

# District Wide Summary of Voices of the District Data

*July 2025 (Staff Surveyed April-May 2025)*

## Bright Spots – What’s Working Across Schools & Departments

- **Strong, Collaborative Staff Culture**  
Whether in classrooms or central offices, staff consistently describe teams as supportive, tight-knit, and united in their dedication to students and mission.
- **Responsive, Student-Centered Leadership**  
Many building and department leaders are praised for being available, caring, and clear in expectations—creating cultures of trust and professionalism.
- **Focus on Student Well-being & Growth**  
From school-based behavioral supports to districtwide investments in behavioral health, feedback highlights a commitment to student success and whole-child development.
- **Systems That Work**  
Staff across functions cited strength in structures like PLCs, TEAM Time, restorative frameworks, internal collaboration systems, and targeted department efforts that align with building needs.

## Areas for District Growth – Insights from Schools & Departments

- **Staffing Strain & Support Capacity**  
Both schools and departments are asking for more personnel especially in SPED, behavior, classified support, and front-line administrative roles to keep up with demands.
- **Behavior Systems & MTSS Consistency**  
Across schools and central supports, there’s a strong need for consistent Tier 2/3 systems, clearer behavior protocols, and streamlined supports to manage high-need student cases.
- **SPED Infrastructure & Timelines**  
Departments and buildings highlight the burden of delayed evaluations, overloaded caseloads, and misalignment between student needs and available staffing structures.
- **Curriculum Usability & Educator Autonomy**  
There’s widespread concern from schools regarding rigid curriculum pacing, and a loss of teacher voice in instructional decisions.

- **Communication Gaps & Trust in Decision-Making**

Schools and departments alike note the need for clearer direction, better cross-departmental coordination, and more authentic follow-through on staff feedback.

- **Recognition & Compensation Equity**

Central services and school staff express that pay and recognition do not reflect the complexity or intensity of roles—particularly for specialists, trades, and classified staff.