Studer Education
A HURON SOLUTION

Focus Group Feedback – What will it look like when we are successful at our mission of "empowering all students to excel"? How will we know?		
Themes from Participants		
Students	*Families & Community Members*	*Employees*
➢ Options based on interest ➢ Right tools and resources: technology, books, time ➢ Recognize and respect us	➢ Students and graduates attain life, social, and academic skills to enable them to excel ➢ "Excelling" includes academic and technological skills and being happy, healthy, self-confident, and self-aware ➢ We (schools, families, community) provide a balance of high expectations and individualized support to students ➢ Educational offerings integrate passion and interest to drive students' love and ownership of learning ➢ We respect and support students and graduates to follow various paths (career, technical trades, college, etc.); families are supported to explore many options and students are empowered to decide what future they desire	➢ Students are more engaged and empowered as goal-setters and self-advocates and less anxious, dependent, or driven by others' expectations. ➢ Teachers and students have options to select from so that learning is meaningful, aligns to passion, meets individual needs, and ignites love for learning. ➢ Teachers and administrators collaborate, share decision-making and apply resources to a focused set of priority actions to achieve results.
Students	• Recognize student skill sets. • Recognize students for being good at art, other subjects. • Respect choice to take classes. • Respect students in general. • Allowing people to fail. • Option to take different levels of a class. • iCreate Lab (not just academic) • Encouraging students to get involved (clubs, extracurriculars) • Teachers and administrators believe in students • Teachers are passionate about what they are teaching • High tech: 3D printers, charging stations and high tech stuff • Breaktimes to hang out • Career Days (more than one, lower grades)	

- Difference groups in class working at skill level
- Project based learning, based on interest
- Afterschool tutors in district
- Peer tutoring, all levels
- Creative writing, all levels and more
- More library resources
- More options for library time
- District-wide advisory plan (to monitor growth)
- Consistency of grading practices
- Good teachers, enjoyable, supportive of individual
- Appropriate class sizes
- Frequent student feedback
- Sub expertise – assigned to specific subject areas, transfer of knowledge from teachers
- Efficient study periods (study hall and help)
- Limit the stuff to carry
- FAST at various times
- Locker time in between each class, and longer
- Plan for scheduling and movement between classes (timing, carrying, getting to bus)
- Snack time
- Transcribed newsletter access
- Punch in locker combos (faster)
- Fast and dependable wifi connection
- Teaching good things: math, science, reading, writing, use different techniques
- Use kid language
- Use of all instruments
- 10 minutes to talk and recap
- Classroom library
- Air conditioning
- Clear spaces for books and stuff
- No school uniforms
- Chew gum
- Variety of enrichment (before, during, and after school)
- Outside space and time (woods, good grass)
- Outdoor classroom space

	• Better timing of transitions • Free seat Friday (better tables) • Choice for recess (indoor games) • Air freshener • More space/ time/ people to work in cafeteria
Family and Community Members	• Disciplined about monitoring our progress on our Strategic Plan -- we measure what's important. • An annual community listening process that grounds our work and informs our innovation methods. • Continue to execute strong financial stewardship with specific metrics for program evaluation that informs data driven decisions about strategic abandonment of programs i.e. intentional decisions on programs. • We have developed and maintained processes that engage stakeholder participation and provide access to information in a variety of ways; the processes will facilitate and encourage feedback on quality issues from our stakeholders. • Robust principal training program with real life challenges. • Happy and healthy employees as demonstrated by improvements in outcomes of benchmark survey data in 2017. • Help our employees live up to their potential through mastery of best practice in performance management for all leaders/because all leaders have mastered the practice of performance management • Identified the pockets of excellence and we have, as a result of concerted effort to expand/bring the pockets of excellence to scale, replicated it throughout our organization. • Recognize and reward success throughout our organization. • Barrington High School has been recognized for transformational growth, as identified by 2020 NEASC standards, in its NEASC accreditation visit in 2021. • More than 2/3 of our BPS teachers are able to achieve at least a year's growth for students for a year's work. • Graduates; moving to college or other services/areas • Students have accomplishments • Alumni network; sharing success; giving back to community • Success after all education complete • Preparing students for the job market; getting skills needed and aligned to personal interest • Attention to personal strengths and developing those (personalized)

- Understanding there are different definitions of "excelling," based on the learner
- Healthy, happy, reaching potential, personal best
- Confidence
- Self-pride
- Pursuing interests within academic setting and getting credit for that
- Excited about something that happened that day
- 50% or less of students saying they are stressed
- Families feel that all students are empowered, including those on the fringe (place and way to learn)
- Fewer students, less than 5%, considering suicide
- Serve our extremes well, but not those in the middle
- Strong early education start
- Preparing every student for the rest of their education (consistency of preparation)
- Focused teaching of executive function skills (working memory, impulse control, planning, and organization skills)—starts in kindergarten
- Happy, good kids
- Engaging students, movement in the classroom
- Balance of fine motor/academic, with play and social/emotional relationships (embedded in what we do)
- Success=more than grades
- Opportunity for multiple styles of learning (kinesthetic, auditory, visual)
- Standards of excellence, definition of this (currently murky)
- Children come home happy (choice, independence, supports introverts)
- Innovate despite our success (not complacent)
- Self-motivated learners
- Divergent thinking
- Create a love of learning
- Connect to more than Rhode Island
- Healthy, happy, relationships that excel
- Communication – consistent, clear
- Maintain benchmarked and high standards
- Growth model
- Student-focused
- Twice exceptional accommodations

- Special education model responds to all needs and high expectations
- Being candid about what we've done we do well and where we've made changes in light of suggestion and what we have not done well
- Courage to be evidence-based – follow the signs; follow best practices nationally
- Recognize that it's a triangular model – teachers, district, families. Failure to recognize parents has led to less engagement of parents
- Welcoming parents
- Content – need more programming, STEM. Specifically beyond HS
- Pockets of excellence throughout the school district – capturing and spreading
- More emphasis on skills and skill achievement – part of standards-based grading and defining scale from learner to expert
- Enjoyment and excitement in learning
- Taught how to learn –
- Health curriculum has to match the age-appropriate developmentally on stress, self-organization
- Vocational track as respected as the college track
- Success of graduates, college completion, life skills of graduate
- Superintendent asks teachers how they make it more fun
- Simplify and reduce the stress
- Foreign language at early ages
- Options for acceleration in K-5 (all)
- Best teachers: engaged, excited, present, modeling, student-centric
- Individualized learning
- Collaboration and articulation between buildings
- Capturing and spreading what works to support transitions
- Peer to peer mentoring, sharing, modeling
- Best administration: fostering collaboration, student-centric, communication, expanded lens
- Managing change (anticipating/planning)
- Measure impact of changes
- Follow through
- Students reaching individual potential
- Students have skills to take on responsibilities: doing homework/tasks, following schedules, social/emotional, communication (executive functioning)
- Broader world view (all)

- Teach social responsibility
- Empathy
- Inclusion
- Aware of privilege
- Teaching beyond test: critical thinking, arts, ethics, foreign language, civics, creation, research
- Producers
- Foreign language
- Cultures
- Growth mindset
- Opportunities to try and fail
- Support for non-collage track and encouragement
- Recognition of all strengths
- Recognition of positive outcomes at lower levels and non-academic
- Focus on process and journey of learning
- Social skills: engaging with others face-to-face
- Respect of others
- Blended learning
- Utilizing technology (balanced)
- Keyboarding and coding
- Less competitive and more collaborative
- Tell the stories
- Evidence-based policies and curriculum
- Balanced learning
- Diverse books, preparation (teacher and students)
- Training about diversity, maybe a council
- Success after graduation
- Technology – use of effective
- Standardized test scores improving
- Smooth transitions between buildings
- Successful regardless of path
- Citizenship
- Support in schools when needed
- Coping skills
- Well-adjusted
- Independent

- Character development
- Life-long learners
- Positive attitude towards learning
- Common understanding between parents and students about success
- Curious and driven
- Inspired to learn
- Life skills
- Embracing diversity and differences
- Involved in the larger community; use of talent and skills
- Non-parent buy-in
- Understanding of how community works
- Civic involvement
- Skills w/ transitions from school to school
- National model for inclusion
- Slow and steady progression w/ new initiatives and support implementation and evaluation
- Spending tax dollars wisely, getting the most out of every dollar
- Maintaining high standards for excellence
- Safe and modern buildings with state-of-the-art technology
- Putting $ aside to update schools
- Well rounded – sports, jobs, no barriers
- Internships
- Schedules aligned to sleep research
- Student voice
- Prepare for college or life after high school
- Student accountability for education
- Prepared for stress without lowering expectations
- Basic skills – study, preparation for assessments
- Community engagement so needs are clear
- Everyone on board with the same vision
- Communication from administration
- Students are demonstrating higher proficiency in all academic areas
- Confidence, independence in study skills, academic thinking in pursuing their passion
- Reduce student absenteeism to indicate that students want to be present
- Students' ownership of what students are pursuing and students have a clear

	vision of what they're working towards – across the spectrum – not everyone is going towards a 4 year college, and if you want to do military, technical training, workforce
	• You can get to your vision in different ways and should be able to have choice in how you get there aligned to your passion
	• Students have meaningful goals – individual learning plan is a rote procedure without much meaning to students, superficial
	• Reduce pressure that kids feel to follow what their parents are pushing
	• If parents are pushing in 1 direction and kids don't want to go in that direction, they will give up
	• Instruction is tied to a real-life connection, personalizing their learning so that the outcome is increased engagement. Deeper learning, may grow from what we've started.
	• Early opportunity to connect learning to real life – not just at high school.
	• Excel could mean something different for each different child
	• Participation in school, out of school, volunteering
	• More comprehensive look at communication so that parents would feel more empowered, involved at an early stage rather than being over-involved at a later part of the students' life
	• Can parents and kids together be looking at what they want to do, so that parents and students talk and understand about what children are passionate about it?
	• Develop the total human being. Safer environment for the kids, make sure they feel more comfortable. If parents come in, you get more stuff, but others do not.
	• Not forgetting anyone – what's the baseline that every student gets? Students have someone to talk to, we have classes and opportunities to not just make good test takers.
	• Aligned system – everyone knows what they do to contribute to the overall goal. Align and measure our progress towards goals.
	• Have the courage to abandon things that aren't working.

Employees	• All types of kids=ALL
	    ○ Different levels
	    ○ Teach to our students' needs
	• Expect that students are ready for different opportunities
	    ○ Full-time employment

- ○ 4 year college
- Excel=test scores, rank, academic excellence only?, love and desire to learn? how to learn?
- Learning for the sake of learning
- Students demonstrate initiative, decision-making, self-sufficiency
- Have been focused on "excel" and now "empower"
- Creative problem-solving
- Students seeking "what's in it for me?"
- Hungry learners
- Vocational certificates in pathways
- Prepared for jobs in community, but not a pigeonhole
- Have had to incentivize social activities
- Citizenship=digital, civic-mindedness
- Dress, relationships with each other
- Excel=too limited leaves behind those who can't get As
- Learn independently
- Nurture curiosity
- Student-centered (ownership, responsibility)
- Provided with resources needed, including time to go deeper
- Social/emotional health
- Clear expectations and priorities for learning and performance
- Follow through
- Accountability of all
- Recognition and focus on what we do well
- Trusting educators and decision-making and support
- Communication, all levels, up and down
- Consistent messages
- Love for learning
- Grit
- Self-motivated/directed
- Reciprocal teaching/support
- Problem solving
- Critical thinking
- Walk into classrooms and don't see rows of desks
- Coding as a literacy
- Deeper learning is our focus

- Integrate our subjects
- Application of learning and skills to authentic demonstrations, communicate, collaborate, critically think
- All students are doing these things.
- Empower students through voice, choice, agency
- PBL with authentic learning
- Diverse learners sitting side by side
- Coteaching and collaboration
- Kids walk into and out of buildings smiling; not feeling overwhelmed
- Facilities and resources to support learning – furniture, materials, facilities
- Flexibility in schedule away from tradition
- Metrics that place as much emphasis on 21st century learning skills as the other academic measures PARCC, RICAS
- What are my passions as a student, what choices interest me and what do I participate in to help me
- Kids have a clear pathway to graduation, to using your passions, to employment and/or college
- Happy kids, less anxiety at a young age (K-3)
- Happy teachers would lead to happy students
- Fewer students self-harming
- Fewer students reporting anxiety
- More students are successfully applying and using coping strategies
- Students feel welcome and supported
- All means special education students are included and that all students are included in our classrooms,
- All students can sometimes exclude the middle or may not address highest performers (maybe at HS)
- Personalize learning
- Differentiation
- Empathy
- Emotionally-regulated students
- Students advocate for self
- How to access learning
- Students communicate effectively
- Students are goal-setters
- Citizenship

- Teacher collaboration
- Respect
- Training on all expected
- Acceptable, child-appropriate pacing of curriculum
- Teachers are comfortable/ satisfied/ supported
- Socially and academically balanced classrooms
- Support for every room
- Admin help (copies, binders, organizing)
- Streamlined data entry and collection
- Physical comfort in building (AC, chairs, modernized, floors, bathrooms)
- Consistency across buildings in practices
- SMARTboards and training
- Clear and consistent communication
- ½ day PD during week
- Teacher autonomy
- Seamless curriculum rollout
- Guidance every day, consistent, with staff and student support as a focus
- Enrichment program
- Equitable opportunities across schools (reasonable)
- Clear goals and expectations for all
- Prioritized initiatives and thoughtful planning
- Chew one piece of gum at a time
- Students are independent, have choice, self-advocate, own and know their data, understand WHY they are doing what doing, self-directed, set goals and reflect on data (behaviors, academics, coping strategies). Reflection and goal-setting is informal or formal.
- Engaged learners
- Collaboration
- Students being challenged so that they learn to persevere
- Students are good human beings, nice to each other
- Well-oiled teacher collaboration for communicating and planning lessons
- Owning all the students, not just our classroom
- Students are happy to be at school; relaxed about learning
- Reduced level of anxiety among students
- Attention to developing skills that will help students later in life: maintain focus, be present, communicate well, self-regulation, persevering

	- Respect across the board - Kids self-initiate, take risk, don't hesitate, take risks - Good eye contact - Less going out of the classroom because of anxiety - Increased stamina "Learning hum" everyone's doing what they need to do to be independent and working - Students are able to make some choice in their learning – be supported and facilitated in learning what they like to learn. More and more support needed with children with individualized needs. - Share decision-making with students, teachers, admins - Impact students with a desire for lifelong learning. If we empower, then they will have the thirst and develop passion to want more. Impart our passion to them. - Resources – physical materials, physical spaces, people to do the work, our practices that will achieve this. - Build confidence in teaching students to believe in themselves – positive mindset, and self-efficacy. Teachers need same sense – growth mindset. - Community of learners that have a sense of belonging, significance, and fun is empowering. - Teacher groups feel efficacious working together to achieve belief that all kids can learn. - PLC opportunities. - To empower students, teachers need to feel empowered.