverse culture, family, race, community

3.7  (58 )
Ranked #269 of 418





Academic excellence follows balanced mental health. SEL should come first. Neither the pandemic or its traumatic effects are over. Slow down. Go slow to go fast. Introducing NEW curriculum, digital programs, and strategies will not heal the current deficits. Just piling on more weight.

3.7  (57 )
Ranked #270 of 418





MTSS had us pare down to our "essential standards" but why? Eliminate other standards so we can achieve more success in less areas? Are we supposed to focus on just the essentials? Spend extra time on them? This took a whole year to do but the roll out of "what now" is lacking

3.7  (57 )
Ranked #271 of 418





We need to ensure we are including ALL students We need to include all students, including sub groups in goals.

3.7  (56 )
Ranked #272 of 418



Regular release days Monthly release days would give us the time we need to grade papers, give students feedback, and plan with deep learning at the forefront of our minds

3.7  (55 )
Ranked #273 of 418





There needs to be funding equity to support this work. When you depend on parent funding, it leaves some schools behind.

3.7  (55 )
Ranked #274 of 418





Use diagnostic tests to measure the results of success so we understand that success does not equate to a grade but to what students learn. The essence of school should not be to earn a grade but to learn. If you give out a good grade and students do not learn then what are we doing.

3.7  (55 
Ranked #275 of 418





Share consistent language across the district
Since we are so large, it is important to have something that unites us all together

3.7  (54 
Ranked #276 of 418





Course offerings should be consistent with what teachers are passionate and knowledgeable in, and not driven by student sign ups. Requiring teachers to teach classes outside of their expertise creates more stress for teachers and lowers the quality of the student experience.

3.7  (53 
Ranked #277 of 418





Provide equity not equality in all teaching and learning. Students must feel empowered to be the best learner possible.

3.7  (53 
Ranked #278 of 418





Pssst... Let teachers who know their subject matter teach others. District leaders need to stop acting like they know best. (pssst... essential standards)

3.7  (53 
Ranked #279 of 418





Some departments are too rigid at the high school level. Broaden the acceptance of work and utilize multiple forms of assessment. Keep standards high, always, but understand that students need a certain amount of flexibility to shine.

3.7  (53 
Ranked #280 of 418





We should consider Full Day Kindergarten. Many districts have full day Kinder to give the students the time with their teachers to learn foundations Many districts have it. Students go from full day pre-schools to 1/2 day TK and then 1/2 day kindergartens. We should extend the Kinder day!

3.7  (53 )
Ranked #281 of 418





Define what success we want our students to achieve so we can measure it. If our students can meet our definition of success, they should be able to graduate from our school district and succeed in their next chapters.

3.7  (52 )
Ranked #282 of 418





Success breeds success. It is important that the adults in the organization can connect their daily work to "thriving students". By asking the question - What have you done in your work/role today that supports our students to thrive - helps us to stay focused on kids.

3.7  (51 )
Ranked #283 of 418





The elementary report card needs another overall. It should show how students grew or improved.

3.7  (50 )
Ranked #284 of 418





Allowing students to be different will permit teachers to teach to them differently accessing success to them. Equity teaching isn't working. When we say we want equity teaching, we are not adequately teaching our special needs or struggling students. They are being lost in the mix.

3.7  (49 )
Ranked #285 of 418





To advance in math in middle school, is this qualifying test online? If so, don't you think they are taking it with a parent? The results aren't accurate then.

3.7  (49 )
Ranked #286 of 418





Why is there a need to "broaden the definition of success"? How many teachers were consulted whether this was necessary? This is a top down initiative that is not necessarily what teachers endorse.

3.7  (41 )
Ranked #287 of 418





Increase EL support Teachers need further training on strategies that will support our EL students

3.7  (36 
Ranked #288 of 418





Parent Education There are many misconceptions about what coursework should be tackled and when in order to be prepared for college admissions.

3.7  (35 
Ranked #289 of 418





Increased SEL training for teachers Not all of us are equally equipped in de-escalating situations and want more strategies.

3.7  (32 
Ranked #290 of 418





I believe broadening the definition of success needs to involve all areas of employment in the district on all levels. Communication from other staff I have to believe this widespread feeling must trickle down and affect the students.

3.7  (30 
Ranked #291 of 418





Let's get back to basics. Kids are so behind from a year online. Phonics. Math facts. Writing in elementary. Equity and pronouns are great but we need to go back to a more solid foundation of academics right now.

3.7  (24 
Ranked #292 of 418





Be open to a cross-section of school and community personnel to define what academic excellence is and how we arrive at consensus to that definition Consensus is needed so that all "voices" are heard and represented.

3.7  (23 
Ranked #293 of 418

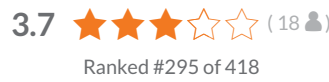


Provide curriculum guidance support to Combo teachers trying to navigate how to fit in two grade levels worth of curriculum into the day esp. K/1. I think this is critical to ensuring that we are equitable in providing the same quality education to our combo students as our regular classes.

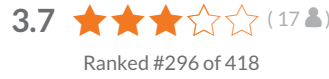
3.7  (22 
Ranked #294 of 418



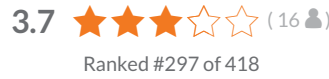
I believe the feeling of togetherness is very important. Togetherness will give students the feeling of having support throughout every level of the school: students/peers, teachers, office staff and admin.



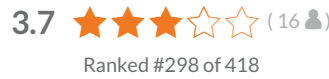
Get rid of outside courses!!! Success is not measured by an easy a in math, world language, or any other course online. The amount of students that cheat for these courses is high!



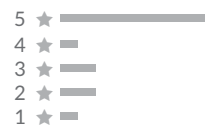
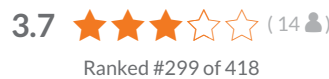
Ensure all students have access to learning that is suitable for their specific learning needs (special ed students are placed in special ed) I currently have a student who was placed in gen ed but would be able to better access the curriculum in special ed.



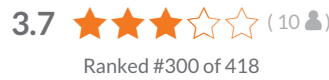
It is believed that our measurement data dropped measurably (CAASPP) due to Covid, and so regaining our footing may not appear as progress.



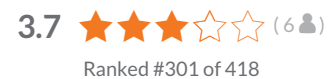
Update our textbooks!!! How are we allowed to still use Textbooks that are outdated and unrelatable to students???





We need to hash out with each other, what is the definition of success, and what does that look like. if we don't figure it out together, there will not be by in to a definition or view that doesn't resonate with you, & you have no other connection



Their social and emotional well being as well.





Equity and MTSS special assignments are a joke. All they do is come up with random tasks for those of us still working.

3.6  (57 )
Ranked #302 of 418





Give student's descriptive feedback instead of grades until the report card. Focus on learning and expected criteria instead of numbers.

3.6  (57 )
Ranked #303 of 418





Make sure all SDC students have a seat in the gen ed class Students deserve to work in the gen ed environment to the greatest degree possible. Teachers cannot support students in overloaded classes

3.6  (57 )
Ranked #304 of 418





Common goals So if our students move within the district they will be taught the same concepts and have the same goals.

3.6  (56 )
Ranked #305 of 418





Inclusion of special ed studnets Special need students need equal opportunities as general ed

3.6  (56 )
Ranked #306 of 418





Whose definition? A teacher's definition of success is often different from that of a parent or even Admin or the D.O.

3.6  (56 )
Ranked #307 of 418





Heart must come before Head always Students who feel seen will learn empathy and will learn information.

3.6  (55 )
Ranked #308 of 418





Students need opportunities to work with everyone, not just friends or teacher selected. Everyone has something to contribute.

3.6  (55 )
Ranked #309 of 418





Teach general education teachers how to recognize the need for tier 1 & tier 2 interventions, document, and implement supports We have SO many students flagged for SPED testing at the secondary level who's smaller needs we're not addressed by tier 1 or 504s in earlier years

3.6  (54 )
Ranked #310 of 418





2/3 of our middle school students are 1-3 years ahead in math. Few are successful, and there's no place to move them to. Most 11-12 year olds are not ready to take on the pace and depth of high school math. This inequity is highlighted after skipping 1-2 years of math.

3.6  (53 )
Ranked #311 of 418





Adaptation, modification, and time management are essential. Preparation for careers for the upcoming decades

3.6  (53 )
Ranked #312 of 418





Seek students' perspectives on what they believe success means. As Educators we have our definition, but that may not match our students. We should have student "buy in" to our plan for Academic Excellence and success in order to have more collaboration from all to make it work!

3.6  (53 )
Ranked #313 of 418





Success is different for everyone-it should be based on goals and passions each individual has within them. What one person considers success can be completely different from another person.

3.6  (53 )
Ranked #314 of 418





Alternative Education needs some support from the district and Board to become model programs again. Concerns raised about the merge pre-COVID when planning was discussed have yet to be followed through on.

3.6  (52 )
Ranked #315 of 418





As educators, we should know the importance of being life-long learners We need to be willing to change and adapt our grading and assessment practices to match our new definitions of success. Behavior shouldn't be included

3.6  (52 
Ranked #316 of 418





Cross Disciplinary Activities to develop STE(A)M The development of multiple skill sets that seem divergent are increasingly valuable and produce revolutionary concepts and insights.

3.6  (52 
Ranked #317 of 418





Educate our students, staff, and community about how to improve conditions for learning and academic success. Students, families, and staff need to understand the neurological basis for being ready to learn.

3.6  (52 
Ranked #318 of 418





Expecting a CLAD teacher to fully educate a mainstreamed ELL 1 or 2 in middle and high school academics is illogical. The student loses out.

3.6  (52 
Ranked #319 of 418





Observing with patience and then supporting as per students requirements are the first steps. It helps us to understand student weakness and strong abilities and how we can support to broaden their learning environment.

3.6  (51 
Ranked #320 of 418





The district should provide assessments for report card grades for all elementary students. We keep hearing equity, but there is no equity in this. Grades across the district are not equitable.

3.6  (51 
Ranked #321 of 418



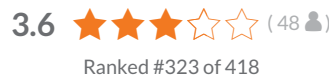
We need new report cards in elementary. Our 3, 2, 1 system of grades does not give the full picture. As a teacher, the grade of 2 is too broad. As a parent I can not easily understand what my child's strengths and areas of growth are.

3.6  (50 
Ranked #322 of 418



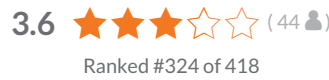
Continue the rigor while also making courses more applicable to students, so that they do not see the need to find the easy A online.

Students don't find content applicable, making them look for an options that don't meet our rigor, which is not reflective of their content mastery.

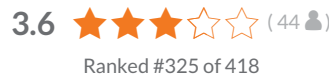


Support from the DO in hiring subs and filling open staff positions - the process is difficult and confusing and staff have not been helpful

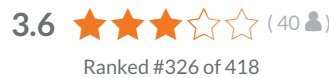
A lack of concern and a negative response has turned people who would like to be hired as subs away in frustration



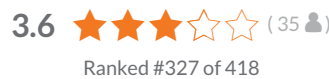
We need \$ for edu student programs so we can give all to all students instead of some district fund for all and others only to those who can afford it Giving students choice and participation in their own learning journey. Also quicker and easier rostering at the start of the year



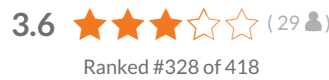
High Schools should have an equitable number of APs based on school size. MV needs at least one more AP to support students and staff.





Stop using old curriculum that is not engaging. Make inclusiveness part of your definition of success. Leave no child behind. These points are important if you want to achieve the definition of success.



Create a more flexible learning environment for those that take longer to learn things and/or learn differently. Accommodations are available to all. Many accommodations would help students access a more individualized education but the access to accommodations are limited depending on class/teacher





Provide compensation for preparation and administrative tasks for writing letters of rec for college, career and extracurricular programs/camps. Teachers have to often spend their own personal time writing time-consuming letters and often are not shown gratitude or thanks equivalent to time .

3.6  (24 )
Ranked #329 of 418





Keep our focus on education. It's what's best for our kids.

3.6  (23 )
Ranked #330 of 418





Honestly, I don't feel that the "Thought Exchange" surveys are actually used by the District to gather stakeholders valuable opinions. I believe the District essentially makes decisions, then uses Thought Exchange to mine comments that will support what they are already going to do.

3.6  (17 )
Ranked #331 of 418





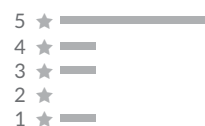
How are grades related to this expectation? since that is the current definition of success

3.6  (9 )
Ranked #332 of 418



In order for Common Learning Time to work best for students, each site needs an equitable number of paras/IAs. In order to to effectively run CLT, intervention groups need to be small and not at the expense at larger than class ratio extension groups.

3.6  (7 )
Ranked #333 of 418





I have looked at this several times. So far, requests for smaller classes and more availability of non-college track (trades, etc) seem to be top. The District will not respond to this. They will just "mine" thoughts that match what they already wanted to do. It is a sham.

3.6  (6 )
Ranked #334 of 418





As a district, it would make sense to further integrate more learning opportunities in the areas of life skills and character building.

Students developing these qualities and skills will increase their marketability to future employers.

3.6  (3 
Ranked #335 of 418





Individualize the definition of success and tailor it to each student.

3.5  (58 
Ranked #336 of 418





It's been stated equity is a condition for learning. It's more than that though. It needs to be taught explicitly, with excellent curriculum provided. If students are to experience, understand & PARTICIPATE IN THE CREATION of an equitable school/society, K-12 students need explicit instruction in it.

3.5  (57 
Ranked #337 of 418



Allow more time for discussions in class



Students have a lot on their minds they need to share and then receive adult feedback

3.5  (56 
Ranked #338 of 418




I think showing examples of high quality teacher collaboration meetings is needed.

Teachers would understand the shifts needed and how it can help students. We'll all have a common vision.

3.5  (56 
Ranked #339 of 418





PBIS I believe that our district would benefit from a more unified approach to behavioral support, maybe something like a PBIS system could strengthen SEL

3.5  (56 
Ranked #340 of 418





Really hone in on what district assessments are supposed to be looking for. Are there alternate ways that students can show mastery?

3.5  (56 
Ranked #341 of 418





We need to eliminate online course options outside of the district. These classes are not financially accessible to all, and do NOT meet rigor.

3.5  (55 
Ranked #342 of 418





Bring back instructional coaches/TSA's for ALL disciplines, including the arts. SRVTIP is not enough for young teachers who completed their student teaching during remote learning. Not enough time to work on classroom management.

3.5  (54 
Ranked #343 of 418





Make sure its inclusive to everyone's needs so a variety of needs can be met

3.5  (54 
Ranked #344 of 418





We need to realize that we are unable to affect the students before we receive them into SRVUSD. Teachers can only be accountable for what we are able to accomplish with students during a given year.

3.5  (54 
Ranked #345 of 418





We no longer have very well rounded students Students are not prepared for college or the "real world" after HS. We are creating robots rather than free thinkers

3.5  (54 
Ranked #346 of 418





Hold more accountability for implementing PLC practices that look at data and ACT on data that shows students are struggling. Students can be successful when we meet them where they are at and target THEIR specific needs.

3.5  (53 
Ranked #347 of 418





The CAL High cheerleader incident wasn't handled well. There were many rumors and it divided our community and staff more. I wish the truth was revealed in a more professional manner.

3.5  (50 
Ranked #348 of 418





Renew efforts for collaboration among secondary reading support teachers/ staff.
There was movement to work on this a few years back and that seems to have lost traction.

3.5  (47 )
Ranked #349 of 418





Why do the comprehensive high schools have different schedules & a varying number of classroom minutes? If there are district wide initiatives being pushed, schools and teachers from different schools will have inequitable experiences with implementation

3.5  (35 )
Ranked #350 of 418





Before asking teachers to build a new CLT program, let's help science specialists and general Ed teachers work together to implement Twig. Money is wasted on unused curriculum, and we are missing opportunities to deepen learning by trying to run separate programs.

3.5  (32 )
Ranked #351 of 418





We need to bring back the SDAIE program for our EL students. This is crucial so that they can access the curriculum and not get lost. If we believe all students should learn then don't get rid of these programs.

3.5  (19 )
Ranked #352 of 418





Look at standards by grade level and understand what is expected for proficiency.
We need a goal

3.5  (17 )
Ranked #353 of 418





There needs to be behavioral accountability in the entire district so that academic success can occur in the classrooms. It is exhausting that teachers are expected to 'hold the line' regarding behavior when the district overrides the rules for repeat offenders.

3.5  (8 )
Ranked #354 of 418





Certificated math interventionists in elementary who have more flexibility/autonomy with what they teach
Right now the math interventionists only teach 1 fluency standard per grade 2x/week. They should be allowed to do more and be here 4x/wk.

3.5  (5 )
Ranked #355 of 418





Allowing the teachers to teach class and have support for other duties: tracking tardies/calling parents about non classroom issues etc. As a staff member, I see teachers being bombarded again and again with non classroom duties and it is burning them out....

3.5  (3 )
Ranked #356 of 418





Learn and research how other countries define academic success and be willing to realign our definitions. It's always important to recognize how others have success and question our definition of what success is.

3.4  (57 )
Ranked #357 of 418




continue to ask for input from students, staff, parents and community that way you get a variety of responses

3.4  (55 )
Ranked #358 of 418





Middle school students taking high school level math classes should have their CAASPP and FastBridge based on their math classes, not their grade. I have over 200 math students CAASPP testing for classes they didn't take or skipped or took over the summer and forgot.

3.4  (54 )
Ranked #359 of 418





Students have more autonomy over their learning. Feeling empowered will enable more to thrive.

3.4  (54 )
Ranked #360 of 418



Define success.

3.4  (53 )
Ranked #361 of 418





Equity feels performative If we are not truly making systematic change to change the discrepancies we see, how are we truly achieving equity? And all in ONE year?

3.4  (53 )
Ranked #362 of 418



Help transgender/gender neutral students access locker rooms/changing areas. Right now, there is not a good permanent solution in place to address this. Students are using bathrooms and this creates additional problems.

3.4  (53 
Ranked #363 of 418





Recognize that not all students are going to "succeed" when we broaden what "success" means. Raising the bar means raising it above the level of students who were previously barely meeting it. Higher standards means fewer people meeting them.

3.4  (53 
Ranked #364 of 418





This should be done during a PD day or meeting time. I do not appreciate getting emails telling me to do this when I am trying to TEACH.

3.4  (53 
Ranked #365 of 418





to ensure every student feels seen and heard in their educational environment; to ensure we are self-improving schools through quality assurance pgm students are more passionate about their learning vital to our success; school leaders wil exhibit strong internal capacity to make yearly improvement

3.4  (51 
Ranked #366 of 418



Less words to get your point across People don't want to get to the point in the first few sentences.

3.4  (48 
Ranked #367 of 418



Identify what parents and students mean by success define what the district means by academic success - what are the metrics used to measure it

3.4  (44 
Ranked #368 of 418

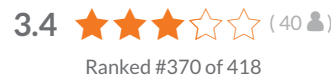


Social and emotional well-being is paramount Too communicate verbally with one another. Look someone in the eye and have a conversation.

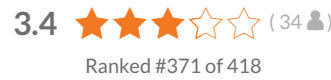
3.4  (41 
Ranked #369 of 418



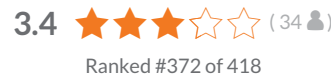
Student support minutes are increasingly being hijacked to do complete administrative tasks, like fire drills and “SEL” and/or “equity” lessons Minutes were taken away from the classroom instructional time with the understanding that we could use them to help students, this is bait & switch.



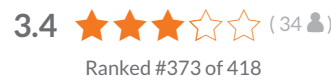
Identify pockets of excellence in areas that feature in the definition of success and use the staff involved as models district-wide To build on what's happening already, recognizing expertise, helping achieve equity across the district so no site feels left behind.



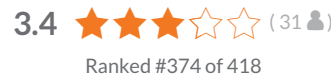
Teachers need cultural training to meet the needs of all students Our students represent cultures and we teachers do not have resources or training to be culturally sensitive to students or their learning styles



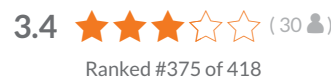
We are spreading the students too thin. Stick with the basics. It's important because they actually need to learn reading, writing and math.



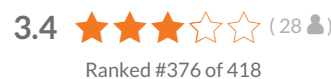
A way to show we value SEL is to put it on the bell/prep schedule. Make sure there is 20 minutes at the beginning and end of day for class meetings. This helps build connection and a sense of belonging.





All types of learners have the ability to achieve under broadened definition of success. Not restricting the definition of success helps all types of learners feel they can be successful. In a world of diversity learning is just as diverse



Include a radically profound prioritization of social emotinal principals for all teachers and staff in the mission statement. To bridge the gap between lofty ideals and petty behavior.





Establish a central digital location for shared lessons/activities. Educators can easily share ideas for lessons.

3.4  (22 )
Ranked #377 of 418





In your opinion, why is nobody participating in this thought exchange? Because it's pointless.

3.4  (20 )
Ranked #378 of 418





Perhaps define areas of success for people to share, so there are categories of success??? structures and boundaries help people evolve their thinking.

3.4  (20 )
Ranked #379 of 418





Meet each student where they are and celebrate their different achievements. Avoid mixed messages and old routines. Peachjar ads for college counseling still appear. The PSAT is hyped. Not enough emphasis on other paths (CTE)

3.4  (13 )
Ranked #380 of 418





allow for more volunteer opportunities in our district helping others is how some children define success

3.4  (3 )
Ranked #381 of 418





CTE options for Alternative Education Currently, students either have to get a job or take an edgenuity class to earn VA credits.

3.4  (2 )
Ranked #382 of 418





Include the success of students to all parts of their upbringing; family, teachers, themselves. It is important as all three aspects of a student's school journey takes a positive or negative turn based on the committed support of these parties.

3.4  (2 )
Ranked #383 of 418





Provide parent education and context to ensure understanding of what "success" can look like for all of our students. Common understanding is essential for the growth and progress of our strategic directions

3.4  (2 )
Ranked #384 of 418





Success is more than just grades But the grades are what matters in terms of transcripts

3.4  (2 )
Ranked #385 of 418





Please bring back PD days throughout the year. It is challenging to have vertical alignment without common preps K-12

3.3  (57 )
Ranked #386 of 418





We should work for continual academic improvement and avoid being complacent when our schools are relatively better than neighboring schools. Our schools have a lot of room for improvement in academic excellence. There is a lack of urgency to improve.

3.3  (53 )
Ranked #387 of 418



I am new to the district this year and I really appreciate how student focused SRVUSD is. It is a huge improvement over other districts.

3.3  (52 )
Ranked #388 of 418




This seems like yet another top down idea. It's not the worst idea, but let the people who came up with it figure out how to do it.

3.3  (51 )
Ranked #389 of 418





I worry that CLT will become a way of tracking students. Are the assessments we use fair? Have we identified bias or shortcomings?

3.3  (48 )
Ranked #390 of 418





Make sure all staff understand the concept and are on board. Our students will be better prepared and our priorities will be clearer

3.3  (42 )
Ranked #391 of 418





Have one thing in mind success, for me that mean keep the staff happy and we will focus 100% on our students to be successful. We as staff don't have to weary of how we need to work in an environment of street for our wellbeing.

3.3  (29 )
Ranked #392 of 418





Provide training to all regarding "deep learning." It's a great concept but it's a concept to me at this point. We all need to understand what it means so we know how to provide it for our students.

3.3  (14 )
Ranked #393 of 418





When you put the question that way, the first thing I think of is dropping the bar, lowering expectation, not more inclusive understanding semantics are important, we live in a world of sound bites

3.3  (7 )
Ranked #394 of 418





We have a lot of specialty roles at our school who provides special services for children to be successful, but children have to "qualify". We are doing a disservice by not providing services to all children who need help on a daily in the classroom. We need to do better for these kids!

3.3  (5 )
Ranked #395 of 418





It all comes down to how we are defining success and it's currently through grades. We need to change the way we are assessing and grading students. We need to show our students a broader definition of success. They are currently told it's good grades and a 4 year college. Show them other options!

3.3  (1 )
Ranked #396 of 418



More CTE, elective, and language options for Alternative Education Students in Alternative Ed don't have a lot of options to earn elective credits. Currently, students are taking math and science for electives.

3.3  (1 )
Ranked #397 of 418





Make it not grade based. Students focus on the letter not the lesson.

3.2  (54 )
Ranked #398 of 418





It is very difficult to answer a question about "broadening the definition of success" as it is so open ended. Traditional grading scales work. The world rewards good work and mastery, so our schools should not deviate from that norm. Lowered expectations for students is a disservice to them

3.2  (42 )
Ranked #399 of 418





Working together as a team will help build and strengthen our districts definition of success. MTSS meetings, sharing of ideas. working together as a team by sharing ideas, will help define success. working together will help support our students in the best and most positive

3.2  (20 )
Ranked #400 of 418





We need collaborative work around anti-racism. We need to confront the school systems in place that make it easier for some students to "succeed," but not others.

3.2  (5 )
Ranked #401 of 418





Students take less classes They won't take 6-7 classes in college and they have huge breaks between them.

3.1  (55 )
Ranked #402 of 418



Get rid of non district courses Horrible for students teachers and parents

3.1  (53 )
Ranked #403 of 418



Keep Equity Liaisons funded indefinitely and expand elementary support. Equity education in elementary, including implicit and explicit bias training, will alleviate the serious race-related problems in MS/HS.

3.1  (53 )
Ranked #404 of 418





PD training for staff with SEL, partnering with an out of the district company focused on SEL for students Students are successful when their SEL needs are met, but as staff we need time for PD to grow in our own understanding of SEL.

3.1  (52 )
Ranked #405 of 418





can this be by school? or by department? or is this only by district?

3.1  (5 
Ranked #406 of 418





We need to have group tests as well as individual tests. We need to assess what we value. If we value collaboration and communication, assess it.

3.0  (56 
Ranked #407 of 418





We need headphones with built in microphones so students can better use Schoology video/audio options. This allows more student choice in how they demonstrate knowledge. There won't be background noise or students recording over each other.

3.0  (51 
Ranked #408 of 418





I think this important because we are here for our students

3.0  (50 
Ranked #409 of 418




Keep the Equity Liaisons and MTSS TSAs next year They are doing good work and building systems that need to be sustained

2.9  (56 
Ranked #410 of 418




Longer math and English classes The time given to having many electives puts a strain on delivering high test scores. Work is rushed through and cannot be in depth.

2.9  (56 
Ranked #411 of 418




Gat the buy in from everyone.

2.9  (46 
Ranked #412 of 418





I think the idea of diversity and inclusivity should be mentioned in the bullet points. If the list is the first thing that people are reading, it needs to be explicit. It needs an additional mention aside from the equity component.

2.9  (8 
Ranked #413 of 418





MTSS & Equity liaisons have been helpful as additional support staff, increased counseling and AP's is helpful as well Hopefully we can find ways to continue this funding

2.8  (55 
Ranked #414 of 418



Be precise and pithy Less is more

2.8  (52 
Ranked #415 of 418





This seems futile

2.8  (52 
Ranked #416 of 418





Agree

2.8  (43 
Ranked #417 of 418



Replace on-campus grass with soft astroturf

Roaches and ants live in grass and end up in classrooms. Grounds cuts the grass during schooltime which is distracting and kids walk in grass to class

2.2  (54 
Ranked #418 of 418

