

## 3rd 6 Weeks Reflection Survey Results + Trends

As we wrapped up the third six weeks, staff were invited to share a brief reflection on how the semester was unfolding. The purpose of the survey was to provide a quick pulse check, helping district and campus leadership understand what is working well, where adjustments may be needed, and how best to support staff moving forward. The survey was intentionally short in recognition of the busy time of year, with campus identification used to help respond to specific needs and names remaining optional. To encourage participation, the campus with the highest response rate earned breakfast during the fourth six weeks. We want to provide a high-level overview with you.

### **Response Rates:**

- High School: 42%
- Junior High: 67%
- Intermediate: 63%
- Primary: 20%

### **Districtwide**

#### **Key Strength Trends**

- **Campus culture is a clear bright spot at Junior High and is improving at High School.**  
Junior High feedback is strongly positive about morale, cohesion, and feeling supported. High School also reflects improved climate and stronger alignment than prior years, with staff noting a more “synchronous” feel and better momentum.
- **Staff teamwork is a consistent across campuses**  
Primary staff highlighted the responsiveness and willingness of leadership to help and respond. Intermediate responses repeatedly praised pods, departments, and grade-level teams for collaboration and commitment. Junior High and High School also reflect staff stepping up for students through UIL, clubs, tutoring, and extracurricular commitments.
- **Targeted instructional supports are landing, especially at High School and in pockets at Intermediate and Junior High.**  
High School staff praised department chairs and instructional coaching support.

Intermediate feedback also points to improving PLC productivity. Junior High includes instructional/internalization comments and appreciation for fewer meetings that protected planning time.

- **Strong instructional outcomes and data use, especially at Primary**  
MAP growth was a clear bright spot. Multiple staff celebrated significant student gains in reading and math, including notable growth among special education students. The use of MOY MAP data to revise skill plans and inform ARDs was viewed as meaningful and effective.
- **Positive staff recognition and morale supports are showing up most at High School and Junior High.**  
High School comments highlight PTO support, morale boosters, and better use of teacher time. Junior High includes appreciation for reduced meetings and leadership support.

### **Key Growth Trends**

- **Communication clarity and timing needs refinement, especially at High School, and also appears at Junior High and Intermediate in smaller pockets.**  
High School feedback is the most direct and detailed about short notice, information not reaching teachers quickly enough, and limited feedback loops on changes. Junior High includes requests for clearer admin communication and better timing on requests (example: short turnaround for SPED input). Intermediate includes concerns tied to communication tone and transparency.
- **Student behavior and engagement needs are present across campuses, but they show up differently by level.**  
Primary is centered on severe behavior support and high-need student placement. Intermediate includes behavior challenges and questions about student buy-in and incentives. Junior High includes concerns about repeat offenders (effectiveness of behavior systems, tardies support and lack of focus or desire). High School feedback emphasizes discipline follow-through, particularly related to misbehavior and expectations during the semester's later stretch.
- **Leadership systems**  
Intermediate feedback includes a consistent theme surrounding leadership

systems. That theme is distinct in both content and intensity compared to the other campuses.

## **Districtwide Takeaways**

- **Momentum is real**

Junior High shows the strongest positive sentiment overall. High School reflects meaningful progress with clear pressure points. Intermediate shows strong staff strength paired with leadership-system concerns. Primary highlights strong instructional pride and support needs concentrated around high-need behaviors and SPED.

- **The most actionable districtwide lever is communication, but the “why” varies by campus.**

For High School, it is largely about lead time, feedback loops, and change management. For Intermediate, it is tone and transparency. For primary it's proactiveness and involvement.

- **Behavior support is a district theme, but solutions should be level-specific.**

Primary needs staffing and plans for severe behavior and SPED supports. Intermediate is asking about buy-in and accountability. Junior High is focused on systems consistency and engagement for repeat offenders. High School is focused on consistent follow-through and enforcement.

## **Adjustments made:**

- January PD, half day “work day.”
- Many Koiner moved to primary campus for focused support with specific behavior needs and support.
- Discipline: Running discipline reports for top offenders, admin discussions for consequences effectiveness

The third six weeks reflect a district gaining momentum and alignment, with strong staff commitment and improving culture. Opportunities include a need to refine in-district/campus communication, discipline consistency, and workload systems to sustain progress.

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## Primary School: Average Rating 7.17

### Key Strength Trends

- **Responsive and supportive leadership presence**

Many staff explicitly called out administrators, counselors, and campus leadership as responsive, helpful, and caring. Individual leaders were praised for organization, listening, and follow-through, particularly around testing and instructional supports.

- **Strong instructional outcomes and data use**

MAP growth was a clear bright spot. Multiple staff celebrated significant student gains in reading and math, including notable growth among special education students. The use of MOY MAP data to revise skill plans and inform ARDs was viewed as meaningful and effective.

- **Dedicated staff culture**

Comments consistently lifted up teachers, paraprofessionals, and instructional aides who “show up every day to serve kids with a smile.” There is pride in the work happening in classrooms and hallways, even under pressure.

- **Improved feedback loops**

Staff acknowledged that leadership listened to input regarding surveys, PD days, and testing processes, and made adjustments. That responsiveness is being noticed.

### Key Growth Trends

- **Behavior support and high-need student placement**

The most urgent concern centers on support for students with severe behavior needs. Teachers and paraprofessionals describe disruptive and aggressive behaviors and the need for clearer, timelier plans when high-need students are placed.

- **Special education systems and communication**

Several low ratings point to inconsistent communication and leadership within SPED. Concerns include the absence of regular campus SPED meetings, staffing shortages, and a desire for stronger, more coordinated leadership.

- **Communication consistency and clarity**

While many feel supported, a subset of staff report receiving conflicting messages from administrators or feeling out of the loop when decisions are made. This inconsistency appears to amplify frustration when issues arise.

- **Operational frustrations**

Smaller but recurring concerns include delayed fixes for technology issues and the timing of walkthroughs during testing and end-of-cycle activities.

## **Campus Takeaways**

- **Variation in staff experience across the campus**

Overall feedback reflects appreciation for leadership support, responsiveness, and care for students and staff. At the same time, a smaller number of responses highlight challenges with communication clarity, follow-through, and support in specific situations, particularly related to behavior and special education. This suggests that while many staff experience consistent support, others encounter gaps depending on role, student needs, or timing.

- **Instructional confidence is rising**

Staff are increasingly confident in student progress and data-driven instruction. Academic systems appear more settled, allowing attention to shift toward behavior and capacity challenges.

- **Pressure is concentrating, not spreading**

Rather than broad dissatisfaction, concerns are clustering around specific issues: severe behavior, SPED coordination, and communication alignment. This indicates clearer problem definition compared to earlier cycles.

- **Staff are asking to be kept in the loop, not just reassured**

There is less resistance to leadership decisions and more desire for visible plans, especially when solutions will take time.

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## **Intermediate School: Average Rating 7.48**

### **Key Strength Trends**

- **Strong staff commitment and teamwork**

Across roles, staff consistently praised their colleagues. Teachers, paraprofessionals, and specialists described teams that collaborate closely, support one another, and go above and beyond to meet student needs. Several comments highlighted cohesive grade-level teams and strong departmental and pod relationships.

- **Positive instructional culture and student growth**

Many responses celebrated student progress, engagement, and excitement for learning. Teachers noted efforts to close learning gaps, productive classroom environments, and pride in meaningful experiences created for students.

- **Growing PLC effectiveness**

PLCs are increasingly viewed as productive and focused. Staff appreciate coming prepared, engaging in deeper discussion, and seeing clearer instructional alignment, even as adjustments are anticipated for the spring schedule.

- **Behavior support during a challenging season**

Despite seasonal and behavioral pressures, staff recognized efforts to keep students on track during the holiday period and acknowledged that behaviors have not escalated to the extent seen in past years.

## **Key Growth Trends**

- **Leadership communication**

A recurring concern centers on communication tone and consistency.

- **Staff well-being and morale support**

A small but significant number of responses indicate emotional fatigue and discouragement.

- **Student behavior and accountability systems**

Teachers and paraprofessionals continue to seek clearer structures around student accountability, incentives, and consistent follow-through. Questions surfaced about the effectiveness of current rewards systems and the need for additional support during transitions and high-risk times.

- **Role clarity and distribution of responsibilities**

Some feedback points to concern about the concentration of leadership responsibilities among a limited number of staff members, resulting in

communication gaps, missed collaboration opportunities, and reduced transparency in planning and decision-making.

## Campus Takeaways

- **Strength lies in the people**

The Intermediate campus benefits from a highly committed, capable, and collaborative staff who care deeply about students and one another. This collective strength is carrying much of the day-to-day work forward.

- **Leadership systems present opportunities for refinement**

While many staff feel supported in immediate situations, feedback suggests opportunities to strengthen leadership practices related to communication clarity and shared decision-making.

- **Consistency and structure are the next leverage points**

As instructional practices and teamwork stabilize, staff are increasingly focused on the need for clearer accountability systems and intentional distribution of responsibilities to sustain morale and effectiveness.

- **Staff are asking for alignment, not overhaul**

The feedback reflects a desire for refinement rather than change in direction. Staff want clearer expectations, more transparent processes, and leadership practices that reinforce trust and collaboration.

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## Junior High School: Average Rating 8.0

### Key Strength Trends

- **Strong leadership support and presence**

Staff across roles consistently described administrators as supportive, accessible, and responsive. Multiple comments highlighted feeling backed by campus leadership when dealing with students, parents, and instructional challenges. Several respondents described the junior high administrative team as the strongest they have experienced.

- **Positive culture and morale**

Morale at Junior High is notably strong. Staff described the campus as cohesive, energized, safe, and student-centered. Many comments referenced a noticeable improvement compared to previous years, with a sense that the campus is “moving in the right direction.”

- **Dedicated staff going above and beyond**

Teachers and paraprofessionals repeatedly praised one another for investing extra time in students through tutoring, UIL, athletics, clubs, and mentoring. There is strong pride in staff willingness to support students beyond the classroom.

- **Improved use of time and reduced meeting overload**

Several staff noted appreciation for fewer meetings during conference periods this cycle, allowing time for planning, grading, and preparation. PD day restructuring was also acknowledged as a positive step.

- **Student engagement and recognition efforts**

Initiatives such as Boss Battle, UIL participation, and staff recognition were cited as motivating for students and staff, contributing to a more positive school climate.

## **Key Growth Trends**

- **Student motivation, apathy, and engagement**

Some teachers expressed concern about increasing student apathy, particularly around grades and effort. While incentive systems like Minga are helpful for many students, they are not universally effective, prompting questions about additional or alternative motivational strategies.

- **Behavior systems and consistency**

A subset of responses raised concerns about the effectiveness of current behavior systems for repeat offenders and diminishing impact of consequences over time.

- **Instructional clarity in nontraditional settings**

AI period and alternative instructional blocks were cited as areas needing clearer expectations, accountability, and instructional purpose, with concerns about student disengagement and grading expectations.

- **Planning time protection**

While improved this cycle, some staff still need more time for planning.

## Campus Takeaways

- **Junior High is experiencing strong momentum**

The dominant narrative is one of progress, stability, and pride. Staff feel supported, valued, and optimistic, even while acknowledging fatigue typical this time of year.

- **Culture is a clear asset**

Cohesion among staff and positive relationships between adults and students are driving improved morale and engagement.

- **Next-level refinement is the focus**

Feedback reflects readiness to move beyond stabilization toward fine-tuning systems around motivation, behavior, instructional clarity, and time use.

- **Staff trust leadership and want continued growth**

Concerns raised are largely framed as problem-solving questions rather than dissatisfaction, signaling confidence in leadership's willingness to listen and adjust.

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## High School: Average Rating 7.2

### Key Strength Trends

- **Improved cohesion and campus alignment**

Many staff noted that the high school feels more synchronous and organized than in previous years. There is a stronger sense of coordination across departments, programs, and campus initiatives.

- **High staff commitment during an intense semester**

Staff consistently referenced the extraordinary volume of activity this six weeks, including UIL Academics, athletics, testing, CTE competitions, and student organizations. Despite the pace, teachers expressed pride in maintaining momentum and student engagement.

- **Departmental leadership and instructional support**

Department chairs and instructional coaches were frequently praised for their accessibility, preparation, and instructional guidance. These roles are viewed as stabilizing and supportive during a demanding cycle.

- **Positive culture and morale supports**

Staff appreciated improvements such as an active PTO, morale boosters, reduced after-school PLC and PD demands, and better use of conference time. These changes are helping teachers reclaim planning time and feel more supported.

- **Academic progress and instructional wins**

Teachers shared examples of strong student mastery, improved performance on unit assessments, and successful implementation of instructional resources across multiple subject areas.

## **Key Growth Trends**

- **Communication timing and advance notice**

A consistent theme centers on the need for earlier communication related to testing, scheduling changes, curriculum expectations, and campus events.

- **Workload and instructional capacity**

Some mentioned growing class sizes, multiple preps, and competing responsibilities are a strain to instructional capacity. A subset of teachers emphasized the need for additional planning time and structural supports.

- **Discipline consistency and follow-through**

Discipline remains a key area for refinement. Several responses describe uneven enforcement and follow-through, particularly in shared spaces such as hallways and during transitions.

- **Leadership role clarity and balance**

While staff broadly recognize leadership effort and care, feedback suggests opportunities to strengthen clarity around administrative roles and shared responsibility, particularly related to discipline and instructional support.

## **Campus Takeaways**

- **The High School is functioning with commitment and professionalism under pressure**  
Staff pride in students, colleagues, and programs is evident, even during one of the busiest points in the academic year. Morale is high and it is noticed.
- **Progress is visible** Improvements in culture, organization, and support are recognized.
- **Communication and discipline are the highest-impact levers**  
Strengthening advance communication and ensuring consistent student accountability would immediately support instructional effectiveness and staff confidence.
- **Staff are asking for partnership and predictability**  
Feedback reflects a desire for inclusion in planning, clearer expectations, and more information about the “why” when changes directly affect classroom instruction.