

December Stakeholder Surveys 2020 - STUDENTS

	Wilshire (21 -3rd graders, 57 4th graders, 66 5th graders),	SAMS (86 - 6th graders, 64 - 7th graders, 56 - 8th graders)	SAVHS (76-9th graders, 54-10th graders, 65-11th graders, 60-12th graders)	Overall (606 responses from grades 3-12 which is over 30% of enrollment)
What is going well	<ul style="list-style-type: none"> • The whole class live meets and the small group meets. • “I like how we work at our own pace and go as fast or as slow as we want.” • The live meetings are helpful because we can ask the teacher questions. • No classes on Wednesdays • “I like how the teacher explains what we are going to do for the day during the morning meeting.” • Beast Academy • “It’s safer to be at home right now so we don’t get COVID.” • The teachers are working hard and making it fun. 	<ul style="list-style-type: none"> • Math! Lots of students appreciate the set-up and pacing of math classes (6th graders) • Daily/weekly schedule - consistent, later start, number of classes each day, Wednesdays for catch-up/support, synch meets, • Flexibility and self-paced • Feeling supported by teachers • Cohorts and small groups • Amount of work assigned • Several students said everything and a handful of students said nothing • Work time during class where the class/teacher is on the call but everyone is working independently 	<ul style="list-style-type: none"> • Wednesday (Free Days-catch up days) • When teachers have an organized agenda • Clear directions • Live sessions • Help sessions/office hours • Student/teacher check ups • Quick responses from teachers • Feedback on online assignments • Not overloaded, fewer classes • Explanation videos • Flexible pacing/flexible schedule • Google classroom <ul style="list-style-type: none"> ◦ Today tab • Flexible grading • “I’m actually quite behind because I got very sick, but to receive emails from my teachers and guidance counselor made me feel so “loved.” I appreciate the concern they have for my grades and falling behind.” • “My teachers are doing their best and that keeps me motivated to do my best.” • “I really like the increase amount of feedback we are receiving from teachers! It is super helpful! “ 	<ul style="list-style-type: none"> • Weekly schedule with Wednesdays to catch-up and get support • Live sessions • Flexibility in schedule and being able to work at own pace (and later starts for secondary) • Teachers are appreciated - quick communication, organization, engaging, support • Fewer classes to manage
Biggest challenges	<ul style="list-style-type: none"> • Majority of students want to be back in person, miss having the social interaction. • It would be nice to have breaks in between our meetings. (4th and 5th grade, specifically) • “Having ADHD, is super challenging during Distance Learning.” 	<ul style="list-style-type: none"> • Attendance in the afternoon • Distractions at home • Lack of motivation for some • No students having cameras on • Learning independently (not having a teacher guiding them step by step in person) • Students want more social connections • Some said that synch meets are too long and don’t leave enough 	<ul style="list-style-type: none"> • Too much work(busy work) • Coordination between teachers • Unbalanced course load • Teachers stay on live sessions at the end to ask face to face questions • More live sessions/less live sessions • Weird times for due dates • Clubs need to meet before or after school (not during the school day) 	<ul style="list-style-type: none"> • Social interaction and connection (like group work/projects to collaborate with others) • They want to be in school • Want more feedback, live support for questions, teacher guidance • Workload varied depending on days, courses, and teachers (secondary level)

		<p>time to do work</p> <ul style="list-style-type: none"> ● Cohort B not meeting synch with core teachers until Thursday 	<ul style="list-style-type: none"> ● Grades posted timely ● Camera on with meetings ● More student collaboration ● More excitement ● Too many different websites ● "I would like everything to be organized using the same template." 	
Technology feedback	<ul style="list-style-type: none"> ● The Chromebooks lag during the meets and students often get kicked off the meetings. ● "I would like our flipgrids to be private so the whole class can't see. ● Technology tools like: Flipgrid, Kahoot, videos increased student engagement. 	<ul style="list-style-type: none"> ● Internet and tech tools required for learning is easy or somewhat easy to use for majority of students ● When students reported tech being difficult it is usually because Google Meets or other video calls often slow down or crash Chromebooks ● Students have said they like the set up of lessons and that materials are organized and easy to find ● Appreciate Google Calendar invites and scheduling ● While some students are frustrated with Chromebooks, several students said how thankful they are that they get to continue learning and use a school-issued computer 	<ul style="list-style-type: none"> ● Sometimes the audio won't work ● Glitchy chromebooks ● Blocked access ● Slow chromebooks ● Can't access links through google calendar on their phone 	<ul style="list-style-type: none"> ● Students can't access other tabs when on Google Meets or other video calls without slowing down or crashing Chromebooks ● Google Classroom is a helpful tool to find work - especially when it's consistent and organized ● Majority of students can use and access tech tools required for learning
Workload and support	<ul style="list-style-type: none"> ● The majority of students feel like the workload is appropriate. ● The live meetings help because we can ask the teacher questions. ● The format of the lessons are good, whole group/small group and then google slides. ● Level of difficulty is appropriate for majority of students 	<ul style="list-style-type: none"> ● "i'm still learning all that i need to even though we aren't really IN school" (7th grader) ● Instructional videos are helpful (7th graders) ● Deadlines on weekends are tough for some ● While 35% of students are happy with workload, 60% think there is a little too much or way too much ● Level of difficulty is appropriate for majority of students 	<ul style="list-style-type: none"> ● While 31% of students are happy with workload, 66 % think there is a little too much or way too much ● Level of difficulty is appropriate for majority of students 	<ul style="list-style-type: none"> ● Students feel supported by their teachers ● A majority (81.4%) of students are happy with or find the level of difficulty appropriate ● A majority (74.3%) of our students are happy with or find the expected workload manageable

Engagement	<ul style="list-style-type: none"> • Students stay engaged by keeping their camera on. • Small groups and whole group Meetings every day. • The technology platforms help with engagement - flipgrid, polls, kahoot. • The specialists classes are fun. 	<ul style="list-style-type: none"> • Students appreciate the type of assignments and work being assigned - "creative" • One student said they don't feel like they are being taught because they are just doing work on their own • 86% of students feel like they sometimes or often participate or talk in class • Students are thankful they had a chance to go into school before distance learning 	<ul style="list-style-type: none"> • 64% of students feel like they sometimes or often participate or talk in class 	<ul style="list-style-type: none"> • Students believe live sessions help lead to higher levels of engagement • Students appreciate the flexibility to engage in their learning outside of normal school hours
Relationships and communication	<ul style="list-style-type: none"> • Getting to chat with friends in the morning from 8:30-9:00 before school. • The clubs and small group google meets are fun and allow us to connect with our friends. • "The live meetings are helpful because the teacher gives feedback and can tell us if we're missing assignments." • 97% of students feel their teacher knows them very well, knows them somewhat • 3% of students don't feel their teacher knows them at all. 	<ul style="list-style-type: none"> • 91% of students are getting all the help they need from teachers right now • 15% of students think their teachers know them very well, 73% know them somewhat, and 13% don't know them at all • 98% of students are happy or somewhat happy with the amount of communication from teachers • Students are thankful for their teachers and appreciate all they do for them • Majority of students feel that the teachers respond promptly to their questions and emails 	<ul style="list-style-type: none"> • 8% of students think their teachers know them very well, 65% know them somewhat, and 27 % don't know them at all • 92% of students are happy or somewhat happy with the amount of communication from teachers • 80% of students are getting all the help they need from teachers right now, 16% believe they could use a little extra help • "The teachers are just really good and open and fast at getting back to me" • "i like how the teachers are commenting and giving feedback on our assignments" 	<ul style="list-style-type: none"> • A majority of students (84%) feel their teacher(s) know them somewhat to very well. • Majority of students feel that the teachers respond promptly to their questions and emails • A majority (87.1%) of students feel they are getting the help they need from their teachers

December Stakeholder Surveys 2020 - FAMILIES

	Wilshire (81 responses)	SAMS (51 responses)	SAVHS (61 responses)	Overall (193 responses)
What is going well	<ul style="list-style-type: none"> Teachers are going above and beyond to try and make this experience meaningful! Teachers are also communicating well with students and parents The consistency of the schedule has allowed for students to be able to manage. The balance of whole group meets and small groups provides for adequate peer interaction as well as meaningful teacher/student interaction through small groups. The daily face-to-face time has increased engagement and has set high expectations for students. There is a good balance between assignments that require technology and using hands-on materials (pencil/paper) Distance learning has allowed for students to work at own pace and has eliminated classroom distractions. 	<ul style="list-style-type: none"> Teachers! They care, reach out with concerns, are flexible, and are working hard! Synchronous classes Structured class schedule Students have lots of choice, different ways to show learning Some parents appreciate the 10am start time and others would prefer to start earlier. Technology tools Sense of flexibility and independence for students Appropriate amount of work 	<ul style="list-style-type: none"> Fast response and availability to meet for help Keep the block schedule-focus on fewer classes is definitely making the work doable School counselor weekly check ins Flexibility/support from teachers Live sessions Rigor of the work; good relationships with his teachers 	<ul style="list-style-type: none"> Teachers are appreciated. Families acknowledged that teachers are working hard to support students. Appreciate flexibility in DL structure Synchronous classes are appreciated and going well Appreciate structured and consistent schedules/sessions
Biggest challenges	<ul style="list-style-type: none"> There is a concern that there is too much screentime. Students are missing the social interaction with their peers. Not enough on-going feedback, once the assignments have been turned in, parents/students aren't sure how they did or the next steps. Kindergarten should get more live teaching. Right now, asynchronous learning is the majority of their learning. Sometimes the small groups feel rushed and teachers are more content focused instead of trying to make personal connections. 	<ul style="list-style-type: none"> Lack of structure on elective days Not enough social interaction with kids and teachers Some parents are concerned that their child is not learning enough or falling behind Cohort B students struggle with starting weekly work when they don't have a synch session with teacher until Thursday No parent access to assignments Some 6th grade parents were upset about electives 	<ul style="list-style-type: none"> Want daily live sessions Want to be in person More collaboration Too much extra work/not enough work teachers/parent communication Social interactions 	<ul style="list-style-type: none"> Families are concerned their students are missing the social interaction with their peers. Families struggle with limited access to student assignments and/or progress.

Technology feedback	<ul style="list-style-type: none"> • Chromebooks are very slow to load and students often get dropped from class meetings. • Some of the additional apps are clunky and require multiple steps to access. 	<ul style="list-style-type: none"> • Majority of parents believe the tech tools required for learning are easy, very easy, neither easy or hard to use. • Internet connection is not an issue for a high majority of families • Skyward has been a difficult tool to navigate and isn't a good communication tool between families and teachers. • Chromebooks are sometimes unreliable and cannot support video chats and other tabs at the same time 	<ul style="list-style-type: none"> • Majority of parents believe the tech tools required for learning are easy, very easy, neither easy or hard to use. • Internet access is not an issue for most families • Not fans of skyward 	<ul style="list-style-type: none"> • Skyward has been a difficult tool to navigate and isn't a good communication tool between families and teachers. • The majority (85%) find the DL tools easy or neither easy or hard to use. • Chromebooks are sometimes unreliable and cannot support video chats and other tabs at the same time
Workload and support	<ul style="list-style-type: none"> • The majority of parents feel the workload is adequate. • Some parents feel the work is not challenging or relevant. • Some parents would like more office hours or small groups for students to be able to check in with teacher to ask questions and get help on assignments. 	<ul style="list-style-type: none"> • Majority of parents believe students have an appropriate amount of work or too little • Some parents want students in a schedule similar to past school days where they meet synchronously each day. • Parents have noted that core days seem to have much more work versus elective days. 	<ul style="list-style-type: none"> • Create a schedule • Meet every day • More live classes • “ So he and I reached out to several teachers and paras and set up weekly video sessions with him to help with homework and, more importantly, make sure he's still learning and growing. I can't say enough how thankful I am for their time and support. It's absolutely a team effort, and I'm so grateful for the awesome teachers and staff at SAHS.” 	<ul style="list-style-type: none"> • The majority (80%) of families believe students have an appropriate amount of work or too little • Some families would appreciate more synchronous sessions for classes
Engagement	<ul style="list-style-type: none"> • Motivation is an area of concern. Some parents are worried that students are getting bored with this format. • The consistent large group meetings and small groups have helped increase engagement. 	<ul style="list-style-type: none"> • Some students are getting bored (lack of challenge and work) • Students are most engaged during synchronous check-ins 		<ul style="list-style-type: none"> • Student motivation in the DL structure is an area of concern for some. • The consistent large group and small groups meetings have helped increase engagement.
Relationships and communication	<ul style="list-style-type: none"> • Majority of parents are satisfied with the frequency of communication from both the teacher and the school. • The small group meetings are helping with building relationships between students and the teacher. • Would love for more in person 	<ul style="list-style-type: none"> • Over half of parents are somewhat confident their child has good relationships with teachers while 20% are very confident and 18% are not confident at all. • Most parents feel like they have a good connection with the teachers and find it easy to contact them when needed. 	<ul style="list-style-type: none"> • 81% of parents are somewhat confident or very confident their child has good relationships with teachers • 76% of parents are happy with the frequency of communication from school • 63% are happy with the frequency of communication from teachers 	<ul style="list-style-type: none"> • The majority of families are satisfied with the frequency of communication from both the teacher and the school. • The majority (85.5%) of families are somewhat confident or very confident their child has a good relationship with their teacher(s).

	social time to strengthen relationships. (lessons or fun activities outside)	<ul style="list-style-type: none">● Over 70% of parents are happy with the frequency of communication from school and over 60% are happy with the frequency of communication from teachers.● New grading system and lack of grades has been difficult to understand what student is doing	<ul style="list-style-type: none">● Most parents find it easy to contact teachers when needed● Wish the updates were shorter and to the point	
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December Stakeholder Surveys 2020 - TEACHERS

	Wilshire (46 responses)	SAMS (35 responses)	SAVHS (25 responses)	Overall
What is going well	<ul style="list-style-type: none"> 98% are somewhat to very confident they can provide effective instruction in DL 96% are somewhat to very confident that they can engage students online Set schedule with consistent large group and small group meetings. Team members working together and splitting up content. Wednesdays to meet and work. Excellent parent support Morning Meetings Multiple opportunities for collaboration Excellent attendance and participation 	<ul style="list-style-type: none"> 71% are somewhat confident they can provide effective instruction in DL 71% are somewhat confident they can engage students online Required live sessions Consistent schedule - good meeting times Teachers going extra mile to help and support students Fewer overall classes for students to manage - new interdisciplinary courses Coteaching Reduced push for content coverage Autonomy and trust to make decisions based on what teachers think is best 	<ul style="list-style-type: none"> Flexible schedule Live sessions Google classroom organization Fewer classes Fewer students per quarter helps with relationship building Communication day Wednesday New tech tools 91% are somewhat or very confident they can provide effective instruction in DL 85% are somewhat or very confident they can engage students online 	<ul style="list-style-type: none"> Overall, 25% of district-wide teachers feel very confident they can provide effective instruction in DL, while 67% feel somewhat confident and 8% are not confident. Majority of teachers (74%) feel they can engage students somewhat online. Structured, consistent schedule that also allows for flexibility and planning/collaboration time on Wednesdays Teacher like the morning and live sessions Appreciate that students have fewer classes or subjects than pre-COVID to focus on at one time
Biggest challenges	<ul style="list-style-type: none"> It's really hard to know where students are both academically and emotionally. Keeping the meetings short for the younger ones, due to short attention span is hard because we can't get into too much content. Kids who are not connecting or engaging in lessons. Monitoring students work and providing appropriate interventions. Feedback on writing for the younger grade is hard to give virtually. It is hard to hear students who are in Village Kids because the room is loud. Support for EL students Providing immediate feedback to students. 	<ul style="list-style-type: none"> 40% are not confident at all that they are able to meet the needs of struggling students The students who can't or won't engage Cameras off during meets When students' tech or internet doesn't work Communicating with families in their first language Long breaks between class meets Changes - to schedules, work, etc. Spending lots of time outside of work day No present principal Balancing rigor with appropriate workload Balancing Google Classroom and Skyward for grading/feedback 	<ul style="list-style-type: none"> How to reach the struggling students Lack of dependable technology Lack of attendance 1 person said more support besides watch this youtube video Leg time Communication to parents in their preferred language 	<ul style="list-style-type: none"> Teachers find connecting with and supporting struggling students who can't or won't engage as one of their biggest challenges this year. (Overall, 36% of teachers are not confident at all that they can meet the needs of struggling students) Giving feedback is very time consuming and difficult to do at times

Technology feedback	<ul style="list-style-type: none"> Chromebooks lag and glitch quite frequently 	<ul style="list-style-type: none"> 51% are satisfied with the tech provided to do their work Teachers feel that students are learning tech skills and tools Do not appreciate that they have to use their own tech Lack of training No training for families/parents on tech Need better tech for students and teachers 	<ul style="list-style-type: none"> 41% are not at all satisfied with the tech provided to do their work 38% are satisfied with the tech provided to do their work 	<ul style="list-style-type: none"> Teachers are finding the technology unreliable for both students and staff Overall, 30% of teachers are not at all satisfied with the tech provided to do their work Teachers are often times using their own technology to do their work
Engagement and student needs	<ul style="list-style-type: none"> Using break-out rooms for small groups Home visits to bring them materials Different theme days Trivia games, Flipgrid, Kahoot Student clubs 1:1 check-ins with students Fun games during morning meetings Band lessons have been going well Sharing time allows for students to learn more about each other. 	<ul style="list-style-type: none"> SAMS needs to determine barriers preventing engagement Students need more support with soft skills (time management, organization, etc.) Students need more socialization Students need routine and structure - clear, consistent messaging needed when changes need to be made Teachers need to only assign essential learning and work so kids aren't overloaded More students engage when they have choices, give them a chance to talk about interests, and giving specific feedback Engagement increases when teachers use humor and can work with small groups or individual students Stronger relationships lead to stronger engagement 	<ul style="list-style-type: none"> Using break out rooms Live sessions Giving students choice in work Focusing on relationships Games Interactive lessons 	<ul style="list-style-type: none"> Teachers are using live sessions to build relationships with students - not just focused on delivering content or instructions. Teachers are finding more students engage when they are given choice in their work and learning. Working with students in small groups or breakout rooms allows for student collaboration and interaction.
Relationships and communication (with staff, students, families, and district)	<ul style="list-style-type: none"> 4 out 46 teachers said they would be part of a social committee to help organize staff gatherings and activities 97% are happy with the frequency of communication from the district and with frequency of communication from school. We would like more opportunities for staff to interact with each other. 	<ul style="list-style-type: none"> 4 out of 33 teachers said they would be part of a social committee to help organize staff gatherings and activities 75% are happy with the frequency of communication from district 69% are happy with the frequency of communication from school Teachers want admin to know that they want to be appreciated and Teachers struggle with too much 	<ul style="list-style-type: none"> 76% are happy with the frequency of communication from district 79% are happy with the frequency of communication from school 	<ul style="list-style-type: none"> There is a strong interest in participating in social staff gatherings and activities to help increase staff morale and connectedness. A majority of teachers are happy with the frequency of communication from district and school leadership.

		info -- keep it timely, simple, straight-forward, and essential		
Professional development	<ul style="list-style-type: none"> • Need more PD that relates to Distance learning. • Ways to improve engagement during Distance Learning • Quality ways to teach Reading and Writing in DL 	<ul style="list-style-type: none"> • Many do not want any more PD - they just want time • How to engage students in DL • More collaboration with other teachers • Mental health 	<ul style="list-style-type: none"> • Content specific • Doesn't seem like the right time to offer more • How to use kami • Building community online • License CEU • Standards based grading as it seems like the hs is moving this way • Student engagement • Ways to connect/collaborate with colleagues 	<ul style="list-style-type: none"> • No additional PD is wanted right now unless it includes strategies to engage students in DL. • Teachers want time to do their work and collaborate with others.
Resources	<ul style="list-style-type: none"> • Quizziz • Jamboard • Google Voice • Trello! • Mote (App on chromebook to leave voice feedback) • TanKHuyynh@twitter • Canva • Boomcards 	<ul style="list-style-type: none"> • Gimkit (fun online games) • NearPod • EdPuzzle • Parlay • VoiceThread • BrainPop! • Newsela • Project Zero • Present Teacher Restoration Project 	<ul style="list-style-type: none"> • Newseal • Nearpod • Learners edge • Edpuzzle • Screencastify submit • gimkit 	

December Stakeholder Surveys 2020 - SUPPORT and OFFICE STAFF

	Wilshire (16 responses)	SAMS (7 responses)	SAVHS (8 responses)	Overall
What is going well	<ul style="list-style-type: none"> Increased teaming with parents and families. Covid numbers have dropped at SANB since we switched to DL. Kids taking ownership of learning, especially younger kiddos. Teachers are doing an awesome job keeping the kids engaged and are staying positive A consistent schedule 	<ul style="list-style-type: none"> Later start time Flexible schedule including asynchronous and synchronous work time and support 	<ul style="list-style-type: none"> Flexibility Video lessons of our teachers Google hangouts with parents 	<ul style="list-style-type: none"> Consistent, yet flexible, schedule is appreciated Some support staff like the increased partnerships and communication with families
Biggest challenges	<ul style="list-style-type: none"> Trying to keep students engaged in their work. Getting students to show up to their meetings. Additional help for younger kids in the Care room, it's a lot to manage for one person. 	<ul style="list-style-type: none"> Clear expectations for the position and not having a principal to report to - teachers depending too much on support staff Not being able to help kids who can't or won't engage 	<ul style="list-style-type: none"> Poor internet connections Technology issues Communication with struggling students 	<ul style="list-style-type: none"> Support staff are struggling with connecting with students who can't or won't engage Some staff are frustrated that their roles are not clearly defined or shared with others
Technology feedback	<ul style="list-style-type: none"> Majority would like training in how to use the technology tools. 	<ul style="list-style-type: none"> Better tech resources for students and staff are needed A couple asked for training on how to use classroom tech and tech tools 	<ul style="list-style-type: none"> Poor connections 	<ul style="list-style-type: none"> Support staff, like teachers, are finding the technology unreliable for both students and staff
Engagement and student needs	<ul style="list-style-type: none"> Mental Health support for kiddos What do we do when kids don't want to engage in meets? 	<ul style="list-style-type: none"> Students need more support with SEL and mental health Office hours could be helpful for struggling students Kids could benefit from some help with soft skills (time management, organization, etc.) More connections and relationships with families can help increase engagement 	<ul style="list-style-type: none"> Students are not active enough Mental health Increase parent involvement Small group meetings Activities off of the computer Daily schedules have helped Wellness focused interactions 	<ul style="list-style-type: none"> Student mental health, social-emotional health, and overall wellness are top concerns of support staff.
Relationships and communication (with staff, students, families, and district)	<ul style="list-style-type: none"> Communication from district and school is good Ideas for staff events: Music Mayhem, family sledding, walk at Silverwood. 	<ul style="list-style-type: none"> Most are interested in participating in staff activities 1 in 7 have volunteered to help on a social committee 86% are happy with amount of district communication 71% are happy with the amount of 	<ul style="list-style-type: none"> A little over half are happy with the amount of district communication A majority are happy with the amount of school communication 1 in 8 have volunteered to help on a social committee 	<ul style="list-style-type: none"> There is a strong interest in participating in social staff gatherings and activities to help increase staff morale and connectedness. Majority of support staff are happy with communication from district

		school communication		and school leadership.
Professional development	<ul style="list-style-type: none"> • Trainings in technology platforms - all things Google • Mental Health • Trauma 	<ul style="list-style-type: none"> • SEL and mental health support for students 	<ul style="list-style-type: none"> • Mental health • technology 	<ul style="list-style-type: none"> • Support staff would appreciate training in how to use the technology tools. • Training with helping support student mental health would be beneficial.
Resources	<ul style="list-style-type: none"> • Canva • Pinterest 	<ul style="list-style-type: none"> • Hennepin County's Present Teacher Project • Nords Calming room 	<ul style="list-style-type: none"> • Calm app 	<ul style="list-style-type: none"> •