



FOCUS GROUP FEEDBACK

*For purposes of confidentiality and anonymity,
focus groups were identified by number in this appendix.*

Group 1

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> ● Dedication of all staff – from teachers and principals to support staff and bus drivers ● Dedication of students ● Community partnerships – many businesses contribute \$ and man-hours to support student success ● Parental/family involvement – both time and money ● Schools well cared for regardless of age – cleanliness and physical condition ● IT team morale ● We are great for what we spend ● Solution based group ● 1-1 growing and changing ● Some teachers great with technology (we should not be fixing printers so often) ● Our system has bandwidth for current needs ● 100% Accredited ● Our people- caring, passionate, dedicated ● We are willing to try new things ● We generally put children first ● Relationship with community is good ● There are tons of great things happening at buildings 	<ul style="list-style-type: none"> ● Quality of on-boarding for employees – there is a process, but it needs to be much more comprehensive, so employees feel more prepared for success on day one; work tools such as email and computers need to be ready for employees on day one; mentoring program is inconsistent – some have mentors while others do not. ● Inconsistent building security - some doors are often propped open; loading docks at times not secure; inconsistent understanding of security policies (especially among newer staff members) ● Inconsistent communications about where to go or who to go to for what. Information shared based on who you know. ● Roles and responsibilities of key departments and personnel throughout the division are unclear to most. ● Responsibilities for same job vary from school to school – sometimes yields issues with expectations and accountability ● Professional development – need a longer-term plan with clearly articulated development goals. <ul style="list-style-type: none"> ○ Too many initiatives ○ Not enough PD funding and it's unclear who to ask if funding is needed ○ Some PD at building level “doesn't match” or appears disconnected from division PD – how does it all fit together? ○ PD needs to be job related and mandatory (sparse attendance at some sessions) ● Limited supports for student discipline – high ratios for guidance counselors impacts their ability to be more proactive; discipline handled inconsistently across schools ● Not enough focus on career readiness (as opposed to college readiness). Many vocational programs have been eliminated

External	Strengths	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Not enough electives beyond music and art to meet individual student interests. Impact on student engagement. • To date, there are limited efforts to leverage staff/depts to provide student learning opportunities i.e. working with students to help them provide troubleshooting support in their classrooms. • Culture and morale <ul style="list-style-type: none"> ○ No clear path for career progression for support staff. Has led to loss of great people ○ Words and actions of managers/leadership need to be consistent ○ Need more transparent and timely decision-making – “explain the why.” If feedback is requested, acknowledge it. If taken or not, explain why or why not ○ Need more opportunities for genuine relationship building and engagement within and across schools and functions ○ Not enough recognition/reward for employees who excel ○ Always playing catch-up, never getting ahead • Finance is holding us back • Pay • Silos are obvious- we are not part • React to issues too much • Equity- SIS portal not useable to some parents 33% • Some schools have so much more than others • Explanations about decisions • No replacement cycle after big purchases for classrooms- piecemeal fixes • Web site not user friendly
-----------------	------------------	---

<p style="text-align: center;">Opportunities</p>	<p style="text-align: center;">Threats</p>
<ul style="list-style-type: none"> • More business partnerships, especially for vocational opportunities and apprenticeships • Leveraging the state's Profile of a Graduate to strengthen focus on college AND career readiness • Mission statement for tech • Incorporate tech into other discussions • Would like to be standardized- too much software, equipment • Centralized buying would be helpful- could we be a part • Talk to instructional team- no planned discussions • Nothing technological with W&M • Centralized registration • Online registration 	<ul style="list-style-type: none"> • Changing nature of technology • Funding • Staying ahead of kids and changes • People making decisions without input- textbooks became digital with not talk or plan for ongoing use • Very few have ever seen other districts at work

Additional Notes/Observations/Wonderings

Hopes and aspirations for WJCCPS:

- Greater vocational emphasis
- 1:1 more online classes (PBL)
- A place where students will be encouraged to take risks and problem solve in authentic experiences – less teaching to a test
- Best tech division in the state
- A hub for technology in students' lives
- A place where all students are academically successful
- We will adopt the latest in innovative teaching strategies and abandon what makes us comfortable (old-school strategies)
- A place where students have appropriate technology to support their learning and teachers who are comfortable using it
- More virtual classes and trade schools
- Forward thinking, progressive, practical, student centered
- Student-centered learning; consistent policy/enforcement (discipline, reward, etc.); equitable access to learning (tech, resources, etc.)
- More transparency and consistency would be great
- More Centralization of policies, procedures... would be helpful
- Shared leadership that is focused on fewer things and vision driven and based on authentic relationships
- Tackle Equity, close gaps and provide student supports (systemically)
- Include supports, SEL, and more opportunities when possible

Group 2

Internal	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● Quality of teachers ● High performing school division ● Providing resources for families – i.e. SQL resources ● Communication of Accountability and Assessment teams with school test coordinators, Special Ed teams, EL teachers, etc. ● Quality of service and responsiveness to customers/internal staff ● Partnerships with and involvement of broader community organizations and businesses with schools/ division 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> ● Meeting the educational needs of all of WJCCPS' diverse student populations – unmet needs of key subgroups ● Lack of socio-economic diversity in some schools ● Need more opportunities to communicate with parents and families beyond Parent Vue ● Not enough authentic opportunities to engage with community <ul style="list-style-type: none"> ○ Currently, there is one community engagement staff member ● Current intranet is not effective – old, repurposed tool not meeting current needs of employees ● Culture is not one where it is safe to take risks; more reactive than proactive ● Proactive communications planning for major initiatives is limited – communications often not involved upfront during the planning of major division initiatives ● Lack of intentional efforts to help all employees feel accountable for a division-wide culture of communication excellence “it’s everyone’s responsibility” ● Communications resources for ESL students/families – only 1 interpreter for the growing ESL population ● Culture that “assumes people know more than they actually know” – need more and more easily accessible guides on how to do key things; need a more comprehensive on-boarding process for new employees, especially support staff (key contacts, org structure, etc.) ● Growing focus on data division-wide but there is only one person responsible for data pulls among other duties. Need a person who is 100% dedicated to data
-----------------	---	---

External	Opportunities	Threats
	<ul style="list-style-type: none"> ● Broaden partnerships with local business and organizations to provide educational/vocational opportunities for all students <ul style="list-style-type: none"> ○ Greater balance between opportunities for college-bound students and career-bound students 	<ul style="list-style-type: none"> ● Potential for school vouchers to take money away from traditional public schools ● Decreasing funding from state lottery Project Graduation – started at ~\$30K per year for WJCCPS, not at ~\$4,500 per year

Group 3

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> ● Family involvement, high engagement – strong PTAs, volunteers, etc. “Passionate” ● Instructional best practices – professional development, collaborative planning, vertical teams ● Quality of instruction – new ways to make instruction engaging relevant, innovative and ambitious ● Curriculum diversity - -variety of courses offered. Innovation-focused courses – Project Base Learning, STEAM courses ● Community partnerships – tutoring, educational opportunities, dual enrollment, early college, professional development partnerships ● Grants – WJCC Foundation funds grants for instructional innovation ● Willingness to try new things/high level of support ● Professional learning conferences (Aug) – teachers helping and teaching teachers ● Positive behavioral interventions – PBIS/MTSS – definite progress being made on this front 	<ul style="list-style-type: none"> ● Focus on data – academic/accountability. Early awareness in this area is under way. Clear progress being made. Needs continued focus ● Quality of communication – division, schools, between groups <ul style="list-style-type: none"> ○ Need more involvement and engagement in decision making for major initiatives – at building and division level ○ “WJCCPS is big now but doesn’t know it or operate like it” Example: Counselors only get together once per year. Old mentality of each school operating in isolation ○ Hear things through the grapevine too often ○ Have and have-not culture – resource allocation, resource availability, parent involvement, etc. ○ Lack of clarity of roles and responsibilities – who does what? ● Lack of division-wide training – i.e. Responsive Classrooms ● Inequity - too much variance across schools ● Accountability (real or perceived) beyond teachers, especially within Central Office ● Dealing effectively with underperforming teachers and staff versus “passing the lemon” ● Need more socioeconomic diversity in schools – some are very homogenous and socio-economically isolated ● Need to take broader view in support of all children ● Being influenced at times by vocal minority ● More representation so all voices are heard, especially underrepresented groups ● Need more diverse hires – students need to see the same diversity in the staff as they see in the student population ● Language support services – only one person for the entire division. Inconsistent awareness of available resources

External	Opportunities	Threats
	<ul style="list-style-type: none"> • More mental health supports -- counselors, social workers and psychologists -- are needed given current climate nationally. Get to recommended ratios • Further growth of business partnerships for internships, job shadowing, vocational training opportunities • Possibility of sharing vocational and other opportunities/student supports with surrounding school districts (gain economies of scale) • Greater awareness of importance of managing discipline proactively • Greater partnerships/use of external resources i.e. Juvenile Justice 	<ul style="list-style-type: none"> • Increasing levels of “trauma” experienced by students and families (locally and nationally) with limited resources from the schools and community to effectively address them • Limited mental health resources in the community for students – long wait lists, parents exhausted trying to navigate them

Group 4

Strengths

- Ability to respond rapidly to student needs (SAC)
- Ability, flexibility and autonomy to complete tasks independently. Example: crisis interventions
- Collaboration between SAC and SIC to help at-risk students (academics, attendance)
- Quality of customer service & ability to pay employees accurately and on time (B/F)
- Engaging instruction and high-quality instructional staff

Weaknesses

- Need full-time Resource Officers in all middle schools
- Communication
 - “Siloed” – information too often not openly shared or shared in a timely manner
 - Frequent 11th-hour notification of key information, especially on initiatives requiring our support for implementation. Info sometimes flows in bits and pieces vs. one comprehensive communication. Impacts customer service quality.
 - Isolated decision making/not gaining feedback/input from stakeholders. Leads to lots of changes mid-stream. Need to better collaborate with and include “doers” as valued part of decision making. Often feel as if their perspective is not valued
 - Issue of alignment across Central Offices – get different answers to the same question
- Too many initiatives/changes – contributes to “wait it out” mentality and compromises trust of parents and staff
- Constantly reacting versus being proactive
- Too much reliance on highly vocal minority of external stakeholders
- Lack of clarity about who does what – roles and responsibilities
- Socioeconomic isolation of many students
- No alternative education program for kids who don’t do well in traditional classroom setting or with significant behavioral challenges. Had ALL Academy but it closed
- Central office culture – some feel intimidation and fear. Long-term vacancies and high turnover in some areas contribute to a culture of uncertainty
- Limited to no upward mobility in key areas. New hires making more than current support staff in the same job/areas negatively impacts morale and retention.

Internal		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Moving in the right direction with MTSS but not all MTSS programs are fully implemented at schools • Not enough student support resources at middle and high schools – especially social workers • No security officers in middle schools • No truancy officers at any schools to help improve student attendance. • Current attendance policy – no tardiness component, no accountability. Need a more impactful/meaningful/actionable policy • Busing of EL students – ½ time in one place and ½ in another makes many feel as if they don’t belong in any one place. Impacts instructional time and learning quality • High HS dropout rate for EL population. We get some EL students from their home country with only a 3rd-grade reading level, but they are placed in Alegbra I. “EL program needs an overhaul” • Need to better promote the GED program to students who struggle in a traditional setting • Limited vocational opportunities in middle and high school • Need for lower-level pre-Algebra classes at high school • Semester classes vs. year-long classes – transfer students lose credits due to lack of year-long courses
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • More grant programs (i.e. teacher innovation grants) offered through local businesses to promote innovative teaching and learning • Continued rezoning of the middle schools to “equal out” the socioeconomic demographics of the community 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • New accreditation standards may threaten the division’s accreditation given current attendance policies and limited resources to engage student populations with low attendance patterns. • Profile of a VA Graduate – “WJCC does 4x4 classes instead of yearlong so students can finish all credits by 10th grade year. How will we keep them?”

Group 5

Strengths

- Putting information out on social media, Peach jar, outreach to community- reliable
- Teacher quality
- Extracurricular activities
- Good reputation- for good teachers, quality education, student focus
- Bright Beginnings- prepared children for kindergarten, advantageous for needy students
- Technology provided in schools
- Local funding partners continue to bridge gap with state funding
- Great facilities
- Building-level autonomy allowed by Central Office administration

Weaknesses

- Inequality among schools
 - Frustrating to be treated differently because of the amount of money the surrounding communities can contribute to a school
 - Central Office treats schools differently- ex: uniforms at Toano but nowhere else (and inconsistency within the school enforcement of dress code)
- Lack of magnet programs in the division
- Loss of connections with opportunities outside of the county (Ex: York Performing Arts Program)
- Lack of foreign language introduction in ES
- Limited language offerings
- AP courses are more busy work. Not teaching students how to think critically/preparing them for college
 - Too focused on exam prep rather than content - makes it irrelevant for those who are not taking the exam
- IB program doesn't extend from elementary through high school
- Educational/professional development opportunities for teachers
- Transportation issues -- driver pay
- Language barriers for Spanish-speaking students
- Our special education programs are not as good as our neighbors (no full inclusion, student-to-instructor ratios trail neighboring counties)
- Celebrate athletes but not all student achievements (theatre, choir, academics)
- Minimal celebrating/encouraging of career-bound (vs college-bound) students
- Opportunities for everyone
- Career and technology focus needed
- Need a way for students to explore future paths (choosing a career, college major, etc.). More career coaching
- Students having to take too many courses that do not prepare them for their path

External	Opportunities	Threats
	<ul style="list-style-type: none"> • Working with neighboring counties to provide more opportunities for students (Ex: there used to be an opportunity to participate in York’s Performing Arts program for half day) • Many universities are having students take the Gallup (Clifton) Strengths Finder Assessment. Introducing tools like that to students at an earlier level (i.e. HS freshmen) would help them better identify their strengths and areas of interest. Partner with local organizations that can provide these services • Work with business community to have students experience the business- but also to help the businesses with skills the students have (internships, mentoring, etc.) • More community involvement to create teaching and learning opportunities for students 	<ul style="list-style-type: none"> • Teacher pay at WJCCPS is becoming a competitive disadvantage relative to surrounding areas. Retention issue • Increasing number of students needing IEPs (if we don’t prepare) • Increasing number of EL students (if we don’t prepare) • Electing people at every level (local & up) who don’t support education • Funding (a variety of issues related to funding) • Lack of empathy • Lack of participation • Global-level education (technology, entrepreneurship, creativity) – “Are our kids going to be able to compete with skills students in other countries are learning? Are our programs going to be applicable for jobs/skills needed in the future?”

Additional Notes/Observations/Wonderings:

I hope that five years from now, WJCC...

- Has seen real movement in the opportunity gap
- Has moved from a cookie-cutter approach to education to an individual-based education that brings out the individual uniqueness of each student
- Allows our teachers the opportunity to teach our children to be the people they are going to be in their life- whatever that is for that child (Rather than teaching to a test)
- Provides more opportunities for students to better prepare them for college, a job, or any position they want to put themselves in
- Will have a more updated approach to Special ED and inclusion practices
- Will be brave enough to look at our data for all our children and move the needle for all our kids

Group 6

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Everyone cares about the students and goes out of their way to help students and families • Hearts go into this work • Instructional specialists and teachers really care • Bright Beginnings Program • Custodians, bus drivers and Cafeteria staff all care so much and make it plain and obvious • Sense of community - everyone treats every child as if he/she is their own • Community embraces the “it takes a village” approach - engaged in educating all our children 	<ul style="list-style-type: none"> • Communication is a VERY big issue - always in the dark <ul style="list-style-type: none"> • Ex: Positions eliminated but we were not told. Saw via website, but then found that my own senior director didn’t know. • Disconnected from information to schools • Constant blindsiding- find things out last minute; often an afterthought in the process which impacts the quality of service we provide to employees and parents • No follow up- a lot of assumptions that you will be told • Disconnects from department to department • Things falls through the cracks • Leadership instability - been through many superintendents • Heavy turnover • Positions changing five times in 2 years- voice concerns but no follow up • Creates silos- stay where we know the rules and its safe and you don’t step on anyone’s toes • No hierarchy access- and fear to go above any heads anyway • Fear of retaliation if you do speak up • No processes in place for training- on-boarding new support staff- sink or swim • Not knowing who knows what and who to ask • Workload doesn’t allow time to do anything proactively (get ahead) • No time to let people be in the learning curve

		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Department is understaffed, leads to overtime and causes impacts to other departments • People aren't friendly in central office. Senior leaders not showing happiness or even saying good morning. It feels like morale is low
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Create an on-boarding strategy for new admin support with details and 2-3 days overlap where possible • Create a guide highlighting who to go to for what /who does what • Process improvements- tasks tracking to let people know what they need to do • Consistent communication about decisions that are made • Include us when decisions/plans are being made so that we can be at the table to share insights and follow through • Senior leaders should model collaboration, communication 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Morale (if not addressed) will negatively impact community perceptions. We will lose good people <ul style="list-style-type: none"> • Too many closer districts/divisions/other options – so it is easy to leave if this low morale trickles out • Environment - people feeling threatened or position will be eliminated • Not doing anything with this information- being in focus groups but no action being taken

Additional Thoughts

- Take ownership in departments to increase morale
- Senior leadership expects mind-reading
- Trust - worried about even coming to focus groups, what will come of them, whether people will be disciplined or retaliated against- there is a culture of fear
- Support staff are spread thin and frustrated- division is departmentalized- we need more guidance from senior leadership

Group 7

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • High-quality workforce • Facilities are beautiful and high quality • Variety of opportunities for students • Leadership continuity • Policies are easy to find/understand-fewer with more latitude for staff • Dedicated and talented teaching professionals • High performing schools- accredited • No teacher shortage- teachers want to come here • Strong rep for special needs students compared to other surrounding areas • We have non-profits that support early childhood intervention and social emotional supports • Seen as forward thinking and innovative in applying new ideas like Pathways • Proud of student results- academic, arts programs are outstanding with investments we make- on time graduation, college readiness, governors schools, scholastic bowl, etc. • Teachers try to meet students where they are • Families move here for our schools. Lots of community pride 	<ul style="list-style-type: none"> • Too few schools • Lots of people in learning curve • We do things the way we've always done them as default • Relatively thin/ central office- need more leadership in some areas • Issues of Equity • Administratively thin re: school-based staff. Need more AP's, Counselors, Curriculum Specialists, etc. • Lack of detail and completeness in the work • Communication and customer service need a lot of work - making progress <ul style="list-style-type: none"> • individual accountability, timely loading of grades, responsiveness to emails, etc. • communication issues keep us from celebrating the good • At times, we act in isolation and not in partnership- so there are many missed opportunities • Community is suspicious of marketing and branding • We need to address equity- academic priorities & expectations • Resources and professional development need to be applied to equity issues, issues of poverty • Real spectrum- effectively meeting the needs and expectations of all parents/families given a very wide range of parents/families

Strengths

- New sup a 'breath of fresh air'
- Dedicated/talented staff- still in-demand district
- Resources- college, businesses
- We are good for college preparedness
- Forward thinking- Pathways, grants, project -based learning
- Pathways, Literacy for Life
- Board has appetite for change - We are ready to confront issues, we are beginning to talk about our weaknesses
- AP offered at all places

Weaknesses

- Parents are pleased with their own school and teachers, but will speak ill of the system
- Replication of strong programs/efforts - pockets of excellence
- Need stronger focus on curriculum and instruction
- No local CTE program- so programmatic offerings are slim
- Perceived as having have and have-not schools - Golden Triangle (Jamestown, Matoaka, Hornsby), others perceived less well
- Funding structures need to change - per pupil funding
- Capacity and utilization, economic parity/ integration
- Students are not being prepared for global citizenship- cultural proficiency
- Need longer term vision... we move too quickly on things. Need to spend more time and be more deliberate with things
- Best teachers are not put with kids that need them the most
- AA and ELL achievement gaps need to be addressed
 - A lot of initiatives haven't gotten it done- like Pathways project

Weaknesses

- Decided not to redistrict the high schools – voted down because of the pushback from the community.
- Inequalities exist
 - fail to meet the needs of all students
 - we are a little naive about cultures – need to be more culturally proficient
 - student experiences should be similar across division
 - Lack of strong subgroup data
 - Equity- all ELL, alt ed. at Lafayette
 - SEL- ‘we can do better’- focus on whole child
- Squeaky wheel culture
- History of gerrymandering
- Interventions
- No range of educational opportunities
- Program of Studies - came late and was not inclusive
- Floundering initiatives -pathways at Warhill
- Need innovation at middle and high school levels- around room utilization, scheduling, technology

Opportunities

- Resources are there, we just must ask and lobby, so we can afford the things we desire
- Schools are churning out teachers (Hampton and WM) but we need HR strategy to retain
- Use of technology
- Work with Community College and anchor institutions
- Quality of life is good here
- Crime is low
- Resources, colleges and employment are in demand
- Need to take better advantage of the possible partnerships/business/education in the area
- Greater emphasis should be placed on World Languages and Culture
- Better coordinate partnerships with business community
- Cultural proficiency
- Equity could be better than canned slide show
- See more data at board level - scope and sequence, curriculum...
- Unpack data better- we are moving in this direction
- More talk about the instructional core
- Funding structure needs to change - not per pupil but by needs
- More career exploration- have a person here for this
- Focus on Profile of a Virginia Graduate
- Get rid of day care renting for \$1
- Celebrate more success and more kinds of success
- Scale Pathways
- We have populations with high parent educational attainment
- More focused vision/mission

Threats

- Keeping younger teachers/teacher shortages - not coming into pipeline
- 10th highest homeless population in state of VA
- Working poor - high populations of poverty
- Housing prices- causes stress for teachers who can't afford it
 - Teachers can't live in the community they work in- so they must be out of area
- Increasing social and emotional learning issues
- Low wage jobs
- Government not funding education and mental health services- Undermining the threat of our ability to take care of the populations who live here
- Opioid threat is coming
- Continuity of board- norming
- History/tradition (if they become barriers to new opportunities/innovations)
- Notion that best schools will not be accessible if we redistrict
- Abandoning efforts when things get hot (redistricting)
- Decisions- long-term necessary—Lacrosse
- Nervous about future of accreditation
- People do not want to break up Golden Triangle
- Decentralized nature of district (if not proactively managed) – schools operate independently
- We are reticent to share - difficulty sharing between schools
- Community Engagement- we are a retirement community in many ways
- Transparency- 'our capital needs are not transparent'
- Dealing with growth (if not intentional about it)

Opportunities

- Project Lead the Way - Warhill - tied to person
- Safety
- SEL- bullying
- Trauma-based and tiered interventions
- Focus on ROI

Additional Thoughts

- Reference back to strategic plan to create accountability to goals and getting the drive back to instruction- at every board meeting adding that instructional component
- Vision/Mission/CV- needs to be revisited/blown up actually
- Celebrating success - Doing better, but more needs to be done
- Decentralized control to schools= allows schools autonomy
- Curricular areas are some halftime employees- so there are needs
- Program of studies not vetted- teachers were not involved
- Sharing of summative and formative assessment data
- ES IB program with no trajectory
- How can we scale the Pathways and increase implementation now that we have data to assess?
- What else can be scaled/replicated across the district? Language programs
- Equity could be included here with understanding culture
- Not every student has to be part of a group with a project-- we have swung one way too far in one direction of collaboration
- Celebrating diversity and student success -- equity slideshows not authentic
- What are we doing to meaningfully engage underrepresented parent groups?
- Need a dedicated Career Education person- workforce
- Career Advisory councils in MS and HS- coordinate internship and implement Profile of a Graduate
- Need a bilingual counselor
- Instead of doing per pupil spending – tap into special funds for special needs of each schools
- Lafayette HS housing other programs such as child care which looks like a daycare center -- program needs to leave
- Lafayette also has ELL academy and other specialized programs, so does Berkley

Social Emotional Learning Trauma-informed Practices- MTSS program, not sure what programs are in place

- What interventions- literacy for life- non-profit through WM- not equal across schools
- Need to do better community engagement- meaningfully- small and loud group shouldn't make decisions, especially galvanize those around budget issues- especially those without students in the district
- Marketing to the broader community

- We need to fully exhaust the entire list of capital needs
- Innovation at the MS and HS – programs for utilization with a new vision for schools
- Instructional Technology – continue to strengthen this area
- We can improve upon safety
- Social emotional /mental health
- Not seeing any real time data- autopsy data review- don't check on ROI
- Equity- we need to be more vigorous and forceful about doing the right thing even in the face of pushback
- Confront the notion/perception that zip code determines the quality of the schools
- Challenge the perception (by some) that diversity makes a school worse- despite same grad rate— people see that if the FARM % are higher, they don't want students to go there, say it will lower property value
- Change in demographics
- Prior school boards gerrymandered redistricting to benefit themselves- hard to overcome the history
- Culture is changing for the better

Group 8

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Quality of education • People/Staff • Leadership continuity • Support staff- and the continuity and commitment to the district • Teacher leaders- presenting at conferences- paras, and support staff • Community and funding support from partners • Support of several foundations- health initiatives and many initiatives that touch families • Community resources • Community involvement and parental support • Family-oriented culture • Value of education • Amazing students • Forward thinking and desire to move forward and accept challenges • Beautiful schools/facilities, inside and outside- well maintained • All schools are good -- even with different strengths and weakness • Overall reputation- people move here for us • Have a good foundation to build upon • Great student experience and well prepared for college • Arts education is good- we nurture talent 	<ul style="list-style-type: none"> • Strengthen the succession planning process • SLT still forming/norming as a team- need to work on becoming a high performing team • Communicate the why- internally and externally – let people in on it and be specific • Close feedback loops and give back the results- build the transparency • Diversity of teaching staff- cultural mismatch of staff • We need a better understanding of who does what in the division- and how they do their jobs • Communication • Building trust- Relational trust building • Address silos- break them down and do more than just in departments- increase collaboration • Not being present/visible in schools. Need to change the norms of how we work during the day, so we can get out to schools more often • Building teacher capacity- wide range of needs <ul style="list-style-type: none"> - Consistency of instructional practices to address teacher needs for addressing needs of students - Low expectations and equity - Addressing trauma- mental health needs of students • Equity- <u>really</u> addressing the needs of students of color. How do we build a more welcoming and inclusive culture?

Strengths

- Strong curriculum- updated annually
- Clear expectations
- Strong academic rigor and differentiation
- High school choice
- Support for opportunities for teachers to be creative
- Unique opportunity because of our location- Jamestown Island, etc.... geographical locations enhance
- Partnerships with local university
- Whole child- social emotional supports being put in place

What needs to happen to maintain/accelerate these strengths/assets

- Hire, attract, retain and recognize teachers - compensation
- Investments in people, facilities etc.
- Communication- seek and value the thoughts of others
- Invest in personal and professional learning for teachers
- Explore alternatives for students who are not college bound- trades, career, etc.
- Linking practices to outcomes- scaling up
- Focus

Weaknesses

What would others say the division needs to improve?

- Fractures in community around the difference in our high schools
- Perceived need to pick certain schools in certain neighborhoods
- Clear and growing awareness of opportunity gaps
- Communication needs improving
- Bullying – gaps in perception of how it is addressed
- Some community members feel ignored/marginalized- alienated populations
- Perceptions among some that we are not good stewards of our money
- Community perception that education is an economic issue and nothing more
- Thinking everything is a communication problem- instead of the actual decision or its implementation

External	Opportunities	Threats
	<ul style="list-style-type: none"> • Partnerships and Foundations- nutrition, physical activity, etc. • MTSS Cohort sponsored by the DoE • Multi-agency partnerships- parent training, housing support • Profile of a Graduate- digital portfolio • Changes in standards of accreditation • Changing the narrative about accreditation changes • Leverage that folks are okay with standardization • Opportunity to close the gap in trust • Address the impact that lack of communication has had on trust, frustration between schools and central office • Helping others understand the why of decisions and align the impact • Opportunity to consider balance between consistency/standardization/autonomous decision making • Define success and equity so all are on same page about what these things are • Increase data sharing- scoreboard • Address discipline disproportionality- with intentionality 	<ul style="list-style-type: none"> • Teacher shortage- on the horizon- plan for it • Social media- managing the message, dealing with bullying • Competitive pay for bus drivers, specialized areas, etc. • Funding and politics- changes at state and federal level • Increase in competing priorities • Innovate but decide what goes off the plate- find balance • Mental health for staff- balance health and wellness/well-being • Build in accountability systems

Group 9

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • We do a good job of providing students with information about how to get into college • Opportunities to improve my skills as a counselor • Flexibility – we go with the flow- do what were asked and go beyond for our students • Very collaborative, use each other as resource- group effort • Collaboration is cross-functional across schools and buildings <ul style="list-style-type: none"> - Leads work together across the high schools- call each other if we have questions and help one another • We work to find solutions in the best interest of children- vertical articulation for solutions • Good at being responsive (versus proactive) • Positive culture- district wide • Engage and collaborate with admin team • Getting what we need, continuous improvement, opportunities for professional development • Always learning and growing • Efficient (but not always most effective) 	<ul style="list-style-type: none"> • Efficiency that impacts effectiveness - being given time to be proactive vs reactive • Very little time to plan accordingly to fully meet the needs of students • Sometimes hard to communicate with each other • We are used to do the scheduling and data entry - need to get back to social emotional well-being of students and actual counseling • Lack of support and advocacy from above <ul style="list-style-type: none"> - SIC and SAC position helps but still 1:470 ratio - Frustrated that we must advocate and prove what we should be doing/ and our worth • Roles need to be defined- role of SIC vs SAC vs counselors- need clarity • We need to be proactive and do what’s right- no time to stop during the day- we don’t get a planning period, but we are on a teacher contract • Some principals seem unclear about our roles and utilize us differently because we aren’t in the classroom- they can’t measure what we do.

Weaknesses

- Central Office – doesn't fully understand what we do or recognize the direct contact with children
- Lack of clarity between the school psychologist and guidance counselors
 - Tension between admin-- living "guidance" counselor role, but wearing "school" counselor t-shirts—not doing any guidance
- Unrealistic deadlines and expectations for addressing issues and dealing with crises
- Too little time with kids - want kids to know who we are- build relationships
- Increased need to respond to mental health crisis
- Communication is horrible- then we get hands slapped for not knowing
 - Information is not passed down in a timely manner and varies at times based on who you ask
 - Program of studies is an example- changed but we didn't know until we saw during a board meeting. Also, Summer school information still isn't available
 - No clear direction
 - Parents find out first- from Gazette before we find out
- Division tries to be innovative but don't think things through to see who will be impacted- planning or lack of makes us look incompetent
- Being overly responsive to a vocal minority of parents/stakeholders
- No consistency or policy
- Opportunities for career-bound students. We need to do more and not send the message that everyone must go on to college
- Programming is not about equal access- such as Pathways- they don't seem equitable
- Allocation of Title One monies go to Elementary schools

External	Opportunities	Threats
	<ul style="list-style-type: none"> • To address the equity issue, we could have used rezoning to address this • More William and Mary presence in our building- high needs schools • Community support for tutoring and mentoring • Promoting to grad students at WM that they can tutor (Griffin program)- needs more structure, but good program to scale- • Clinical and mental health students as well- doing more practical internship- can be in schools • Can this internship model be formalized- would be a better use if we supervise them and not other grad students without experience? • More partnership with community college • William and Mary to help with immigrant families- Literacy for Life 	<ul style="list-style-type: none"> • Lack of Staff and Faculty diversity of division staff – people of color and men • ELL slipping through cracks- we are not supporting them, not trained and not resources • We need cultural proficiency training= we treat them like they are SPED- and put them in a bunch of electives, and keep them until 21 • Lack of remediation programs at HS and • We don't have a seat at the table--Credit recovery is being replaced, but we don't know what with- and we have not been involved in the discussions • Class size increases- classes designed for 24 at most and we are at 30 • Major behaviors issues- students sent to Newport News- so we need alternative education to keep and educate or children • We are going backwards in the past 20 years- we need to go back to being premier and stop just saying we still are • Huge gap in performance- not middle just GIFTED or LOW. Stakes are high • One size fits all • Social promotion at middle schools • No attendance policy- vague and students realize this – 140 hour of seat time. • Counselors could have an active role in testing if it weren't for other duties • Holistic approach SIE learning • MH needs • Behavior Needs • Additional counselors needed

Group 10

Strengths

- Full Accreditation
- Strong staff- they care, good people who work hard, apply feedback
- Good relationships, supportive district
- Children are put first
- Supportive community members- (need to strengthen bond and leverage resources)
- Some autonomy within schools
- Professional development with teachers- summer conference format and teacher presenters

Weaknesses

- We are not outperforming some of the higher performing districts outside of Tidewater area
- No earned autonomy
- Couldn't decide on AP position, HR makes decisions
- Optics are important- some schools are considered better because they look better
- Biggest pain points- fear of the unknown, still doing things the old ways due to fear of exploring meaningful ways to move forward; Not progressive
- People don't speak up about it when district leadership is wrong; Fear of being fired
- Communication
 - Communication from central office is jumbled up; schools get wrong information to pass along
 - Closing feedback loops, follow up, initial outreach- all communications
 - Structures or reporting structures- who to go to for what is unclear
- Growing pains around the new structure of leadership with associates, etc.
 - No due diligence done to operate in this structure
- No policies manual
- Over-responsiveness to vocal minority. Oftentimes the building isn't supported when making student-based decisions, especially if parents become vocal
- School Board and School are not delineated- parents go to them
- Trust is an issue
- Conflict of interest at central office- positions

Weaknesses

- We do things just as they have always been done- we need to have a better process with better clarity
- Feedback and input into the decision-making process
- I must go make ideas sound great even when I didn't have input – so I don't have buy in and have to try to explain to others
- Consistent support with answers- can ask it three times and get three different answers from three different people—absence of written policy
- Increase communications and close feedback loops
- Technology support processes – 1:1 not supported
- Need to get more input from principals- i.e. Program of studies, changes and courses for middle schools done without principals- middle school options are low, and not impressive, not a rich set of offerings. This might be a staffing issue- need people who can teach things like Robotics or coding, etc.
- New course proposal process abandoned
- Principals want autonomy to
- No central admin in schools
- Equity and hidden bias issues need to be addressed
- Not clear on vision/mission/values-driven organization - Need a theme/simple, easy tagline
- We don't celebrate success
- Misaligned, use of resources/utilization
- Give control

External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none">• Data training to close gaps in math like at Toano- to help close gaps• Space to put good teacher stuff- Teacher portal- with lessons and videos, etc.• Central Office being in schools more• CTE coordinators, Math Coordinators, etc ... we need content specialists/curricular areas	<p style="text-align: center;">Threats</p>
-----------------	---	---

Group 11

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Positive supports from central office • Increase in work security improvements -- being made on the county as a whole • Immediate team – support one another as a team to get things done – no matter what • Strong principals (consensus in the room)- hands on, approachable, gives feedback and implements plans to make things better • Great Instructional Assistants, amazing • Staff experience - people know and understand their jobs and do them well • Collaboration/relationships with agencies- social services, etc. • Programs to serve families in needs (feeding them on the weekends)- Blessing in Backpack Erase the Need (elementary school) • Strong PTA, very supportive and funds go back into schools • CHIP program and ancillary supports from the Williamsburg Health Foundation • Local law enforcement- Resource officers partner with security • Police Science club done by Resources Officer • SRO is Part of the community. Open door policy - relationships with kids • Teachers are amazing and work together • Communication between schools- registrars call each other, share information, peer to peer collaboration, vertical articulation and share information across with/about siblings when something happens • Document-sharing across schools to register so that parents aren't all over the place- great customer service 	<ul style="list-style-type: none"> • We need to celebrate support people more- and see them as a part of what happens for kids • Acknowledge that they are being pulled away from a job to help in all these other ways • Acknowledge that they willingly do the ODA's • Across the division we need interpretation services- kids shouldn't be used to translate, etc. <ul style="list-style-type: none"> • An app for translation – we need technology support • Staff should take Spanish One- offer this for staff • Some translation services for support staff approved by ESL department • We use personal cell phones • WIFI is slow • Funding for more cameras across the districts to help better monitor safety- not consistent across all schools in the division. • Security and SRO at High School, SRO at Middle School, Elementary – nothing <ul style="list-style-type: none"> • WJCCPS is served by City and County – this creates the disparity • Perceptions of some schools– we need to all market the greatness of our district as sister schools • Training/PD for meeting needs of special education students- we need training for support staff such as de-escalation techniques- not just SPED Assistants, but all others

	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • How kids are celebrated- everyone celebrates students even custodians • We celebrate each other and recognize each other as well 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Non-violent crisis intervention training offered • Time spent on constant withdrawals in non-stable populations- need more staff at schools with more transient populations (registrar) • Schools re unique so resources should be too (no half time receptionist when registrar) • Space- use like Bright Beginnings at sites with no more room- some buildings busting at seams
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • We need a mentoring program- possible partnership with Big Brother, Volunteers • Partnerships with local grocery stores- and less limitations on what we can do with many • Church partnerships • Community Partnerships- can help us scale some of the activities happening at some locations 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • We need more people/staffing- We identify needs and then we don't prioritize- it comes down to staff • Came here and learned about inclusion, but alternative education programs here are gone and we aren't meeting needs of students with the most needs- impacts teaching and learning • Parents are feared- we don't address the behaviors as much • We need to address bad behaviors immediately and not worry about the parent reaction • Emotional intelligence and cultural proficiency - all of us having the knowledge to understand the different cultural aspects of students with needs

Group 12

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Operations has a team of very dedicated individuals in many cases 300% • The number of hats we're asked to wear is incredible & we're still able to get it done • Operations makes it happen regardless of the situation; Whatever it takes to make WJCC successful • High expectations for our group - We expect demanding work and excellence in what we do • Pride in what we do • Great benefits • People and relationships • Self-motivated <p>Needs to be done</p> <ul style="list-style-type: none"> • Clear concise coordinated effort for goals • Communication from Central Office of goals and how we're going to get there • Develop a plan for operations: hiring, compensation, vision • Input into the strategic plan before it is created • Input in the development of the plan • Voice; someone who will listen <p>Strongest asset</p> <ul style="list-style-type: none"> • Willingness to work together • People • Flexibility <p>Better than other districts</p> <ul style="list-style-type: none"> • Pride in what we do • So few can do so much • Small enough to be able to help others • Dedication and loyalty • Passion for the Operations Center • Loyalty and ownership • We have a reason to want to be successful 	<ul style="list-style-type: none"> • People don't know what or how much we do or how few people do it • Accountability; only a certain level are held accountable • Communications • Feeling comfortable going to upper level management to solve a problem and feeling it will be heard • Funding for equipment, furniture, equipment repairs • Requests to repair but no funds to replace • People; loss of institutional and historical knowledge • Difficulty filling positions • Outsourcing if jobs are unable to be filled • Lack of professional development and encouragement to seek PD. Need more training opportunities to help retain good people • Lack of advancement opportunities • Equipment (lift stations) updates and replacements and funds to do so • Preventative maintenance is not the norm • Reactive vs. proactive • Overtime vs. comp time; comp time doesn't pay the bills

External	Opportunities	Threats
		<ul style="list-style-type: none"> • Joint/shared services with other organizations/entities within the broader community • Purchasing through shared services • Prioritizing the need to get things done vs the protocol • Communication • Constant change in leadership • Stability in upper management; CFOs • 10th of the month check • On-call checks <p>Advantages of other districts</p> <ul style="list-style-type: none"> • Better pay • Fully staffed

Additional Thoughts

- Compensation for advancing education and skills i.e. journeyman => master
- Compensation for advanced certification or recertification in trades
- Teachers taking priority in use of TAP funds
- Every position application must include resume and cover letter
- New hires are making more money than the people who have been here for a number of years which creates a morale issue
- Inconsistency in wages
- Staff aging out
- Structure HR towards operations and support staff
- Complicating the application process for operations
- Lack of internal promotion
- Employees leave for promotions and return to WJCC at higher level
- Take care of your people
- More drivers mean more mechanics to work on buses and more parts. All this means more money.
- Dedicated people wanting to complete the job pass the regular hour must get approval or take the time off early
- Implement the custodial sub list
- Need bus replacement plan
 - We wait to see if we have funding each year. For example, this year we need to replace 9 buses and we are only replacing 2 buses
- Need to set up a replacement plan like 10 buses a year or 12 buses a year.

Group 13

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Teamwork • Quality of staff • Support staff (reading specialist, math specialist, etc.) • Collaboration • Funding • Partnerships with families and opportunities to engage families • Relationships we build with the kids • Listening by administration and attempts to accommodate us <ul style="list-style-type: none"> • Division finally listened and knew that we have a lot to bring to the table and teachers can share their ideas; led by WJCC teachers • Strong partnerships for student teaching and expanding current teacher's education • Volunteerism • Literacy footprint kits for teachers in the classroom • Opportunity to meet with other media specialists in the division and collaborate • Never denied a field trip that was requested • Proud to work at a school that is on the historic registry • Supportive administration who knows we're human • Preschool program that offers exceptional services to children in need and blends it with typical children <p>Needs to be done</p> <ul style="list-style-type: none"> • Increase teacher pay • Central Office needs to tighten up • More structured expectations • More consistency between schools • Give PD at the beginning of the year instead (i.e. MAP training) • Letting teachers choose their SMART goals • Transparency and input on the finances and ability to prioritize where it should be 	<ul style="list-style-type: none"> • Top heaviness of the school system • People paid so much money to tell us what to do • Inequity in facilities • Donating days of leave to colleagues • Program for comp time • Community knows teachers are overworked - it can't be hidden from the community • Horrified at how little resources there are, and the amount of time teachers spend creating resources or hunting down grants • Tables and chairs that are broken • Class sizes that are too large • Classrooms are small in 4th and 5th grade and tight • Need more Sp. Ed teachers, assistants and ELL teachers • Need more school counselors • Safety • SOL score projected as a measure of success based on that one promotion of success • Need to place greater value on the social emotional health of students (celebrated, valued, pursued)

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Tiers of dismissal | |
|--|--|--|

External	Opportunities	Threats
	<ul style="list-style-type: none"> • Reading program at Matthew Whaley for K-3 with teachers trained up to K-5 • Continue having a commonality with schools • Expand collaboration within/among schools • Shared resources • E-commute days • Assistants in kindergarten classrooms • James River ES is an IB school and it would be great to expand it to an IB middle school • Self-contained programs that run mainstreaming which should be grown into a best practice • Transition from mainstream to inclusion • Graduation rates • Gains made in diversity and academic success and growth for African American students • Tier 2 and Tier 3 policies and procedures need to be created and implemented including inclusion • District-wide policy on behavior <ul style="list-style-type: none"> • Consequences should be discussed • Inconsistent consequences for drugs and weapons • Not a consistent policy when something is done • PD and best practices that can be sustained to help families and children in poverty 	<ul style="list-style-type: none"> • Demands on the teachers • BYOD is allowed and is a distraction • Revisit zero tolerance program and discuss in a logical way • Violence (kicking, biting teachers) • Poverty, homelessness and ELL and how these factors are addressed in the schools • Accreditation stress • Student trauma • Williamsburg is changing and is not equitable • Haves and Have Nots • Changing demographics • Lack of funding • Not updating school security

Hopes:

- Kids will have fun learning
- Consistency in staff, process, programs
- More math instructional time
- Continue to collaborate in a positive way throughout the building and use the collaboration to make our students successful.
- Continue placing a lot of value on frequent goal setting and student success
- Teachers can choose their own SMART goals
- More of a focus on math intervention

- Division finds a way to provide updated reading materials
- Keep working with such a collaborate wonderful team
- More consistent discipline procedures across the division and more planning time with less meetings
- Quality training that pertains to any new initiatives
- Productive uninterrupted learning time
- WJCC schools to jump into the 21st century with new technology and SMART boards
- Incorporate more PBL in the classroom
- More curriculum resources to plan fun engaging activities
- More collaboration across the schools
- Schools stay safe
- SMART boards and more planning time
- More relevant up to date reading materials to use in classroom libraries
- More communication and consistency within the SPED department and the division is aware of this
- Get paid twice a month
- Expand pre-school and keep looking for best practices to help our students be successful
- Departmentalization

Additional Thoughts

- Is the cost of the IB program worth the return?
- Expand preschool because we don't have enough in the division to serve the community
- Not just Sp. Ed.
- Community training for students that are challenged and have aged out of Sp. Ed.
- Need training on how to react/respond to active shooter
- Trauma training
- SMART training
- Support, consistency, and communication from Central Office Sp. Ed.
- Violence and discipline has gotten to be so bad even in ES. Nothing is done about it. It continues, and the teachers just must deal with it.
- Math and reading specialists should work directly with students instead of meeting only with staff.
- Would like reading program within my classroom.
- There should be consistent discipline consequences across the division.
- We really need our planning time back. Teachers are overworked and exhausted. We stay until 8:00 pm sometimes because our planning is filled with meetings.
- Expand preschool and keep looking for best practices to make students successful.

Group 14

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Reputation and student achievement • Kids • Relationships students build with adults • Work teachers are doing with innovation • Collaboration • Engagement in PBL (and other innovative strategies) despite SOLs • Strong sense of community engagement (volunteerism) • Students actively involved in athletics and extracurricular <p>What needs to be done going forward to maintain or accelerate performance in these areas?</p> <ul style="list-style-type: none"> • Support for growing population of ELLs • Support for at risk students • Funding for intervention and remediation efforts • Social emotional support • Support for kids experiencing trauma • Systemic PD plan for the division to see growth over time 	<ul style="list-style-type: none"> • Lack of transparency • Perception of inequities among/within schools • Inconsistency (students and parents) among teachers • Cultural divides; gender divides • Students big into respect • Students see lack of understanding • Teachers resistant to change • Relationships need to be strengthened • Lack of cultural sensitivity (unintentional) • Fear of critical conversation and repercussions • Culture of unhealthy competition at Central Office influences unhealthy competition among/between schools/teachers • Central Office being on the same page and communicating with each other • Lack of timely communication and responsiveness from Central Office • Lack of formalized communication plan • Lack of accountability - consistent; teachers, community, students • Lack of trust (them versus us) • Organizational structure is not maximized

External	Opportunities	Threats
	<p>What bright spots/pockets of excellence need to be better understood and expanded as best practices?</p> <ul style="list-style-type: none"> • New courses • Profile of the Graduate • Early college • Innovation/opportunity beyond college readiness to career readiness • Formulating partnership with businesses while students are still in school • Use of formative data allows us to address areas of remediation and intervention • Curriculum development (innovation); relevance elevated 	<p>What obstacles do we face in our organization?</p> <ul style="list-style-type: none"> • Community pressure • Anticipated community response influences decision making • Growing disconnect between (profile of) population served and those we hire • Growing disconnect between relationship understanding • Parental enabling • Privilege • Funding

Hopes

- Growth mindset that embraces ongoing collaboration/innovation
- Move forward innovation initiative
- Equity and access for all students
- Increase communication and collaboration between schools and Central

Additional Thoughts

- Respect for hierarchy (student -> principal; parents->superintendent/Board of Education)
- Support from Central Office of building level decisions

Group 15

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • It's really good learning compared to other schools; like our theater and our art • The academic achievements • The classes you can take online as well as at William and Mary • There are a number of fantastic teachers that will prepare you very well for college • Classes offered here and nowhere else • Lots of AP offerings; strong AP program that forces students to think and challenges them mentally and helps them grow • Schools that encourage learning • Motivated teachers • Academic awards • JHS is said to be the best ranked academically in James City County • Jamestown has many clubs and societies for students to be involved in • Fine arts program is good • This is a very safe and welcoming learning environment • How comfortable/connected I am with teachers. I can ask for extra help if I need it. • Teachers are willing to stay after and see you succeed if you need that extra help • Extracurricular activities • Staff very friendly/great to know as a friend <p>What needs to be done going forward to maintain or accelerate performance?</p> <ul style="list-style-type: none"> • More discipline from administration • Strong technology department • Provide take-home devices to all students • Introduction/familiarity with new school administrators • Meet more often with OCREW participants to establish stronger relationships 	<ul style="list-style-type: none"> • Lack of funding in Fine Arts • Lack of relationship with administration -- visibility, presence in hallway • Lack of funding for smaller extracurricular programs/projects • Demands on a JHS student (AP, Honors, job, extracurricular, homework, sleep) • Lack of time, connection (relationship) with guidance counselors re: career plan, program of studies, courses • Lack of encouragement to pursue academically rigorous courses • Scheduling choices aren't honored • Limited community options and involvement • Inequitable distribution of resources • Redistricting • Safeguards/security • Easy access to building and presence, security • Lack of metal detector and resource officer • Training in safety procedures; lockdown vs stay in place • 2 security barriers • Need less focus on dress code and more emphasis on inappropriate behavior/response to dress • Too much separation/segregation of students during lunch

External	Opportunities	Threats
	<ul style="list-style-type: none"> • Extracurricular technology activities • Arts are great, but recognition/representation is limited • Concourse 9 and other PBL • Journalism • Real world learning and experiences • Sequencing of classes (math, World Languages) • Adjust class sizes minimum for a class to be offered • CTE classes could be more rigorous 	

Hopes

- Safe school in the future
- Less SOL based learning and more teacher and student specific learning
- WJCC continues to be a division that allows students to flourish and explore their strengths in a welcoming and safe environment
- We become more unified as a whole
- The students can have a bigger voice in their schools.
- More streamlined flow of information from the School Board to the students themselves
- Safer learning environment/security
- More interactive career based/project-based learning
- Safe learning environment
- A more unique style of learning
- More opportunities to do/purse what they want to do later in life
- Teachers and students have more interaction or interactive activities to create a stronger bond between each other and a better environment
- Students voices will matter more than what it is now
- More clubs or activities involving students helping the environment around Jamestown and Williamsburg and students can speak freely
- Classes are going to be more about the class and understanding the material in a way that isn't so much oriented towards understanding information rather than finishing a worksheet and forgetting it after the test

Additional Thoughts

- I think that seniors get far too many benefits such as closer parking and skipping A.E.P.
- Honors classes aren't very different in rigor from regular classes which is a missed opportunity for the school
- One of the privileges of being here at JHS is the school store; it's just wonderful

- Better teacher and student relationships
- Recognition or strengths in other areas besides CORE classes
- Less competition in the classroom
- Parking passes are too expensive
- PBL is a thing that needs to progress and move further
- Don't redistrict no matter what because it affects too many people
- More field trips
- Staff that take their job more seriously
- There is too much pressure on students but not enough resources for students to de-stress and talk about mental health in a safe environment. Guidance needs to be more active in helping students work through issues.
- Starting times for HS; high schools should start later because we do more things at night, we can stay up later and sleep longer. Elementary schoolers are awake at 6:30 so they should go to school
- The guidance counselors send out emails to families about fundraisers but not the important things.

Group 16

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • A lot of the kids that are college bound do a good job, school system does a good job of getting kids who want to go to college to college • Ability to present a positive image, the image is good- the external perception, perceived or real is good- in the general population, but when you investigate specific populations may not be the case- we have the ability to communicate who we are as an institution • Current superintendent • I genuinely think the teachers care about the students, they truly care and try to do the right thing. Majority of people who are teachers today genuinely want to help kids. • From a facilities perspective we are doing very well, excited about JBMS coming online and the educational opportunity that will afford. Shows a general atmosphere of care. 	<ul style="list-style-type: none"> • Kids in Special Ed not getting services • Kids who are not going into college are not getting the support/services they need • Negative perception of voc-tech education- workforce preparedness <ul style="list-style-type: none"> - Affirming the dignity of work. Chamber of Commerce invited superintendent to come, WJCC superintendent said goal was to get kids to college, York superintendent said we want to teach all kids about the dignity of work. • Perception of how one is treated can impact how you perform- ex: discipline data re: African American students • Our ability to communicate and reach out to community • Compensation- when we compare, we always compare to other teachers but if we are trying to get the best talent maybe we need to compare to other professions • Not pleased with how we have stated our commitment to equal employment opportunity- no equal employment PLAN. Statement not inclusive- avoided inclusion of LGBTQ • Evidence of employing minority teachers is lacking. • No existing community advisory group for affirmative action; specifically banned by Supt/Board • Effective engagement of retirees; a group of people who don't have kids in the school who still need to support schools

		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Helping kids with attention deficit, who act up or are disruptive- how do we help them while others are learning? (alternative programs, building teacher’s capacity to address those issues, etc.) • Suspensions seem low for a district our size- why? • What measures are in place to deal with student behavior (discipline)? • Is discipline consistent? • Resources (lack of)- funding, supplies, etc. • All white school board- lacks diversity • We do not teach dignity of work • No affirmative action plan- • Weak commitment to equal educational outcomes • Equity is not a commitment of the leadership • Equal employment outcomes- diversity of staff lacking
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Greater focus on career readiness • Consider issues of equity- equal educational outcomes as well as opportunities • Greater community engagement across all communities • Address compensation • Engage retirees and other groups who do not have kids in system but need to be supportive of the system • Recruit teachers who have been trained in cultural sensitivity 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Lack of community participation (as evidenced by tonight) • Compensation, especially in comparison to neighboring districts • Student loan debt for those students who end up in jobs that they didn’t need to accumulate the debt for and for teachers (working extra jobs to try and pay off the debt) • Charter schools, vouchers, outsourcing of education • Demise or undermining of a federal perspective on public education • Lack of understanding of the importance of public education and the need to support education

Opportunities

- Chamber of Commerce Workforce Task Force is trying to provide opportunities to students seeking vocational experience and education
- Scale great programs that are not reaching enough students (Ex: New Horizons)
- More outreach FROM schools TO businesses- initiate/be open to partnerships- schools have to have the doors open. Businesses don't feel welcome and that's a missed opportunity.
- Creating a formal program to leverage retirees in school

Group 17

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Work hard to have positive, productive relationships with the community—almost everyone tries to tap into this • Communication—this has changed over time; the structure is so that a person directly works with administrators <ul style="list-style-type: none"> ○ Accessibility to central office—it has gotten easier, room to grow with interdepartmental communication, easier to access folks • Divisions’ perspective on professional development. It’s apparent there is a longer-range vision, moved away from the one and done. Allow the schools to have a school vision as well, and support that • Technology refresh—looked at school-based staff needs, and updating technology to help us move our kids along with technology • Division does a good job of maintaining buildings and providing safe environments, implement drills, great partnerships with police and fire staff • Early childhood/preschool program well supported by division and school board, considered a model for the state • Teacher evaluation and feedback—more frequent feedback, moving in this direction, viewing the teachers’ role in this as important, not there yet • Keep our focus narrowed—have momentum with data analysis to drive instruction 	<ul style="list-style-type: none"> • Ability to respond to the needs of students who are English Learners, and those who have high needs -- the community has changed, we need to match that with staff and instruction • Continuum of services available to offer students (SEL needs) • Recognizing that not every student is going to be successful in a traditional academic session • Training/on-boarding for new administrators on how to use systems available from the division—how to use TalentEd • Having more opportunities to learn— learn what teachers need to know before they need to know it • Gathering principal input on things that will impact schools. We must know it’s coming to help shepherd for everyone • Behind other divisions in terms of access to technology—staff needs more training on implementation and how to use technology for the benefit of the kids • Community feels they can voice their opinions, but they don’t feel like we’re responsive enough. There may be a mismatch of expectations, the community has very high expectations of administrators • Families are very vested, but if we disagree with them, it is interpreted as we are not responsive, doesn’t have to be a polarized system, they have access to a lot of information through Parent Vue

	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • Maintain attention to the importance of communication—so critical, as things evolve, we need to maintain that commitment, looking for opportunities to strengthen this at the central office level • New middle school—have done a good job of bringing in the community for input, need to keep the channels open, don't lose sight of that, building the bridge for families • Maintain the level of professionalism and respect we are feeling as administrators, this will drive the buy-in for whatever comes along • Resource-rich—instructional materials (book rooms)—given the flexibility to strengthen areas within buildings that are needed • Quality of facilities and resources of the school division • High-quality staff overall—amazing support staff, the people who support the work (operations) are very responsive • We are student centered, families believe this, employees too • Work hard to make discipline an educational context first 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • We need to work with staff to ensure they are meeting standard expectations of responsiveness • Parents had a high level of empowerment with redistricting • Community groups believe we treat subgroups differently, related to discipline
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Curriculum changes coming to high school will be exciting to students • Need more resources for English language learners, population changing rapidly, will trickle down and provide opportunities for us to serve families in a responsive way • Building on strong relationships with community partners (county and city), ability to provide wraparound services—Care Team (CBH, TBT, National Counseling Group, Social Services), Community Action Agency, Head Start 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Community group shedding negative light on discipline data without understanding the strategies we've implemented • Groups that make assumptions and spread uninformed perspectives • Chronic stress in families, adverse childhood experiences that our staff are not effectively equipped to handle, continual need for additional strategies to address the needs, there is never a time we won't need to learn something new to support a child

Opportunities	Threats
<ul style="list-style-type: none"> • Leverage the model to help with family needs • Could have a training to help admin understand who and how to tap into the resources • Social Emotional focus is important—is an item on the PD list, as educators we need to understand the impact of trauma, documentary that captures this (focus on the ACEs) • Teacher Conference is a great way for teachers to showcase expertise, affirms their hard work and allows them to learn from one another • How to we give our teachers time and resources to be professional learners, because they want to, and it helps principals maintain their stamina • Opportunities that allow stakeholders to provide input (like strategic planning)—we all have a say and a voice • Math and Reading coaches do a really good job of supporting teachers’ efforts • Special Education Instructional Specialists—takes work off the school by helping in difficult situations and providing support 	<ul style="list-style-type: none"> • Special education department has resource needs, especially teachers, some other divisions have more support

Additional Thoughts

- We need more behavior specialists, more than just one per division, we need one per school
- We need more learning specialists; special education teachers are spread so thin—difficult to work toward co-teaching and other best practices due to capacity
 - Example: time needed to implement initiatives with fidelity
- Expand early childhood education, numbers are growing, and many kids are waiting b/c we don’t have any more spots

Group 18

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Schools are good, they are accredited, not many complaints about the way things are handled • Good recruiters—they care about their employees, it’s a lot of work for the two of them • Benefits-- in comparison with other districts in the tidewater, we have rich medical plans, very affordable <ul style="list-style-type: none"> ○ Retirement program—pension hybrid • Professional development support that teachers receive—partnerships with universities, support for professional growth for educators • Great people, great teachers—do so much with limited resources, differentiation for kids • Scholarships to support teachers’ classrooms • Stay on top of professional development trends for instructional staff—support programs that support teachers (the scholarships) • Continue to work on communication and collaboration—improve in these areas to make people feel included 	<ul style="list-style-type: none"> • Teacher salary—WJCC is 7/10 in teacher pay when compared with neighboring districts, so many years of not keeping up with our closest competitors, teachers have options (proximity to other districts) <ul style="list-style-type: none"> ○ Other districts are catching up with us in terms of accreditation, innovation, technology • Doing things in a timely manner <ul style="list-style-type: none"> ○ Time to fill positions, jobs would close and it’s several weeks before anyone is getting a call • Lack of diversity— <ul style="list-style-type: none"> ○ Recruitment--People of Color have choices to go other places, don’t feel comfortable coming to Williamsburg, and would rather go to more attractive districts (with higher pay, more diversity) ○ Retention—difficult to keep people here ○ Difficult for young graduates too, not as much to do as larger cities ○ Felt like mixed message with last strategic plan—we said we wanted more diverse candidates, but principals were valuing candidates with more experience <ul style="list-style-type: none"> ▪ Felt like it was in writing, but no one was doing it, need alignment

External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Take opportunities to get our message/story out, we should be promoting the good things we're doing, like what Hampton and Newport News do, the things that are innovative and collaborative and may attract potential candidates • Ex: NASA partnership one of our teachers had, did not promote that externally • Hired new internal communications person—good addition to the team, we have seen improvement • Recognition events for staff—teacher of the year, retirement celebrations, we throw a good party • We are in the middle—we aren't Richmond, we aren't Hampton Roads • People know us for Busch Gardens, and childhood field trips • Career and Tech Ed—8-12% of students who don't go to college, leverage opportunities to enhance relationships with nearby companies to benefit career-ready kids (Walmart distribution, Anheuser-Busch, etc.) 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Safety of environment for central office employees, alarm went off the other day for 45 minutes and police did not respond • Community perception that the central office is top-heavy—what do these positions do? They cost a lot of money <ul style="list-style-type: none"> ○ Leads to lack of trust and misunderstanding of central office <ul style="list-style-type: none"> ▪ Eliminated two positions to create a new leadership position, was a statement of importance on Career and Tech Education ○ HR as an example—1/3 of the department is leadership • Fear of retaliation—employees don't feel they are able to give honest feedback, collaboration is not defined clearly and is sometimes interpreted as questioning or pushing back <ul style="list-style-type: none"> ○ Departments miss out on opportunities to share, due to some leadership styles, we have departments that work against one another ○ Lack of trust—staff don't trust central office and their motives (are they in their best interest) ○ Leave out a whole segment of people—support staff
-----------------	--	--

Group 19

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Discipline—emphasize what to do to be positive, prioritize values of strength, honor, pride—what to do to prevent disciplinary action from taking place • Good guidance dept.—have been strong throughout WJCC schools, if you’re going through something they will try to help • Libraries are well equipped, have strong resources • Communication between the principal and students—has improved this year, Principal interacts with students, • Inclusiveness—racially and socially, including students with one another, students feel comfortable within the student body/school <ul style="list-style-type: none"> ○ School facilitates this—high five Friday • Snow days—care about the safety of the students • Sports—athletes are role models and leaders, school promotes spirit, Principal is very present • Principal is very involved; other staff are also very supportive <ul style="list-style-type: none"> ○ Support staff especially—custodians, AP Assistant, on-duty police officer • School supports musical and theater departments • Most teachers offer good enrichment opportunities, tutoring and staying after school 	<ul style="list-style-type: none"> • Science dept. is not big enough, there aren’t a lot of course choices for students, with languages as well • Facilities—the stage felt unsafe, there is some wear and tear • Sports—football warm-up facilities, not enough room for all sports • School is over capacity—3 WJCC HS have trouble distributing students • Bullying—based on race and sexual orientation, school could have helped students come together more • Very lenient with the rules, lack of follow through with consequences—in general, everyone could enforce better • Principal may be changing this • Code of conduct is fine, but it’s hit and miss, left up to administrative discretion • Admin are taking action, but doesn’t always target the root of the issue • Ex: tardiness is a problem, but handled via announcements rather than with individual students • Cyber bullying—across the district, happens a lot at our school • Textbooks—out of date • Drama department—doesn’t really have a budget/resources • English—read books from one perspective, this year for the first time we read something from another perspective • Drugs and alcohol—people get away with this in school, in the parking lot (before/after school)

		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Behavior—kids have a lack of respect for authority <ul style="list-style-type: none"> ○ School keeps making more rules, which hurts the kids who are trying to do what they need to do ○ In general, the consequences don't enforce correct behavior • Lack of funding—for new technology and other resources • In the past, some teachers have demonstrated lack of respect toward students
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Technological advancement—Project Lead the Way—good opportunities for students to get into the tech world • Scholarships for athletics and academics • Clubs—have wide variety and they meet student needs, ex: Gaming club is very inclusive • Create more clubs • AP program—helps you get ahead in college • Pathways—blending learning opportunities, help prepare students for college • Leadership positions and opportunities exist, ex: this focus group, interclub council • Supportive staff—custodians, security, cafeteria workers are under appreciated • Teachers care enough, willing to do whatever it takes to help • Promote early college and new horizons 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Parents—not teaching/instilling values of respect and work ethic <ul style="list-style-type: none"> ○ Mindset that students don't have to submit to authority, can be detrimental ○ Home life is not tackled, supported ○ Complaints—especially around redistricting, WJCC had to scrap the work because of the influence, “the wrath of the parents” ○ Not a lot of great social emotional support from families • Safety—there are gun threats at certain schools, people can overreact <ul style="list-style-type: none"> ○ A lot happens that admin can't control or capture accurately ○ There is a lack of proof, ability to substantiate the threat ○ Ex: Cyberbullying and racism are difficult to measure and substantiate ○ If admin can't deal with it, it becomes a safety issue • Underlying culture of apathy—have seen that here and at other schools, apathy for your fellow person <ul style="list-style-type: none"> ○ Ex: leave trash all over the place in the lunchroom; If you see someone needs help, and you don't help them • Political crime—bullying people for their beliefs, politics at play in schools/the lives of student

Additional Thoughts

- Fight prevention—need to have more of this, security knows, seem to be no consequences
 - School has a hand in conflict outside of school, strong hand in external affairs
 - This doesn't spill over into school, unless people allow it to
 - Sanctity of school has been trespassed, school trying to protect its reputation
 - Their response is never just right
- Diversity club—hasn't been promoted as much anymore, we had mix it up day we should do more things like that

Group 20

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Registered nurse in every school building • Very bright, creative, innovative people—know things, have good ideas, raw potential <ul style="list-style-type: none"> ○ Qualified and competent staff bring their A game to every division and staff ○ We drill deeper with problems—identify student needs and how to best meet them ○ Overall commitment to child well-being and satisfaction ○ Teachers in schools go above and beyond, within and outside of classrooms ○ Teachers work hard, stay after school and provide enrichment ○ Support in any area, paraprofessionals will get involved in the lives of their students ○ We have educators who try to gain more knowledge to better themselves • Community support—Williamsburg health foundation, works closely with schools and provides funding for after school • Facilities are so nice, custodial and cafeteria staff are exceptional, not always the case at central office 	<ul style="list-style-type: none"> • Better support for teachers, they work hard and need to feel they are supported and compensated appropriately • We need to be dedicated to them • Same thing for paraprofessionals—especially for students at risk, pay scale is sad • TAs need and want better knowledge, they need funding to be able to do this • SPED teachers don't have time with central office staff to understand what's coming, and why needs to be done <ul style="list-style-type: none"> ○ Role is compliance-driven, but also instructional—challenge in having general and sped teachers working together intentionally • People want the needle to move—need common planning and ways to build collaborative relationship between teachers and sped • Not enough staff, one sped teacher serving 6-8 classrooms, procedural expectations, should have a sped teacher working with everyone • Ignore a lot of best practices due to staffing constraints and compliance needs • Interventions aren't as effective • Equity focus—have seen very little change over time • Mental health supports—to help with increasing needs

Weaknesses

- Need greater focus on child well-being and development—James Blair implementing different ratios—pursuing MTSS goal, but pulling back on resources (OTPT, Speech)
 - Above and beyond: handling attendance vs. direct service with students
 - Very reactionary
- Gifted kids have the highest dropout rate—we know best practices, but we lack resources to implement them human, spatial, all types
- Not meeting needs
- ESL—spread so thin, population numbers are growing, who is providing these services?
- Hiring—we have trouble attracting professional staff because of our pay
- Trouble with bus driver turnover—lost hundreds of them, our students need to feel safe
- Preschool—blossoming and continuing to, but have a lack of resources, have more complex needs, resources are not allocated appropriately
- Alternate Ed: for kids who don't excel in the traditional space
- Vo-tech—need this for career-ready children
 - Teaching content areas in isolation
 - My plumber needs and apprentice, there is not a trade that these kids can do—leads to higher dropout rate
 - We are missing kids
 - New Horizons—if you get behind on credits you're not eligible, issues hindering students
 - We are putting a lot of money into technology but not what kids need as life skills
 - Not setting up a CTE facility within our division
- Discipline
- Classes—90 mins are too long

		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Communication: <ul style="list-style-type: none"> ○ Lack of transparency—we don't have an org chart, we are not told of changes <ul style="list-style-type: none"> ▪ Ex: org structure changes, who does what, transportation, positions taken away with no conversations with the people ○ Lack of clarity re: roles and responsibilities - Who to send people to answer their questions • Hiring—candidates are not told they didn't get the job, affects our representation • Programs—what is happening with this program, I read about it on the Board agenda • We are top heavy—parents think this too • Positions were cut • There is mistrust—we are told things are going to happen then they don't • Lack of consistency in the implementation of policies—attendance done school by school vs. uniform policy • No locus of control of supervision
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • CTE—creative ways to get grants and apprenticeships, innovate ways to provide approach and support • Community and career readiness • People spend time putting out fires, but have an opportunity to do forward thinking, innovative work • Amazing general ed teachers, who do Tier 1 interventions so well—wonderful gains in pockets, we never honored it as well as we could, didn't ask them what they did to make that happen <ul style="list-style-type: none"> • People are doing excellent, creative work—admin and behavior support teams have gone above and beyond, counselors—do these come up at leadership and learning or principal's meetings • Best practice sharing 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Central Office culture - not a safe place to express concerns, lack of confidentiality and boundaries with upper management, closed loop—reacting without consulting those with knowledge and experience, lack of trust and transparency; Do not feel safe to speak candidly without retribution • External national/political environment • Difficult to sell the community on spending money on Alt Ed, SPED and ESL. • Trauma/mental health—need more resources, what can we do to convince staff to increase cohesiveness and practices in this area?

Opportunities

- Implementation with fidelity
- Equity task force and emphasis on equity—don't implement these with fidelity—gifted task force with representation
- Technology—1-to-1 initiative, kids get to take their laptops home
 - 35% of our population are EDS, we take the laptops away in 9th grade, how does this benefit those kids
 - Smart Board access in classrooms, central office access to technology, universal design for learning, iPad carts, laptop carts, etc.
 - Special Ed students don't get the same access to these things—schools handle how they allocate devices
- Community—it's amazing and has a lot, apprenticeships, W&M, businesses
- People don't want to leave this community
- We need to be nurturing those relationships, are we sure we're giving back?
- Responsive agencies we can refer people to for help—Child Protective Services, door is more open, Child Health Initiative project—family approach, not just kids in isolation
- Center for Gifted Education at W&M—no one knows what anyone else is doing
- Kids come home with healthy thinking—based on what they are hearing at school
- Help teachers with their mental health abilities/issues
- Mindfulness/whole body/healthiness—trend nationwide
- Backpack program still exists, schools have gardens, building relationships with master gardeners in our community
- Warhill—pathways students growing food, will be given to
- Child-centered, whole-child focus—needs to be explicitly stated in the strategic plan, we need everyone to recognize this important work

Group 21

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Division has good technology resources available for connecting <ul style="list-style-type: none"> ○ Hardware resources are available, very visible • Teachers—certified for the positions which they teach, maintain with competitive pay <ul style="list-style-type: none"> ○ Teachers care about children ○ Talent ○ Allowed freedom in what we teach, promotes ownership, and comfort level and way to grow, need to make PLC into what they are supposed to be (share lesson plan ideas, not strictly data analysis) • Mentor programs within the schools, utilize effectively across • Programming—various available, diverse (something for everyone), good afterschool programs • Facilities—well maintained and new • Diversity—every classroom had a mixture of kids, would utilize team building activities to promote teamwork—happened at Hornsby • People—have diverse staff who are very talented, need to work on building great relationships, especially with students and with adults in different schools • Our kids had great experiences! • Connection between middle and high school—effort being made to ensure there is continuity and discussion, counterparts are working together, convos about students—in some ways, function like a small school <ul style="list-style-type: none"> ○ This resonates with parents 	<ul style="list-style-type: none"> • Don't have a model that fits middle school kids, maintain team approach they had in elementary school • Cannot share in PLCs due to copyright issues • Discrepancy with code of conduct/handbooks between schools • Losing new talent due to hiring procedures • Central Office dictatorship • English curriculum leads were told to work on curriculum for two days, with only subs provided, principals were not informed • Administration spread too thin to effectively support teachers • Always take out of the budget, extra MS AP • Criticism within the media • Math, SS, History and Career and Tech department no longer has a central office coordinator • Profile of a Graduate—program does not have the support

Strengths

- Supportive parents, strong PTSA
- Professional Learning Conf
- Improved district communication
- Strong sports programs
- Strong external partnerships—colleges and university, community programs

Weaknesses

- District can latch on to one person's ideas and it influences what everyone must do (project-based learning) not as much communication, not sure where to invest our time
 - We may only do it for a year or two, inconsistent leadership hurts b/c they can't offer any support for what they are asking you to do
- Not method based, what does it look like when I'm done, impacts teacher evaluations
- We're always hiring a consultant
- We were historically very good at ground up, used to have school improvement teams, but now they are only focused on SOL scores, our mentoring programs have disappeared, leadership opportunities for teachers are not present, no avenue for teachers to do this in a proactive way
- Special Education needs—not able to allocate where the greatest needs are to provide for our students, teachers stretched very thin, not receiving the same benefits as other teachers
- Keep those who are capable and qualified
- Alternative Ed program—we do not have this, went away with it
- Vocational Ed--Create location and program for other students who have
- Students need to be taught basic computing skills to use their one-to-one devices
- Be more supportive of innovation—start something and don't have ongoing support
- Professional development—is not one size fits all but geared toward content and the needs of teachers
- Money—inequity between resources for schools, budgets, programs
- Central office—when staff are asked for their opinion, central office has already made up their mind
- Networking and support within the schools and between the schools—who the experts are and what resources are available
- Specialists don't have enough time to coach teachers

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• Elementary testing takes too much time and staff resources away from teaching |
|--|--|---|

		<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Lack of planning time during the school day—expectations of what falls outside the school day is increasing <ul style="list-style-type: none"> ○ Gifted resource teachers do not have enough, have high workload ○ Makeup day on the 30th, lost workday and had to put in time over spring break ○ Central office people forget what it’s like to be in a classroom ○ Not letting us have the time to do it, meeting time IEP meetings • Unreliable copiers • Equitable services are not offered/made accessible to language minority students <ul style="list-style-type: none"> ○ Ex: counseling, academic planning, parent services/communication • More teacher workdays between semesters for high school to prepare for new semester (new students/classes)
External	<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Better utilization of technology • Feeder patterns—MS students feed different HS • Communication trickle down to the schools, struggle with communication • Great community resources in Williamsburg, someone to coordinate the use of them • Lunchroom monitors, other volunteers, role models come in and help • More district staff presence in the schools, ride the buses, assist in the cafeteria, remember why we’re all here • Support from community stakeholders, especially for students whose home life is challenging • After school programs for students • Stronger sense of school pride gives kids a reason to want to be there, recognition, things in the paper 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Teacher pay—low salaries, especially compared with neighboring divisions <ul style="list-style-type: none"> • Increase teacher turnover—low morale, leaving for pay, benefits, work environment, lack of division commitment to keep teachers • Overall funding cuts • Testing—continuous focus on SOLs driving C&I, need to replace with positive form of accountability • Resources—lack of resources (especially for career-focused students, misallocation/blind distribution of resources without regard for need) • Failing to recognize true population needs—lack of understanding of real issues and how they translate to our policies, generalize current population of students, <ul style="list-style-type: none"> ○ Continually ignoring student who need us the most (SPED, low income), the

	<ul style="list-style-type: none"> ○ Elementary schools do this well, need to continue in secondary ● Profile of a VA Graduate—need ES through HS to have input, we want input ● Develop internships for students to build their resumes, help schools’ reputations ● Williamsburg Foundation—the businesses that support and continue to grow ● William & Mary or business partnerships with schools ● Grant writing workshops 	<p>leaders of our community do not care about all students</p> <ul style="list-style-type: none"> ○ Policies implemented without proper support ● Shift toward online classes ● Ignoring input from stakeholder groups on Profile of a VA Graduate ● Lack of diversity—not recruiting minority teachers into the classroom, the expectation of what we are as a district does not match the reality of who we are
--	---	---

Group 22

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Compared with other divisions, there is freedom here in terms of curriculum, teachers and administrators are seen as professionals <ul style="list-style-type: none"> ○ Schools decide how best to manage personnel, allow each school to be individual • Resources—compared with other divisions <ul style="list-style-type: none"> ○ Facilities are nice and well-maintained ○ Have full time Kindergarten TAs: in every classroom, in some schools ○ Technology • Central office—can reach out and get an answer, when you need it, close-knit • Superintendent does a great job of being accessible/approachable, and Assistant Superintendent connect with staff • Involve APs in leadership and learning, professional development • Staff—recruited from other divisions, come in strong/highly qualified <ul style="list-style-type: none"> ○ Turnover rate is generally low, only via promotion or retirement ○ Once teachers make it into WJCC they don't want to leave ○ Added Assistant Superintendent for Elementary, have an advocate and someone who works directly with us when we need guidance • We're aware of our weaknesses • 	<ul style="list-style-type: none"> • Disproportionately - suspensions of African Americans and SWD • Communication • Staffing—admin numbers at Elementary Schools <ul style="list-style-type: none"> ○ Ex: If the admin is not there on Eligibility Day, it's impossible for them to take place ○ I want to be in the room so much more than I am now, to help drive instruction and support, but we are pulled in so many directions ○ Look at elementary calendars, our calendars get filled up with meetings (leadership, IEP, focus groups) ○ To be out of the building for ½ day, it's stressful ○ Not as many opportunities to connect, feels like we're starting • Consistency—there should be policies, we have a code of conduct for discipline, but things might look differently, SpEd checklist <ul style="list-style-type: none"> ○ We have families who transition from one school to the next, there is lacking consistency ○ Child studies should look the same ○ I'd rather have the extra things in it ○ There are other things that are up to the schools ○ As long as you don't get your hand slapped for that ○ Have a conversation about what things should be more controlled

Strengths

What to do to maintain:

- Elementary admin teams need to be bigger (another AP, testing coordinator)—something similar to SIS and SAS positions in secondary
- Counseling capacity could be increased
- When a crisis arises, ES do not have the resources to handle most effectively
- Maintain the strategies we've put in place to attack our weaknesses
- MTSS
- Leadership meetings—structure not so that they can pass along the info to school staff, difficult to understand how to communicate, better process for how it goes from top to bottom and then back up
- One size fits all—even though the demographics vary, some ES might need different staff models

Weaknesses

- Standard: reading and math meeting, math curriculum,
- We're getting a message from the top and they are not being enforced
- Central office is really removed from what we do everyday
 - They should spend some time with us, there should be an expectation that they are in schools, participate in planning meetings, do an observation
 - Seems to be based on scores and population
 - If they are making decision that impact us, they need to come see how this work s
 - Division leans on personality more than position
 - SAC: my list of responsibilities were different than the others
 - Principals—depends on them, some do 504 plans, some participate in 504 meetings, but varies by school
 - The person sets the procedure, not the role
 - There can be a lot of pushback from school staff—what are strategies that are going to help get through to staff
- Some staff feel like they won't be held accountable
 - Hardly any of our teachers are on plans
 - If you're not doing what you're supposed to be doing, you should be held accountable
 - Need time to do the documentation
- Most parents are happy with their school, but have a less positive view of the division
- Bus driver turnover, we can't compete with pay, changed their pay structure

Opportunities

- Area experiencing growth, which will help provide resources
 - This may also change the demographics
 - People aren't wanting to be aware of
 - Retiree population—could be tutors and involved
- Personalized education—STEM
- Technology changes
- William & Mary—partnership for mentors, after school programs, great for our kids, continue to tap that resource, we should expand to tap into other universities (Hampton, Christopher Newport)
 - Counselors took students on college visits, kids came back talking about what they were going to do
 - With populations changing, kids need these experiences, we need to give them to them, so that they feel hopeful and have exposure
- Trade Schools—could better support career-ready/vocational students, the shipyard
 - Project Pathways—all 3 HS will have it next year
 - Vo-Tech stuff at Hampton
 - Need to make it more accessible for them
 - Utilize the resources we have (tourism vs. medical)
- Graduation rate is very high
- Opportunities to share learnings across APs, best practices sharing
 - Sometimes our L&L is bare, could there be time budgeted to share
 - Challenge will be finding time outside of the school day
- Parents don't always get to see the progress and the work of the specialists, reading teachers—they don't know the impact of the support staff

Threats

- Rise of ELL population—numbers are rising, we need to be aware and have the resources and PD to reach students
 - Teachers are shared, may need to look at the distribution
- Every teacher must be an interventionist—it's so much that they need to know, could lead to turnover
- Have strong scores—the community will not act until we have a school that doesn't meet accreditation
 - Until there is a crisis there won't be any action
 - It will be more reactive than preventative
- Students not in Special Ed, who have behavior issues—there is not a continuum of services for those kids
 - We don't have an alternative school, the "band-aid" at Lafayette—credit recovery for HS
 - We could create alternative ES and MS
- Mental health issues—rise of them, our kid's trauma has skyrocketed
 - Need more resources to support
 - Social worker presence and psychologist in each school, our social worker is there 2 days and they are doing testing
 - They have no time, there are so few of them
 - When the sites can't do it, it falls on the counselors
- I am not able to be an instructional leader, because I am not immersed in instruction
 - I feel like I'm a firefighter
 - I'm an investigator
 - What do you really want us to do, we can't do it all

External		<p style="text-align: center;">Threats</p> <ul style="list-style-type: none">• Teachers are out of the loop unless they are on a leadership team—the frog and the well• Testing—so much, to tell teachers they are going to take on all this testing, they will revolt
-----------------	--	--

Group 23

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Music and fine arts programs are excellent at all levels • Staff—very caring to students • Technology—students have 1-1 technology • Reputation—surrounding counties • Programs for students after school • Media center resources • Job stability—not a lot of unsolicited shifting • Benefits—health insurance, little cheaper and offer comparable • Fully accredited • Grant writers—have many and they bring in funds • Teachers—county has good teachers, high standard for hiring, highly qualified teachers • County and the Board do a good job of long-term planning for new schools, before growth has fully been recognized <ul style="list-style-type: none"> ○ Schools are very beautiful • Facilities—even the older ones are nice • Community interaction— • HR does a good job of placement, we have enough talent not to worry about that • Stellar PE programs • Curriculum—listened and try to be innovative with changes in curriculum, 21st century skills • Budget—need to have funding, maintaining a commitment to funding the strengths—especially technology and space • Community is committed to maintaining the reputation—high excellence 	<ul style="list-style-type: none"> • Traditional curriculum—can go too far in one direction, kids can't write and read in cursive • Building sizes—built on 5-year projection, not for growth, ex: HS bio classes • Program—many of our students are not receiving the program, we say we teach reading, and pull teachers to do SOLs for 6 weeks—we say we do a lot of things, but if you look at the numbers of students can do those things, don't match, kids with no classes for an entire block • Serious racially inequity—does not provide equal access, programmatically, guaranteeing • WJCC does not do well keeping up with trends—Algebra I for all in the MS started recently—technology and curriculum • Special Ed—teachers are spread way too thin, our kids are not being served well <ul style="list-style-type: none"> ○ Primary grades teachers feel frustrated by shutdown for early education referrals, trend is to wait until right before SOL tests • Remediation resources (math and reading and world languages) Specialists—1 math for 750 kids, there is no person for remedial, no resources for teachers—if we had the support in K-2 maybe we wouldn't need the interventions in 3-5

Strengths

- Maintaining the technology—more and maintaining the assets we have, updated
 - Continue 1-1 into HS, to maintain consistency for students
- Smaller class sizes, student teacher ratios have been going up
- Counseling program is excellent, but we need more counselors—maxed out, kids need them
 - ES level especially, at the MS and HS levels

Weaknesses

- Communication—decisions are made in a top-down way, not rolled out well with specific guidance, then there is a lot of backtracking with programs and curriculum—MAP testing glitches and little guidance, program at HS and MS were not clear about expectations or criteria of entrance, did not support with proper staff)
 - SMART goals being set by somebody in an office who has never laid eyes on our students -- 40% of our eval, not appropriate
 - Collaboration between teachers and the central office—teachers are not consulted. Other counties systematically involve teachers (teacher in residence, positions)
- Assessments—are being given to us
- Safety—buildings are not completely secure and safe, and it wasn't addressed
- Career-bound kids—don't have the courses for them, we are headed that way, but we are missing the boat on this—New Horizons don't have them in house (5:30am class, only certain spots)
 - Vocational training—was taken away
 - Nothing at the MS level at all
- Alternative Ed—no offsite program or supports for them
 - Used to be, but there isn't now and no electives
- Transition programs between ES>MS>HS are lacking, ex. Freshman institute
- Lack of appreciation and recognition programs
- Lack of support, growth opportunities and pay for support staff

Opportunities

- Succession planning—incentives for teachers to take on roles, SAC, curriculum lead
- Community resources—some schools will, but others do not
- Job shadowing for kids—for all levels
- Leveraging the teachers and training cadres for excellence within the division
- Parent engagement—inside community of the school, enhanced greatly
- Programs—PBL, grow these pockets, innovate—needs training, basis specific, not well-defined expectations
- Grants—established the foundation teachers to be able to apply for and receive grants
- Families have been huge support to us in the past—PTAs are going down, need to think about how to get younger parents involved
- Vocational training
- Scheduling –look at the studies, look at the studies and learn from them
- Night school may be an option for some students, bullying and school safety issues could be addressed this way too
- Research-based practices—longer recesses, smaller increments/chunking
- Outside organizations have been very positive—Big Brothers, Big Sisters, Kiwanis—there are others, let's find them, other people to do math and reading with the kids

Threats

- Standardized testing—spend too much time on this, not everyone can pass, low scores nationwide
- EL student population increase—not being proactive about it
- Parents—not familiar with expectations, are not available to help support
- Social media—influences students and parents, promotes false information
- Charters/choice
- Safety—increased violence, building safety concerns, lack of security
- Population changes not matching community expectations—diverse population, lack of equity, how are we really helping kids?
- Community lack of understanding of school needs
- Behavior—lack of support for behavior interventions
- Resources—not keeping up with the rest of the nation on research-based practices, teachers are creating/looking for content frequently, lack of consistency between teachers and schools
- Lack of funding—cuts and budget limits, need higher paid teachers and more SEL support staff

Group 24

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • We are high achieving for the most part in area • Supportive environment • Decisions usually made with child first filter • Caring staff that works hard • Principals have autonomy • PD done by teachers is good • 100% accredited 	<ul style="list-style-type: none"> • No meaningful relationship with Central Office staff • We need mentoring at all levels • Alternative for kids-- not enough is here-- need non-college opportunities • Equity gaps- discipline achievement • “Good is good enough” mindset
External	Opportunities	Threats
	<ul style="list-style-type: none"> • Leverage community better • We can celebrate more • Streamline processes • We could have a database of lessons, best practices, videos on drive • We need to know who does what and who makes call at CO • Flowchart of responsibilities would be great • Needs must reach critical mass to be responded to.... Parental pressure matters <ul style="list-style-type: none"> ○ Copy machines, software, • We need more structures • No policies readily available for all -- Teacher reprimand letter, faculty handbook 	<ul style="list-style-type: none"> • We are afraid of the unknown throughout organization • Fear of reprisal-- dirty looks in meetings • Responding to a vocal minority who go over our heads regularly and get their way • Trust • Resources, not enough resources in curricular matters but heavy elsewhere • Misalignment of resources

Hopes

- We have processes for new ideas
- We have buy in and think through ideas- not make it sound great and leave it to the buildings
 - We all have input -- Program of studies
- We have constant supports for all students
 - We have constant answers from CO and know who to go to -- Summer school, parent video, future of algebra for all

Additional Notes/Observations/Wonderings

- We are not mission/vision/values driven
- Could not hire AP I wanted
- We have signs of improvement at times with focus

- We react to things not plan long-term

Group 25

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Smart talented people • High achieving • Our work with departments and principals • Pockets of excellence- we make it harder with lack of structure or clarity • Safe • Good place • We are in a better place than we were a few years ago • Curriculum is slow process, but we are getting there • Communication to parents effective at Lafayette 	<ul style="list-style-type: none"> • Curriculum not there yet--- structures, teacher fidelity • Too much why are we learning/doing this? • Too much autonomy across district- many opt-out of things- • No accountability or ownership of curriculum utilization • Little on SEL goals and instruction • Equity- not enough on growth v. achievement, facility, opportunity • Terms are not well defined for their expectations • Too many silos --We feel left alone • Information not shared: <ul style="list-style-type: none"> ○ Learned of lockdown from families ○ New courses started ○ Program of study... we had no idea • Feedback loop never/rarely closed • Bias in classrooms, equity not addressed, especially secondary schools
External	Opportunities	Threats
	<ul style="list-style-type: none"> • We need to know/have resources for protocols, resources available, processes to guide work across division. Ex. Cutting • Working together more with others • We can be more progressive • Counseling programs like Stonehouse- data driven • More explanation -- the how and whys rather than what--- <ul style="list-style-type: none"> ○ Equity, decision process • Foster creativity and try new things- Literacy program at Whaley 	<ul style="list-style-type: none"> • Fear of change • Addressing hard issues • Trust • Accountability of teacher usage of curriculum, assessments...

Hopes:

- We are no longer operating in silos
- We are transparent

- We have continuity of actionable vision
- Fidelity- defined and executed

Group 26

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Well intended people • Current superintendent is trying • Pockets of excellence- morning leadership, ESL summer, exec. Tech... • Strong core principals who like one another • 100% accredited • Teachers- most are hardworking and caring • Buildings in good shape • Serve majority of population well 	<ul style="list-style-type: none"> • Not thinking through roll-out and execution plans • We do not know who to go to or what some Central Office people do. • Communication - among Central Office and to us • Relationships with the buildings (schools) - 'we never see anyone' - Mistrust of Central Office • SEL not working for kids. Student supports not in budgets • Math is a concern • Equity, nothing for ELL
External	Opportunities	Threats
	<ul style="list-style-type: none"> • Clear vision • Streamlined process and defined procedures • Have a chart of responsibilities • We would love to have input on more centralized policies and procedures • MTSS-all do it differently • Vertical alignment not present • Better utilization of formative assessments • Need 'exploration of self' when dealing with equity issues 	<ul style="list-style-type: none"> • Too many next new things going on • Mistrust • Not getting buy-in from buildings • Not allowing creativity, progressive beliefs to flourish • Board not ready to tackle issues (redistricting) • Aggressive, loud aspects of community • Alliances

Additional Notes/Observations/Wonderings

Sometimes this group feels isolated

Would like to know the how and why in the decision process

Received award and WE ended up cooking for community leaders/dignitaries ... no congrats to teachers who cooked....

Feedback loop not closed

Some Central Office people are receptive... based on your alliances

Group 27

Internal	Strengths	Weaknesses
	<p>Greatest experiences in division:</p> <ul style="list-style-type: none"> • Great 3rd grade teacher/5th grade teacher • Dedicated AP US teacher- we love him • School spirit/basketball/band • My APUSH teachers • Diversity • Leadership opportunities • Teachers • Number of extracurricular activities • Great counselor opened my eyes to paths • Feel safe <p>Strengths:</p> <ul style="list-style-type: none"> • Some teachers- English/foreign language best • The school is very proud of the athletes- football... but other students not recognized for growth, work ethic, and contributions.... 	<ul style="list-style-type: none"> • Many students don't feel prepared for exams or SOL • Struggling students do not get help as much as needed • Not enough interventions • Teachers don't really care if you understand material- just go on • School building old and outdated---hard to be motivated - lighting is bad • Some classes aren't very good • ESL program needs improvement, not enough resource, kids help in class • ESL -- language barrier • Online courses need improvement • Food • Morale of some classmates • Lack of communication • Many teachers seem overworked, do not go beyond • Equity of programs at schools • Parents complained so no redistricting • Varying expectations - Belief that some teachers treat students of color differently.
External	Opportunities	Threats
	<ul style="list-style-type: none"> • More time management skill-building -- some students are nervous about time management abilities after graduation. (Peers say college is much harder than some people say it is) 	

Group 28

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Relationship across APs is great • Autonomy at buildings • Achievement • Teachers - generally good candidates as well • Engaged community • Opinions seem to be valued • Volunteers (sometime hard to manage) • PD done by staff • PD 2 years ago with central office was good- time together 	<ul style="list-style-type: none"> • We are good at talk, not action • Communication across divisions-not consistent- hiring of specialists strange • We have underserved populations • Funding • Building equity not there- can't wire building, older • Discipline- direction • Don't know who to go to at central office • We appease the louder parents
External	Opportunities	Threats
	<ul style="list-style-type: none"> • Simplify core values • Get candidates earlier- lost because of time • More universal expectations, goals, themes would be helpful • Send \$s to where they are needed • Close feedback loop • Focus on growth more • More defined programs, common language • We can be more centralized • Program uncertainty- Math 	<ul style="list-style-type: none"> • Disproportionate response by division to vocal minority of parents • Interventions based on relationships- need systemic approach • Dealing with mental health issues • We do not 'play the long game' well • Use of assessments all over the place- modified, some use, some don't...

Additional Notes/Observations/Wonderings:

Algebra for all, algebra one is problem

All places do different background checks

What recourse is there for not passing English 8?

Summer school- project based- not remedial

Group 29

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Teachers generally happy • Personal place • Community pride in schools and school identities • Professional well educated, knowledgeable staff • We don't settle- driven group • PD- showcasing the work of us • Fully accredited 	<ul style="list-style-type: none"> • Equity - discipline inconsistent and disproportional • Communication- not enough before decisions made • Math curriculum- algebra for all • Funding • Closing feedback loop • Sharing programs • Inequity in building • Lack of alternatives for students
External	Opportunities	Threats
	<ul style="list-style-type: none"> • Restorative justice -good start- room to grow • Celebrate more success- for kids, teachers • More community-based programs • More vocational stuff- earlier • MTSS- we all do it but differently • Need to tie all our work to goals • Recognize the strengths of all students • Continue with 21st century technology 	<ul style="list-style-type: none"> • We struggle with growth • \$s to school ins need will be tough • Slow in equity work

Group 30

Strengths

- Communication
- School fosters community involvement
- School engagement with parents
- Staff and administration are supportive of students' needs, caring and genuinely care about the students

Weaknesses

- School board doesn't have teachers' backs or provide resources to teachers
- Certain schools are treated like "stepchildren"
- Bad perception of certain schools
- Discipline issues (disruptive students in the classroom)
- Staff/teachers feel powerless
- More communication: more forms of communication (i.e. monthly emails)
- Provide translation services to support schools
- Lack of writing assignments – not enough emphasis for elementary students
- Lack of mastery – focus is on SOL, which forces the instructional time to be sped up
- The consistent use of worksheets
- Academically behind (i.e. math, cursive writing, don't know what their child is learning and no homework)
- Low teacher pay – many of their children's teachers are forced to work a part-time job
- Difficult to retain high performing teachers
- Not clear on the Visions Program (i.e. how students are selected, arbitrary program, not advertised to parents/students and no resources provided to mainstream classrooms)
- Maintenance of school buildings (broken front door)
- Diverse staff to reflect the student population
- Lack of teacher support regarding discipline issues in the classroom

Opportunities	Threats
<ul style="list-style-type: none"> • Many outside non-profit agencies are not permitted to support students in schools • Do not encourage parent volunteers, faith based and non-profit agencies • Partner with Achievable Dream in Newport News to help shape a more respectable culture • Closely align the curriculum with future job market (i.e. partner with universities, community college & local businesses) • Partner with world language student/teachers at William and Mary • Expand School Health Initiative Program (SHIP) • Incorporate more sustainability within the schools 	<ul style="list-style-type: none"> • The need for full time resource officers at all schools • Loss of talented teachers • Tribalism within the community, loss of connectedness • Increased sexual assault cases in the high schools