

Overview of this Phase

The essential question for this phase is, **"What is our community telling us?"**. Your team will capture stakeholder input on top priorities and learning model preferences for next year. The key output for this step is a **Synthesis of Community's Priorities and Preferences for Next Year**. The insights gathered in this step will become a key input into your decision-making in **Phase 3: Make Key Decisions**.

Directions

1. Use *Table G: Planning Your Stakeholder Engagement Approach* to outline a plan for community engagement. In Column B, list each of the key stakeholder groups you need to engage. Consider families, staff, leaders, and community partners. In some cases, there may be subgroups within these categories that are useful to target. For example, you may want to speak to HS teachers or ES families separately for a variety of reasons. Note those specific subgroups in Column B.

2. Then in Column C, list key questions for each group. If useful, utilize [this question bank](#) to spur thinking on key questions for focus groups and/or [this resource](#) from Panorama to design your survey questions. Note that your team should also preview the key decisions you will need to make in Phase 3 of this workbook as you may want to present your latest thinking on these key decisions for reaction and feedback. Draw on previously collected stakeholder input (i.e. survey results, focus groups) where available.

As you are making your broader stakeholder engagement plan, make sure to collect data on the community's interest in virtual options for next year to support planning. Add those as key questions (Column C) where relevant.

3. Determine the right format (i.e. survey, town hall, focus group) to engage each stakeholder group. Record in Column D. Then assign an owner to lead the work and choose a date for the event (Columns E and F). If helpful, owners of each engagement might utilize this [facilitation planning template](#) to drive planning by making a copy of the table for their respective events.

4. Use *Table H: Synthesizing Insights* to capture key takeaways on your community's needs and preferences for next year. Be sure to include any trends regarding model preferences, prioritized student groups, and learning acceleration strategies; this will be helpful for **Phase 3**.

5. Consider convening a community design committee and/or advisory council to provide ongoing input to your RSSP core team on the key decisions in Phase 3.

Supporting Tools

Table G: Planning Your Stakeholder Engagement Approach

Stakeholder Group	Key Questions	Format	Owner	Date
Parent Survey	See Parent Survey	Google Form Survey	Janis Nott	May 3-11, 2021
Student Survey	See Student Survey	Google Form Survey	Janis Nott	May 4-11, 2021
Staff Survey	See Staff Survey	Google Form Survey	Janis Nott	May 4-11, 2021
District Advisory Committee	See Planning Document	Face-to-Face meeting	Janis Nott	May 19, 2021
ESSER III and Data Review	https://drive.google.com/file/d/1mOUOg_Glx5Xatp0OmRhOJOtEMJkbCLR/view?usp=sharing	Face-to-Face meeting	Janis Nott	May 19, 2021

Table H: Synthesizing Stakeholder Insights

Stakeholder Group	Key Insights	Implications for Planning	Outstanding Questions
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Parent/Family Stakeholders	KEEP: Face-2-Face Primary, Google Classroom for Absences, Sanitizing Protocols START: Better College/Career Prep for Students, ES Bring home devices, Remind Alerts for all Parents. A common theme in hopes for next year is "normalcy". Parents appreciate the option for remote learning, like Google Classroom as a way to view curriculum and assignments, and like Remind, Blackboard School email/call out and Facebook for communication.	1. Consider keeping remote learning again next year only for student with extended illness or quarantine. 2. Consider platform for teaching essential real-world skills to HS Students. 3. Focus on normalcy.	1. How might we build real-world connections/skills into the curriculum beginning in elementary and building through secondary? Can this be accomplished through more emphasis/training on PBL?
Student Stakeholder	KEEP: Students like Chromebooks, Enjoy Google Classroom feature is out of school absence, Online testing w rapid results, lunchroom set up, Kahoot/Ed. Galaxy START: Better College/Career Prep(SAT, ACT, Resume, Etc), **Math Support, Reading/Science Support Needed. 63% of respondents were MS students. Several comments liking outdoor lunch. Many students feel unsuccessful in math. 71% prefer communication via Google Classroom. 18.8% of students rated safety as a concern, and responses indicated bullying, fights, vaping, and drugs as issues. 55% of students agree or strongly agree that teachers provide challenging work.	1. Consider keeping remote learning again next Year with LMS platform. 2. Consider Tutoring Support for High Needs areas. 3. Create game plan for new HS counselor on college/career readiness. 4. Require teachers to continue to use LMS to the degree needed to support students in extended absences.	1. Where are there opportunities to begin college/career awareness/readiness prior to HS? 2. What systems are in place for students to anonymously report safety concerns? 3. Are supplemental materials in Math explicitly aligned to the TEKS K-12? 4. Is math instruction after Algebra I aligned to college readiness?
Staff Stakeholder Survey	Questions 2 & 3: Teachers likes Google Classroom and Seesaw as learning platforms and the availability of 1:1 tech (chromebooks)	Consider using remote learning again next year only for students with extended illness or quarantine;	
	Question 4: Priorities for next year include SEL, developing relationships, high expectations for academics, consistent discipline procedures, improvement in college and career readiness, and targeted interventions/acceleration efforts	1. Address classroom consistency in discipline and academic expectations.	1. Do we need to build a developmentally appropriate district-wide system for consistency in discipline and academic expectations? Where are opportunities to develop teacher buy in and implementation of routines and procedures?
	Question 5: Use data to identify needs and start the year with RTI groups and before/after school tutorials; Critically examine the use of assessment and the ratio of teaching days vs. testing days; Reduce class size and intervention group size where possible.	1. Continue data-based student goal setting and tracking of progress. 2. Consider setting a tutorial schedule and paying teachers with ESSER funds. 3. Consider hiring retired teachers and/or virtual tutors to work during the school day and pay with ESSER funds.	1. Is scheduling a constraint affecting implementation of intervention? 2. Do we need to consider a requirement for teachers to offer before/after school tutorials?
	Question 6: 68% use Remind as preferred communication tool. Question 7: 69% rated campus/district communication as a 4 or 5 out of 5. Question 8: 78% of respondents listed TRS as regularly used. Question 9: Many positive responses here regarding admin support. Support requested includes positive feedback, communication, and help with behavior management.	1. Consider implementing "positive postcards" system to students AND staff.	What other communication tools/options might increase student and family engagement?

	<p>Question 10: 56.4% rated 7+ out of 10.</p> <p>Question 11: 65.6 rated 7+ or higher.</p> <p>Question 12: Lots of variety here, but a pattern of Google Classroom.</p>		
	<p>Question 13: 72.6% rated agree or strongly agree.</p> <p>Question 14: 82.2% rated agree or strongly agree.</p> <p>Question 15: 80.8% rated agree or strongly agree.</p> <p>Question 16: 90.4% rated agree or strongly agree.</p> <p>Question 17: 94.4% rated agree or strongly agree.</p> <p>Question 18: 56.3% rated agree or strongly agree.</p> <p>Question 19: 50% rated agree or strongly agree.</p> <p>Question 20: 49.3% rated agree or strongly agree.</p> <p>Question 21: 79.1% rated agree or strongly agree.</p>	<p>1. Already have plans to add music and art at Fred and Warren Elementaries, and adding theater at HS. 2. Working on adding Health Science and CNA certification. 3. Working on adding criminal justice program.</p> <p>4. Working on agreement with Lamar Institute of Technology to add to CTE options.</p>	
	<p>Question 22: Several comments suggest a lack of collaboration/unity between teachers and administrators; There is a need for more electives and CTE options, as well as adding relevance and authenticity in core classrooms;</p>		