Dr. Hunt's UAdventure
Summary of Learnings - December 2023

Overview

Background

As the superintendent search firm representatives began their work in September 2022 to identify the best candidate to lead the Upper Arlington Schools, they held many interviews and focus groups. They also conducted a survey to learn from constituents. Besides identifying desired characteristics, experiences, etc., the search firm also learned the stakeholders' desired primary focus for the new leader was to focus on building relationships with all stakeholder groups during the superintendent's first year. To better understand how to best meet this desired focus, the participants in the *Listen Learn Lead* community engagement process (May 2023) provided guidance on how to best build relationships with students, staff, and community members in the Upper Arlington Schools.

Being intentionally visible and available throughout the school day and at school and community events and engaging in meaningful discussions was the most highly recommended approach to building relationships that emerged from the *2023 Listen Learn Lead* input. The challenge of putting this recommended approach into practice in a meaningful way is what informed the conception and design of "Dr. Hunt's **UA**dventure."

Between September and early November 2023, Dr. Hunt spent a full day at each school from before arrival to after dismissal. He greeted students, staff, and parents, visited classrooms, ate lunch with students, conducted focus groups with students, teachers, staff, and parents, met with school leaders, and hosted meet-and-greets with staff and parents. To reach the community, he attended community-based events, met with former board of education members, and held meet-and-greets with community organizations and leaders, including members of the City Council.

Purpose

The aim of Dr. Hunt's **UA**dventure was three-fold. First and foremost, it allowed Dr. Hunt to build relationships with stakeholders. Second, it gave Dr. Hunt a deeper understanding of the school cultures and sub-communities within the larger community. Lastly, through guiding questions, Dr. Hunt gained insight into the perceived district strengths, concerns, and what students need to be prepared for their future. These topics were selected to inform the district's immediate work this year and to support the framing of the upcoming strategic planning process, which is scheduled to launch in January 2024.

Participation

Focus groups and a questionnaire were used to document learnings from Dr. Hunt's stakeholder interactions. Focus groups were the preferred tool since they are inherently interactive and in-person. Unfortunately, they are also time-intensive and limited to smaller, more formalized group settings. Focus groups were used when groups were smaller, or the context was more formal, and an online questionnaire was used when the groups were larger or the context was more informal. For example, a school's building leadership team was conducted as a focus group, while the after-school meet-and-greet with staff included the questionnaire. At the meet-and-greet, staff could

hear from Dr. Hunt formally, interact with him informally, and use the QR Code to access the online questionnaire to provide insight into the three topic areas. Focus groups were the only tool used with students unless they participated with their parents in the meet-and-greets. Both focus groups and the questionnaire were used with the adult stakeholders. Dr. Hunt led all focus groups while a communication team member documented the discussions.

The same prompts were used for both the focus groups and the questionnaire.
- What is something you see as a strength of the UA Schools? [Strengths]
- If you could change one thing about the UA Schools this year that would make us stronger/better, what would it be? [Changes/Strengthen]
- Today's kindergarteners will graduate high school in 2036. With this in mind, what do our students need to experience or learn during their time in the UA Schools to be successfully prepared for THEIR future? [Preparing for their Future]

Participants by Subgroup

	Elementary Students K-5	Middle Students 6-8	High Students 9-12	Staff	Parents	Community
Focus Group (52 groups, 538)	172	37	44	171	91	23
Questionnaire (607 responses)	<10	<10	<10	144	385	61

Despite the challenge of time, 52 focus groups were conducted over the course of three months. Student voices were engaged formally via focus groups and informally during classroom visits, lunchroom conversations, and during arrival and dismissal (unless they attended a session with their parents). The questionnaire was available at the adult, informal, in-person sessions. Additional insight was solicited through stakeholders who shared the QR Code with others, thus resulting in higher questionnaire responses. Although participation was high for students, staff, and parents, authentically engaging with community members (outside of parents of students) remains challenging.

Analysis Process
Data analysis of these open-ended responses was first conducted separately by prompt within each subgroup - elementary students, middle school students, high school students, staff, parents, and community members. Within each subgroup, the first round of analysis was also conducted by data source - focus group participants and questionnaire responses. Using emergent thematic analysis, responses were explicated and reduced to primary and secondary trends. During the second processing round, data was analyzed within each subgroup area (students, staff, parents, and community members) and synthesized across data sources to get a more holistic picture of the responses by subgroup to each prompt. To understand each subgroup more in-depth, navigate to this document's Learnings by Stakeholder Group section. The third round of analysis led to the development of the Executive Summary, in which each of the four subgroups' responses to the three prompts were synthesized by prompt area.

Executive Summary

Strengths

What is something you see as a strength of the UA Schools?

PRIMARY TRENDS

Across the various subgroups of students, staff, parents, and community members, a number of consistent primary trends emerge when identifying the school district's strengths - a **sense of community and inclusivity, positive attitude toward learning, academic excellence, and supportive and caring teachers.**

Fostering community and inclusivity: One unifying strength is the emphasis on fostering a strong sense of community and inclusivity. This theme is pervasive across all student levels, where students appreciate the welcoming atmosphere, family-like environments, and diverse social interactions. Staff and parents also highlight the importance of community support, with a strong commitment to inclusiveness evident in efforts to support students with special needs and prioritize social-emotional learning. The community, including parents and business members, also highlights parents' active engagement and support as a major strength, reinforcing the idea that community involvement is a cornerstone of the district's success. This cohesive sense of community emerges as a fundamental and widely recognized strength.

Positive attitude toward learning: Another primary trend is the positive attitude towards learning, particularly in core subjects like math and English language arts. Enthusiasm for learning is expressed by elementary students enjoying engaging teachers and math classes, middle school students valuing practical learning experiences, and high school students appreciating teachers who prioritize both learning and well-being. This collective positivity towards education and creative teaching methods contribute to an overall positive learning experience for students at all levels.

Academic excellence: Academic excellence emerged as a central and consistent trend across the subgroups, reflecting a collective appreciation for the educational experience within the school district. Staff responses indicate the district's commitment to academic excellence, with a strong emphasis on providing high-quality education. Community members express pride in the district's reputation for high academic standards. Parents express confidence in the district's commitment to academic excellence, with a focus on diverse educational opportunities. This includes praise for the abundance of clubs, sports, and high-quality music programs. The recognition of specific programs, such as the Responsive Classroom and Multi-Tiered System of Support, further demonstrates a commitment to academic variety and excellence.

Appreciation for teachers: A consistent appreciation for teachers' supportive and caring nature is evident across subgroups. Students highlight personal connections with teachers, while parents

praise the quality of teachers, emphasizing the positive impact of caring educators and ease of accessibility.

SECONDARY TRENDS

While primary trends create a cohesive narrative, the secondary trends add depth to understanding a full range of the district's strengths. They include **pride in the physical environment, choices and autonomy, social-emotional learning, educational opportunities, and facilities.**

While sharing their pride in their learning environment, elementary students acknowledge their freedom and choice specifically because of their learning environment, especially regarding the library space. Middle school students highlight the importance of choices and autonomy in their educational experience, while high school students stress the flexibility they have to collaborate with each other throughout the school day. Staff members underscore the district's commitment to social-emotional learning, while parents appreciate diverse educational opportunities and the quality of facilities.

CONCLUSION: STRENGTHS

The school district's strengths are fostering a strong sense of community and inclusivity, promoting a positive attitude towards learning, academic excellence, and maintaining supportive and caring teacher-student relationships. Secondary trends, including pride in the physical environment, emphasis on choices and autonomy, social-emotional learning, educational opportunities, and the facilities, further enrich the overall educational experience.

Change/Strengthen

If you could change one thing about the UA Schools this year that would make us stronger/better, what would it be?

PRIMARY TRENDS

Across the four subgroups of students, staff, parents, and community members, the primary trends consistently emphasize the importance of changing/strengthening **inclusivity, learning experiences, technology, school schedules, and transparent leadership** to enhance the overall school experience.

Inclusive and positive environment: Students across all grade levels desire a more inclusive and positive social environment, emphasizing kindness, community-building, and representation of minority voices. Social dynamics and relationships are common considerations, emphasizing belonging and effective incident reporting mechanisms. This theme extends to the staff, who also prioritize mental health support, diversity, equity, and inclusion (DEI) initiatives, and transparent communication about these things. Staff specifically express the importance of creating an environment where individuals can be authentic and foster a sense of belonging for staff and students alike. They have concerns about staffing and workload and express a desire for a more consistent understanding and support. Parents expressed concerns about belonging for new families and those with racial and cultural differences, underscoring the need for ongoing efforts to enhance

diversity and foster inclusivity within the district. They also articulated a desire for DEI approaches in hiring and retention practices.

Learning experiences: Elementary students expressed interest in diverse learning experiences including a broader range of classes and activities such as more history, art, music, technology, and field trips. The suggestion for "explorations" and hands-on activities, such as building and engineering projects, indicates a keen interest in learning experiences beyond traditional subjects. Middle and high school students encourage innovative teaching methods, incorporating more group activities and exploring opportunities for interdisciplinary collaboration. Staff expressed a desire for a more comprehensive and interdisciplinary approach to STEM and innovative programming. There is also a call to break away from siloed class structures and embrace more collaborative, real-world learning experiences such as those outlined in the Profile of an Engaged Learner. Staff and parents expressed the desire for more opportunities for career exploration and development as well as career pathways for students as an alternative to traditional college preparatory courses without losing the district's focus on academic excellence.

Technology-related challenges: Concerns about technology-related challenges and the need for advancements in this area are shared among all groups. Staff and parents alike believe an environment where technology enhances education without overshadowing critical skills like communication and collaboration is essential. There is a strong concern that there is an overreliance on screens, distractions from the learning process caused by personal devices, and a lack of baseline communication skills among students. High school students suggest going back to regular laptops and away from iPads and note some issues with the school's server capacity on important online testing days, such as the PSAT.

School schedule adjustments: Adjustments to the school schedule, particularly longer and more flexible periods, emerge as a common concern among middle and high school students, reflecting a shared desire for optimized academic and productive time within the school day and more opportunities for authentic learning experiences. Making adjustments to the schedule to allow for more opportunities for access to teachers for support during the school day is noteworthy, with suggestions related to increasing teachers' office hours and the reconfiguration of the 'gold period' at the high school. Many students express the wish for longer lunch breaks at the elementary and middle schools and open lunches at the high school, indicating a desire for more unstructured time to eat and socialize. Additionally, there are suggestions for longer recess periods, both in the afternoon and at lunchtime.

Transparent leadership: Students and staff express a desire for a more transparent, collaborative, and inclusive administrative approach. This includes addressing concerns about fairness, the consistency of practices, and student representation in decision-making processes. Transparency and effective communication emerge as critical concerns among parents as well.This trend underlines the importance of creating an environment where parents feel informed and engaged in decisions that impact the school community. There is hope that this can be attained with the new administrative team.

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Various DEI perspectives: While significant alignment exists in these primary trends, some differences arise, particularly in the parent subgroup regarding DEI initiatives. Questionnaire data suggests a desire for a reduced emphasis on DEI, while parent focus group data highlights a commitment to DEI in hiring and retention practices. This discrepancy underscores the importance of recognizing the various perspectives within the parent community and considering these when deciding how to implement DEI initiatives best.

SECONDARY TRENDS

The secondary trends in this area are more specific to each subgroup. Students and parents echoed one area of cohesion. They agree on the importance of having **support during transitions,** whether the transition is being a new family or student coming into the district or moving across schools (from grades 5 to 6 and 8 to 9). The transition from grades 5 to 6 was discussed most often due to the challenges of the social dynamics inherent in moving from five neighborhood schools to two middle schools.

Students expressed concerns about the **physical environment** that was not predominant in the primary or secondary trends in the other subgroups. Particularly, middle school students voice dissatisfaction with the current state of the school building, citing layout problems and cleanliness concerns.

The secondary trends identified in the staff subgroup, such as concerns about **negative voices opposing DEI efforts and workload management**, provide additional context and nuance to the primary themes. Secondary trends among parents, including concerns about **communication, community engagement and support, and financial considerations**, offer a deeper understanding of the challenges and expectations faced by this subgroup. Increased access to after-school care was a significant discussion area for households with two working parents. For the community subgroup, secondary trends showcase a desire for **re-prioritizing academic excellence, improved collaboration between stakeholders, and concerns about political influence** in the classroom from all points of view.

CONCLUSION: CHANGE / STRENGTHEN

In summary, while there is broad alignment in the primary trends across the subgroups, recognizing and addressing divergent perspectives and subtle differences, particularly regarding DEI initiatives, is crucial for developing comprehensive strategies to improve the overall school experience. Prioritizing inclusivity, learning experiences, technology, school schedules, and transparent leadership in a collaborative way with students, staff, parents, and the community can create a positive and supportive educational environment that addresses the concerns raised by diverse stakeholders.

Preparing for Their Future

Today's kindergarteners will graduate high school in 2036. With this in mind, what do our students need to experience or learn during their time in the UA Schools to be successfully prepared for THEIR future?

Across the subgroups of students, staff, parents, and community members within the school district, there is a convergence of primary trends that collectively emphasize the need for a well-rounded education that addresses academic and life skills.

STUDENTS: Diverse **career exploration** emerges as a common thread, with elementary students expressing interest in sports, animal-related professions, scientific pursuits, and artistic careers. Middle school students broaden this spectrum with aspirations in various fields, emphasizing the importance of **real-world education, flexibility in learning environments, and interconnected learning experiences**. On the other hand, high school students highlight effective communication, **autonomy in educational paths, early skill development, and the integration of academic and interpersonal skills**.

STAFF: The staff's perspective echoes the importance of **social-emotional skills, critical thinking, information literacy, and adaptability,** which directly aligns with the Upper Arlington Profile of an Engaged Learner. There is a unified emphasis on integrating **real-world skills and career pathways**, supporting the overarching goal of preparing students for a complex, ever-changing world. The secondary trends complement the primary ones, providing expanded perspectives without contradicting the shared vision for a holistic education.

PARENTS: Parents emphasize the necessity of a holistic education that includes **practical life skills, technological proficiency, social and emotional learning, and a realistic worldview**. The desire for community engagement and real-world experiences aligns with a call for education beyond the classroom. Secondary trends reflect diverse parental perspectives, such as increased parental involvement, critiques of specific educational initiatives, and concerns about standardized testing and the balance between tradition and innovation.

COMMUNITY: The community and business members underscore the importance of **critical thinking, practical life skills, citizenship education, and a balanced and inclusive curriculum**. Secondary trends emphasize individual responsibility and the integration of service learning and passion pursuits.

CONCLUSION: PREPARING FOR THEIR FUTURE
While there are nuances and variations in emphasis among the subgroups, the overall synthesis reveals a shared vision for future educational planning. The primary trends center on a **holistic education that includes academic, practical, and social-emotional components, preparing students for diverse career paths and the challenges of the real world**. The secondary trends enrich the narrative, providing additional perspectives that contribute to a more comprehensive understanding of the community's expectations for the Upper Arlington school district.

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Implications

Dr. Hunt's **UA**dventure was designed to support Dr. Hunt's relationship-building with stakeholders, develop a deeper understanding of the school and community cultures, and gain insight into strengths, concerns, and desires related to preparing students for their future.

This summary of learnings provides insight from a broad range of stakeholder groups that can be used to inform the upcoming strategic planning process. Since Strategic Planning is a future-forward plan, leaning into the Summary of Learnings from the "Preparing for Their Future" section is a great place to start. Some areas to consider for framing the strategic planning process include - authentic learning experiences, well-being, academic excellence, innovation, and learning systems and resources.

It is also important that the strategic planning inquiry teams use this data during the strategic planning process to guide their inquiry as they develop recommendations to frame the next strategic plan. The responses to the 'change/strengthen' and the 'prepared for their future' prompts will be foundational to the work of the inquiry teams. They will need to extrapolate the tensions in the data and dig deeper into the causes of these tensions, understand the related research and best practices, and harvest innovative solutions and strategies.

The district leaders can also use the Summary of Learnings to prioritize their focus for the second half of this school year by using the 'change/strengthen' and 'prepared for their future' responses to guide them. Here are a few suggestions to consider moving forward:

- To address the overarching desire for inclusivity among students, staff, and parents, the school district should prioritize the development of **a plan for Diversity, Equity, and Inclusion (DEI)**. Research consistently demonstrates that a diverse and inclusive educational environment positively impacts academic achievement, mental health, and overall school satisfaction. By fostering an atmosphere that values and celebrates differences, the school can create a positive social environment where students feel a sense of belonging. Moreover, transparent communication about these initiatives can help mitigate the discrepancies within the parent subgroup, providing a clear understanding of the district's commitment to DEI while respecting all perspectives.

- The concerns expressed by students about the **school schedule** could prompt the district to explore adjustments that align with research-backed best practices and meet the needs of the local context. Studies indicate that longer, more flexible class periods contribute to improved academic performance and student engagement, allowing for in-depth learning experiences. Simultaneously, incorporating dedicated time for social activities, community-building, and representation of minority voices can address the shared desire for a positive social environment.

- Recognizing the call for a more **transparent, collaborative, and inclusive administrative approach**, the district could prioritize administrative and organizational changes. Research supports the positive impact of collaborative decision-making processes on school culture

and student outcomes. To address concerns about fairness, consistency, and student representation, the district can establish committees or advisory groups that involve students, parents, and staff in decision-making. This approach fosters a sense of community and ensures diverse perspectives are considered in shaping policies and practices.

- Respondents' ideas about how to best prepare students for their future reinforce the importance of the competencies already contained in the Upper Arlington's Profile of an Engaged Learner. Increasing opportunities for **authentic learning experiences** and the **expansion of career education and pathways** are ways the district can continue to lean into the future and provide students with a well-rounded education that prepares them for both traditional academic paths and diverse career opportunities.

The school district can create a more inclusive, positive, and supportive educational environment by strategically implementing these four strategies—a clear plan, a transparent plan for DEI initiatives, optimized school schedules, a collaborative leadership approach, and an increase in authentic learning experiences, including career education and pathways. These strategies address the primary trends identified across subgroups and align with research-based practices, ultimately enhancing the overall school experience for students, staff, parents, and the community. In addition to these larger action items, many smaller, less intensive actions can be gleaned from this summary, ranging from the expansion of after-school care to creating more avenues for student involvement in decision-making.

Learnings by Stakeholder Group

Student Voice

STUDENT VOICE - STRENGTHS

PRIMARY TRENDS

Community and inclusivity: A strong sense of community and inclusivity is prevalent across all levels. Elementary students emphasize the welcoming atmosphere, citing smiles and familiar faces that make the school feel like a second home. Middle school students appreciate the continuity and family-like environment, especially with the consistent presence of counselors and the opportunity to maintain friendships as they progress to high school. High school students, too, value the diverse social interactions facilitated by a large school population. This unity in recognizing the importance of a connected and inclusive community is a fundamental strength of the district.

Positive attitude towards learning: A positive attitude towards learning, particularly in core subjects like math and English language arts (ELA), is a shared sentiment among all subgroups. Elementary students express enthusiasm for math classes and engaging teachers, appreciating when lessons can feel like a game by incorporating technology like iPads and tools like Kahoot! Middle school students value practical learning experiences and enjoyable life skills classes, citing the use of tools and computers in tech ed classes. High school students appreciate teachers who prioritize learning and well-being, show flexibility in due dates, and cater to different learning styles. This enthusiasm for learning and creative teaching methods contribute to a positive overall learning experience for students at all levels.

Supportive and caring teachers: A consistent appreciation for teachers' supportive and caring nature is evident across subgroups. Elementary students highlight personal connections with teachers who remember details about them, make learning fun, and adapt teaching methods. Middle school students value a flexible learning environment where elective courses and diverse extracurricular activities provide a supportive atmosphere. They also note the importance of school events that provide shared experiences that foster a sense of belonging. High school students emphasize the importance of teachers understanding students' needs, prioritizing mental health, and fostering a respectful teacher-student dynamic. This recognition of the positive impact of educators on students' experiences is a unifying theme across all levels.

SECONDARY TRENDS

While primary trends create a cohesive narrative, secondary trends add depth to the overall strengths of the school district. Elementary students express pride in the physical environment, including specific features like the library and the big wooden castle. Middle school students highlight the importance of choices and autonomy in their educational experience, with the ability to select electives and manage their daily routines. High school students emphasize the teachers' empathy and willingness to adapt, fostering an environment where students feel understood and supported. High school students also point out the value of the collaborative physical environment, citing the use of tables instead of desks as a positive factor in social interaction.

CONCLUSION: STUDENT VOICE - STRENGTHS

In conclusion, the synthesis of subgroup summaries reveals that the school district's primary strengths are:

- Fostering a strong sense of community and inclusivity
- Promoting a positive attitude towards learning
- Maintaining supportive and caring teacher-student relationships.

Secondary trends include:

- Pride in the physical environment
- Emphasis on choices and autonomy
- Teacher empathy that further enriched the educational experience.

While there may be subtle differences in perspectives among student subgroups, the overarching strengths contribute to a well-rounded and positive school environment for students at all levels.

STUDENT VOICE - CHANGE / STRENGTHEN

PRIMARY TRENDS

Inclusive and supportive environment: In their reflections, elementary school students consistently advocate for cultivating a more inclusive and positive social environment. Themes of kindness, inclusivity, and community-building resonate throughout their responses. For instance, students express the importance of everyone being nice to each other and advocating for inclusivity by suggesting activities like letting girls play football. Such sentiments underscore their strong emphasis on fostering a sense of belonging within the school community.

A similar desire for inclusivity is reflected in the concerns of middle school students who specifically mention challenges with the transition from 5th to 6th grade. Their desire for more support during this critical period emphasizes a need for practices that facilitate a smoother transition, ultimately contributing to a more positive social environment. Additionally, middle school students express concerns about bullying, highlighting the importance of addressing behavior incidents to create a safer environment.

High school students also emphasize the need for a socially engaging and inclusive school environment. Similar to the middle school students, they acknowledge the transition from elementary to middle school and from middle to high school and critical times to support students. They advocate for changes to lunch schedules and propose open lunches to facilitate socializing with friends, highlighting a desire for a more flexible and relaxed school culture. Furthermore, their call for increased representation of minority voices in school activities and leadership roles showcases a commitment to fostering diversity and inclusivity within the school community.

School schedule adjustments: Adjustments to the school schedule emerge as a common theme across all grade levels. Elementary students desire longer lunch breaks and recess periods, emphasizing the importance of social and leisure time. This desire for extended breaks is echoed by middle school students who express concerns about the limited time between classes, especially for

those involved in extracurricular activities. High school students seek longer and more flexible periods, particularly during the Gold Period, demonstrating a shared concern for optimizing academic and productive time within the school day.

Physical environment: Enhancements to the physical environment are a collective concern among students. Elementary students express interest in additional resources such as a more varied playground and addressing cleanliness in the lunchroom. Middle school students voice dissatisfaction with the current state of the school building, citing layout problems and cleanliness issues. High school students contribute by highlighting issues such as the scarcity of microwaves and crowded spaces in the food court, indicating a need for infrastructure improvements to create a healthier and more comfortable learning space.

SECONDARY TRENDS

Diverse learning experiences: Diverse learning experiences emerge as a secondary trend, with elementary students expressing interest in a broader range of classes and activities, such as art, history, and music. Middle and high school students seek more diverse and engaging elective options, emphasizing the importance of recognizing non-traditional subjects and real-world applications.

Technology improvements: Technological improvements are a shared concern among students. Elementary students present innovative ideas, such as having two iPads and introducing a lunch-making robot. Middle school students voice concerns about Wi-Fi connectivity issues and challenges using iPads, pointing to a need for technological enhancements. High school students contribute suggestions for a return to laptops, enhanced servers, and regular communication of ideas with administration through surveys, underscoring a collective desire for improvements in the technological aspects of the learning environment.

Social dynamics and relationships: Social dynamics and relationships are a common consideration among students. Elementary students express interest in playing with anyone, fostering positive social connections. Middle school students voice concerns about making friends and addressing issues related to bullying. High school students emphasize inclusivity, amplifying student voices, and improving reporting mechanisms to address incidents.

Transparency and involvement: Students are united across grades with the desire for greater transparency in decision-making and involvement within their school community. Elementary students express interest in collaboration within the school and community. Middle school students express concerns about the fairness and transparency of school practices, with specific examples like the inconsistency in class offerings and perceived unfairness of some class assignments. High school students emphasize student representation in activities and leadership roles, a desire for a more accepting and inclusive school culture, and addressing incidents through improved reporting mechanisms. For example, high school students call for forums for students to share their stories, highlighting a desire for increased representation and an open platform for student voices.

CONCLUSION: STUDENT VOICE - CHANGE / STRENGTHEN

In conclusion, the synthesis of the student narratives with specific examples reveals that, while each grade level may express its unique concerns, there is alignment in the overarching themes and aspirations for an improved and enriching school experience. These include:

- Inclusive and supportive environment
- School schedule adjustments
- Enhancement to the physical environment of the schools

STUDENT VOICE - PREPARING FOR THEIR FUTURE

PRIMARY TRENDS

Diverse career interests: The primary trends in future preparedness aspirations among elementary school students revolve around diverse career interests. The dominant trend involves a strong desire for sports-related careers, such as aspiring to become professional athletes like NFL or NBA players, with specific references to well-known figures. Another significant trend is the interest in animal-related professions, including being a vet or pet specialist. The third prevalent theme is a passion for scientific pursuits, spanning roles like scientists, mathematicians, or archaeologists. Additionally, a subset of students are interested in artistic and creative professions, aspiring to be art teachers, illustrators, authors, moviemakers, or game makers. Some students desire teaching careers, indicating an interest in becoming teachers or even superintendents. Secondary trends include aspirations in diverse fields like becoming a doctor, lawyer, police officer, astronaut, or working in the entertainment industry, business, and design. Middle school students, on the other hand, demonstrate a broader array of career aspirations, reflecting their diverse interests. Primary trends include aspirations to be chefs, lawyers, business professionals, doctors, architects, musicians, or work with exotic animals. There is a notable interest in mental health and education professions, with some students aspiring to be therapists, psychiatrists, psychologists, or teachers. Real-world education is emphasized, highlighting the students' desire for practical knowledge, including topics like taxes and life skills. Another primary trend involves a desire for more opportunities to meet people with different careers, backgrounds, and cultures, emphasizing the value of interconnected learning experiences and collaboration.

Effective communication: For high school students, effective communication between students and teachers emerges as a primary trend. Students emphasize the significance of learning how to communicate with teachers and other adults to influence or advocate for their beliefs and needs, highlighting its contribution to successful learning.

Autonomy and skill development: Autonomy in choosing educational paths is another primary trend, with students expressing a desire for more choices throughout their academic journey. Additionally, students stress the importance of early skill development and preparation for transitions between educational levels, from elementary to middle school and middle to high school. There is a recurring theme of desiring a holistic education that integrates academic and interpersonal skills for a well-rounded preparation for the future.

SECONDARY TRENDS

Technology: The technology theme presents a dual perspective, with a call for more technology integration, particularly in computer science, and concerns about excessive screen time.

Flexibility: Secondary trends include a call for more flexibility in the learning environment and interconnected learning, pointing to the importance of adaptability and collaboration in education.

CONCLUSION: STUDENT VOICE - PREPARING FOR THEIR FUTURE

While there are differences in each subgroup's specific aspirations and preferences, the trend tends to become more varied with the increasing age level of each. The overall synthesis reflects common threads, such as the importance of:
- Diverse career exploration
- Effective communication
- Autonomy and skill development

Staff Voice

STAFF VOICE - STRENGTHS

PRIMARY TRENDS

The analysis of the school district's staff responses, encompassing questionnaires and focus groups, reveals several primary trends. The primary trends identified from the questionnaire data showcase the district's robust community support, unwavering commitment to academic excellence, and collaborative and dedicated staff. These elements contribute to the district's reputation for providing high-quality education within a supportive and cohesive learning environment.

The staff focus group responses echo and elaborate on the primary trends explicated from the questionnaire data, emphasizing the district's commitment to social-emotional learning, strong staff relationships, valuable professional development opportunities, rich extracurricular and academic offerings, and robust community engagement. This supports the competencies framed in the Upper Arlington Schools' Profile of an Engaged Learner.

While both data sources converge on many strengths, some areas reveal nuanced perspectives. For instance, the questionnaire data emphasizes community support and academic excellence, while the focus groups elaborate on the positive impact of social-emotional learning and strong staff relationships. These perspectives are not necessarily contradictory but offer a more holistic view of the district's strengths.

SECONDARY TRENDS

The secondary trends from the questionnaire responses complement these primary strengths. Notable among them is the emphasis on inclusiveness, demonstrated through strong support for students with special needs, a commitment to diverse extracurricular activities, and a holistic

approach to students' mental health and well-being. Additionally, the low turnover of staff reflects a positive work environment, contributing to the stability and continuity of educational programs. The secondary trends from the focus groups further underscore the district-wide unity, emphasis on technology and innovation, commitment to whole-child development, a sense of tradition and longevity, and strong administrative support.

CONCLUSION: STAFF VOICE - STRENGTHS

In summary, the synthesis of primary and secondary trends from the questionnaire and focus group data portrays a school district characterized by a collaborative, supportive, and inclusive learning environment. The district's commitment to academic excellence, community engagement, social-emotional learning, and staff development collectively contributes to its positive reputation and success in providing a well-rounded education for all students.

STAFF VOICE - CHANGE / STRENGTHEN

PRIMARY TRENDS

The synthesized analysis of the primary and secondary trends from staff questionnaires and focus groups reveals a multifaceted landscape within the school district, encompassing mental health, diversity, equity, inclusion, autonomy, transparency, and professional development themes.

Mental health support: The foremost trend centers on the critical importance of mental health support. Both data sources underscore the necessity for a robust mental health support team, acknowledging the challenging roles of intervention specialists and paraprofessionals and advocating for more mental health time for teachers. This trend extends to the broader focus on staff well-being, trust in educators, a supportive administration, and emphasizing the need for a positive and nurturing environment. Staffing challenges and needed support, particularly in areas like special education, are cited. Workload concerns and the need for ongoing professional development are other elements tied to the theme of mental health, emphasizing the importance of prioritizing educators' well-being and professional growth.

Greater diversity, equity, and inclusion: Another primary trend revolves around the push for greater diversity, equity, and inclusion (DEI). Both questionnaires and focus groups highlight the desire for more diversity in staff and students, commitment to DEI education, and recognition of the diversity present in the district. There is a need for a clear vision for DEI initiatives, advocacy for LGBTQIA+ students, and the importance of creating an environment where individuals can be their authentic selves and overcome challenges related to inter-generational communities. There is a consistent mention of the impact of negative voices within the community, particularly those opposing DEI efforts. Respondents stressed the importance of focusing on engaging traditionally unheard parents. This highlights the need for strategies to ensure a positive and inclusive school environment.

Recognition and support: Recognition and support from the administration are significant primary trends. Educators call for administrators to understand the daily lives of teachers, protect them from external interference, and create a supportive culture. This underscores the importance of a positive

working relationship between staff and leadership, emphasizing the need for a collaborative and understanding administrative approach.

Autonomy, transparency, and trust: A shared desire for autonomy, transparency, and trust in the education system emerges as a primary trend. Educators express concerns about top-down mandates, the importance of flexibility in teaching methods, and the need for a clear vision that is communicated transparently. This is supported by the call for stronger department leads, staff input in decision-making, and a systematic approach to social-emotional learning (SEL) and behavior that respects instructional time.

Expanded academic offerings: Particularly in the staff focus groups, a primary trend emphasizes the need to expand academic offerings and refocus on students' needs. This aligns with the primary trend of autonomy and transparency, emphasizing the importance of creating an environment that nurtures the diverse needs of students and fosters an inclusive atmosphere.

SECONDARY TRENDS

Secondary trends identified in the focus groups provide additional context to the primary themes. Concerns about technology's impact on education, physical space utilization, curriculum development consistency, parental influence on decision-making, and discussions around career development and college preparation contribute additional layers to the primary trends, offering a more comprehensive understanding of the challenges and priorities within the educational community.

Flexibility and workload management: The secondary trend of scheduling flexibility and workload management echoes concerns from educators about challenges like split schedules and limited collaboration time. Educators express the need for more productive and relevant professional development and stronger collaboration between middle schools.

Open-mindedness: Participants express a desire for more open-mindedness, celebrating diverse perspectives, and avoiding a rigid adherence to traditional practices. This aligns with the primary trend of autonomy and transparency, emphasizing the need for flexibility in working conditions to achieve students' goals, as well as the primary trend of recognition and support, emphasizing the need for improved communication and collaboration to support educators' needs.

CONCLUSION: STAFF VOICE - CHANGE / STRENGTHEN

The synthesized analysis reveals a complex and interconnected web of primary and secondary trends within the school district. The identified themes highlight the need for a holistic approach to address mental health, diversity, equity, inclusion, autonomy, transparency, professional development, community engagement, and effective communication. Strategies to address these trends must consider the interconnectedness of these issues to create a positive and supportive educational environment for both students and staff.

STAFF VOICE - PREPARING FOR THEIR FUTURE

PRIMARY TRENDS

Social-emotional skills: A consistent emphasis across both data sources is the importance of social-emotional skills. Staff members from both groups stress the need for cultivating empathy, kindness, perseverance, and the ability to interact positively with others. This aligns with the call for teaching communication skills, embracing technology with balance, and instilling values like compassion and mindfulness, showcasing a unified perspective on the significance of holistic personal development.

Critical thinking and information literacy: Similarly, the joint recognition of critical thinking, information literacy, and adaptability as primary trends underscore a shared vision for preparing students to navigate a complex, ever-changing world. The call for courses fostering creativity, innovation, and problem-solving skills, along with exposure to a wide range of academic studies, solidifies the agreement on the importance of a versatile skill set.

Career education: The integration of real-world skills and career education and pathways is another primary trend resonating strongly in both sets of responses. Whether it's through calls for basic skills curriculum, exposure to trades at the elementary level, or advocating for vocational education opportunities, staff members from both the questionnaire and focus group underscore the importance of practical, hands-on learning experiences.

SECONDARY TRENDS

There are subtle differences in emphasis between the two sets of data. For example, the staff questionnaire data places more emphasis on foundational academic skills, including strong reading and writing skills. At the same time, the focus group data provides additional depth to the primary trend by specifically highlighting early literacy as a foundation for critical thinking skills. Such distinctions do not represent contradictory perspectives but rather nuances that contribute to a more comprehensive understanding.

CONCLUSION: STAFF VOICE - PREPARING FOR THEIR FUTURE

Overall, the primary and secondary trends identified in the staff questionnaire and focus group responses converge on a shared vision for a well-rounded education that incorporates social-emotional skills, critical thinking, adaptability, and real-world experiences. While there may be variations in emphasis, the overarching goals and aspirations for student preparedness align, providing a solid foundation for future educational planning within the school district. These align well with Upper Arlington's Profile of an Engaged Learner.

Parent Voice

PARENT VOICE - STRENGTHS

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PRIMARY TRENDS

Commitment to holistic education: Primary trends from parent feedback gathered through questionnaires and focus groups underscore the district's commitment to holistic education, community support, diverse opportunities, and exceptional teacher quality. The emphasis on whole-child learning is evident as parents appreciate the incorporation of school counselors into the curriculum, focusing on social and emotional well-being beyond standardized tests. For instance, parents commend the district for teaching children to label emotions and practice calming techniques, reflecting a holistic approach.

Community support: Community support emerges as a recurrent theme, with parents expressing gratitude for supportive teachers, community involvement, and investment in the school system. Active participation in programs, support for levies, and high engagement contribute to the strength of the community.

Diverse opportunities: Diverse educational opportunities, spanning academics, athletics, arts, and extracurriculars, form another primary trend, with parents valuing the abundance of clubs, sports, and the excellence of music programs.

Teacher and staff quality: The quality of teachers and staff is consistently highlighted as a strength, with parents praising caring educators and low staff turnover fostering long-term connections.

SECONDARY TRENDS

Community involvement and pride: Secondary trends include a focus on community involvement and pride. Parents specifically mention active participation, investment, and a tradition of excellence, adding depth to the broader theme of community support.

Facilities and technology: Recognition of facilities and resources underscores the importance of modern technology and well-maintained facilities in contributing to the positive perception of the district.

Commitment to DEI: A subtle trend related to diversity, equity, and inclusion (DEI) is evident, as parents express hope for continued commitment, with occasional concerns about potential weaknesses.

Special initiatives: Parents value initiatives like the Responsive Classroom, Multi-Tiered System of Support (MTSS), and opportunities for gifted students, providing a more detailed view of their preferences.

CONCLUSION: PARENT VOICE - STRENGTHS

The primary trends indicate a belief in the current direction of schools, citing holistic education, community support, and quality teachers. Secondary trends support the primary ideas, including parental involvement, pride in the physical facilities, and support for school initiatives.

PARENT VOICE - CHANGE / STRENGTHEN

PRIMARY TRENDS

Differing DEI perspectives: Parents from both sources emphasize the need for a renewed focus on academic excellence, expressing some degree of concern with the current emphasis on the "whole child" approach and Social-Emotional Learning (SEL). The questionnaire data underscores concerns about disruptive behavior impacting students' learning experiences, leading to anxiety issues. At the same time, the focus group data emphasizes the importance of a holistic approach to education that values well-being and academic achievement. However, a distinct difference emerges in perspectives regarding Diversity, Equity, and Inclusion (DEI) initiatives. The questionnaire data indicates a desire for reduced emphasis on DEI, with specific concerns about perceived overemphasis on topics like gender-neutral bathrooms. In contrast, the focus group data highlights a commitment to DEI in hiring and retention practices, suggesting a contradictory perspective within the parent community.

Transparency and communication: Transparency and effective communication emerge as critical concerns among parents from both data sources. Instances such as the construction of gender-neutral bathrooms without clear communication evoke frustration, highlighting the importance parents place on being informed and engaged in decisions impacting the school community.

Special education support: There is a shared call for increased support in special education with concerns about inconsistencies and the need for better resources.

Teacher empowerment and PD: Both data sources emphasize the significance of teacher empowerment and quality professional development, stressing the importance of recognizing and fostering good teaching.

Community engagement and support: A consistent trend across both data sets is the desire for improved community engagement and support, particularly for new families. Parents express a need for support groups to facilitate smoother transitions for students and parents. This is underscored by concerns about social challenges and a perceived decline in volunteer opportunities, indicating parents' importance in building a strong sense of community within the school district.

Facilities and operations: Both data sets highlight concerns about logistical challenges and infrastructure issues, such as school start times, parking problems, and the need for facility updates at the middle schools.

SECONDARY TRENDS

Consistent communication: Both sources highlight the need for consistent communication and information sharing, pointing to challenges with different platforms and a desire for more parent information sessions.

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Summary of Learnings - December 2023

Volunteerism and involvement: Volunteerism and parental involvement emerge as recurring themes, with parents expressing a desire for more opportunities to be involved in schools, classrooms, and events.

Financial considerations: Financial considerations and fundraising challenges are evident in both data sets, with concerns about the difficulty of garnering community support for certain initiatives. These include fundraising for a replacement play structure and comments about households' financial challenges, contributing to the broader theme of financial considerations, community support, and challenges faced by dual-income families. Specifically, there is a call to provide bussing at the high school level and the expansion of the SACC program to enlarge the capacity to serve more families with after-school care.

CONCLUSION: PARENT VOICE - CHANGE / STRENGTHEN
In conclusion, the data synthesis highlights the school district's complex landscape of parental perspectives. While there is alignment on key issues such as academic focus, transparency, and community engagement, distinct differences in perspectives on DEI initiatives necessitate a delicate and inclusive approach to address the diverse concerns and priorities of the parent community.

PARENT VOICE - PREPARING FOR THEIR FUTURE

PRIMARY TRENDS
Holistic education: A recurrent theme is advocacy for a holistic education that embraces life skills beyond traditional academics. Parents emphasize the importance of practical skills such as financial literacy, time management, and problem-solving. This is exemplified by their belief that a well-rounded education should equip students to navigate various aspects of life successfully.

STEM emphasis: The emphasis on technological proficiency and STEM education also emerges prominently, reflecting parents' awareness of the role of technology in the future and the need to prepare students for a world influenced by advancements like artificial intelligence. Specific examples include calls for more STEM opportunities, extracurricular activities, and the need to prepare students for a world heavily influenced by advancements like artificial intelligence. Some emphasize that technology should be viewed as a tool, encouraging students to make it their "co-pilot."

Social-emotional learning: The significance of social-emotional learning (SEL) is stressed, with parents underscoring the importance of empathy, resilience, and compassion for personal development. The desire for community engagement and real-world experiences indicates a call for education beyond the classroom, emphasizing field trips, vocational opportunities, and exposure to diverse career paths. The recognition and nurturing of individual strengths and diversity are highlighted, reflecting a plea for an education system that caters to the unique needs of each student. Finally, there's a consensus on the necessity of preparing students for a changing future, emphasizing adaptability, critical thinking, and a global perspective.

SECONDARY TRENDS

Increased parental involvement: There's a desire for increased parental involvement and transparency within the education system, reflecting the community's value for active participation in their children's educational journey. Critiques of specific educational initiatives, concerns about standardized testing, and the tension between tradition and innovation highlight a diverse perspective within the community regarding the direction and content of education. The acknowledgment of the impact of technology, both positive and negative, adds complexity to the discourse, demonstrating a community aware of the potential drawbacks of technological advancements.

Building resilience and interpersonal skills: The parents' focus group responses further emphasize the primary trends identified earlier. Parents stress the need to build resilience and interpersonal skills, advocating for an education that helps students navigate challenges and diverse perspectives. The theme of a realistic worldview underscores the importance of preparing students for the challenges they will face in adulthood and dispelling unrealistic expectations. Expressing oneself is also highlighted, with parents recognizing the need for communication skills and responsible digital citizenship in the age of technology.

CONCLUSION: PARENT VOICE - PREPARING FOR THEIR FUTURE
In summary, the collective voice of the parents emphasizes the importance of a well-rounded education that goes beyond academics, preparing students for the future by instilling life skills, technological proficiency, social and emotional learning, and a realistic worldview. The secondary trends add depth to this narrative, showcasing a community with diverse perspectives and expectations for their children's education in the Upper Arlington school district.

Community Voice

COMMUNITY VOICE - STRENGTHS

PRIMARY TRENDS

Community support and parental involvement: One prominent trend is the overwhelming emphasis on community support and parental involvement. Respondents consistently highlight the active engagement of parents in their children's education, expressing gratitude for the unwavering support received. The mention of parental support and involvement is reiterated across many responses, underscoring the vital role parents play in the success of the district.

Quality of teachers: Another discernible trend revolves around the appreciation for the quality of teachers. Multiple respondents specifically commend the dedication and strength of the teaching staff, emphasizing their crucial role in shaping the academic experience. Examples such as "The TEACHERS!" and "Strong teachers" resonate throughout the data, portraying a consensus that effective teaching is a cornerstone of the district's success. Acknowledging teachers' efforts,

particularly in extracurriculars and engaging learning experiences, reinforces the belief that educators contribute significantly to student development.

Sense of community: A consistent theme throughout the responses is the sense of community, which is perceived as a powerful force contributing to the district's strengths. The community's commitment to maintaining high academic standards is evident even in the face of potential challenges. Examples such as "Our reputation of high academic standards" and "The fact that the community is very invested in its schools" highlight a shared belief in upholding rigorous educational norms. Moreover, the reference to Dr. Hunts' accessibility suggests that strong leadership is recognized and appreciated within the community.

Optimism about recent changes: There is a recurring sentiment regarding the positive impact of recent changes, such as appointing a new superintendent and upgrading facilities. The data indicates optimism surrounding these improvements, mentioning a "new superintendent, fiscal stability, and supportive parents and community" and "Excellent facilities and a new positive superintendent." These changes are seen as catalysts for positive transformation and are instrumental in maintaining the district's reputation and high standards.

SECONDARY TRENDS
Differing opinions on leadership: There is a notable dichotomy in the community's response to recent changes, with an overarching optimism about the new superintendent and upgraded facilities tempered by concerns expressed by some respondents regarding divisive elements in recent school board elections. This suggests the district needs to address internal challenges and foster a more inclusive decision-making process to maintain community cohesion.

Balance of educational priorities: Furthermore, a secondary trend involves a subtle tension concerning academic standards. While most responses express confidence in the district's reputation for high academic standards, a subset of comments underscores a collective concern about the potential erosion of these standards due to a perceived shift in focus. This secondary trend highlights the district's delicate balance in evolving its educational priorities while safeguarding its long-standing commitment to academic excellence.

Diversity, equity, and inclusion: Diversity, equity, and inclusion emerge as another secondary trend, mentioning a willingness to embrace these principles through dedicated programs. This reflects a growing awareness within the community about the importance of fostering a diverse and inclusive educational environment. However, the varied experiences of graduates and less positive testimonials suggest that there may be room for improvement in ensuring an equitable and positive educational experience for all students. Addressing these secondary trends will contribute to a more comprehensive and responsive approach to the evolving needs and expectations of the school district's diverse community.

CONCLUSION: COMMUNITY VOICE - STRENGTHS
In conclusion, the primary trends identified from the community and business members' responses revolve around robust community support and parental involvement, the recognition and praise for the quality of teachers, a strong sense of community, and optimism stemming from recent positive

changes in leadership and infrastructure. These trends collectively portray a school district with a solid foundation and a community deeply invested in the success and well-being of its students. Secondary trends indicate a larger set of uncertainties while presenting a generally favorable impression of the current conditions and direction.

COMMUNITY VOICE - CHANGE / STRENGTHEN

PRIMARY TRENDS

Academic emphasis: A primary trend is the expressed desire to emphasize academics strongly. Respondents emphasize the importance of identifying and supporting students struggling with core subjects like reading, writing, and math. Some respondents advocate for a return to traditional teaching methods and a reduction in the emphasis on social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) initiatives. For instance, one respondent mentions the need to "get back to the basics in the classroom" to ensure all students receive a quality education.

Collaboration between teachers and community: Another trend revolves around improving collaboration between teachers, parents, and the community. Respondents expressed concerns about the perceived division between the community and schools. They emphasize the importance of transparency and open communication, advocating for efforts to bring teachers and parents together to benefit students. For example, one respondent states, "Teachers and parents should work together for the good of the students instead [of] one against another."

Concern over political influences: Some respondents voice concerns about political influence, extremism, and the potential impact on the educational environment. There is a call to avoid controversial classroom materials, speakers, and political ideologies. A respondent warned against "caving into the extremists on the far right" and advocated for maintaining a separation of church and state in public schools. Respondents suggest providing more autonomy for teachers and staff while curtailing negative parent involvement. There is also a call to reinstate support for high school counselors and create private areas for them away from other staff.

SECONDARY TRENDS

Concern regarding DEI: One important secondary trend is a palpable concern and resistance towards Diversity, Equity, and Inclusion (DEI) initiatives. Some respondents express dissatisfaction with the current emphasis on DEI, advocating for a return to a more traditional academic focus. This highlights a division within the community regarding the perceived impact and appropriateness of DEI efforts in the educational setting.

Concern regarding SEL: Additionally, concerns about the prominence of social-emotional learning (SEL) programs within the curriculum constitute another secondary trend. Some respondents view SEL initiatives negatively, associating them with divisiveness and a lack of transparency. This trend reflects a desire among certain community members for a more traditional educational approach that focuses on academic instruction rather than extensive SEL programs. Overall, these secondary trends provide valuable insights into the diversity of opinions within the community, offering insight into various perspectives on educational priorities and values.

CONCLUSION: COMMUNITY VOICE - CHANGE / STRENGTHEN

The primary trends identified concerns about academics and how outside influences could negatively impact teacher/community collaboration. Secondary trends indicate some concerns over areas cited in earlier questions as strengths, further indicating divergent opinions on some key topics.

COMMUNITY VOICE - PREPARING FOR THEIR FUTURE

PRIMARY TRENDS

Critical thinking and problem-solving skills: There is a strong emphasis on developing critical thinking and problem-solving skills in the community's responses. They stress the importance of teaching students to think for themselves and make sound decisions. This aligns with the need for students to be academically challenged and have a strong academic foundation and also supports the district's Profile of an Engaged Learner. For example, introducing courses on AI, ethics, and morals reflects the desire to equip students with the ability to analyze and apply knowledge critically. Additionally, teaching them how to learn, question, and defend ideas builds resilience and self-esteem.

Practical life skills: A second primary trend centers on practical life skills, including budgeting, insurance selection, car purchases, parenting skills, and overall preparedness for living in 2036. This reflects a concern for students to be well-rounded individuals capable of navigating real-world challenges. Respondents highlight the importance of a solid foundation in reading, writing, and math, emphasizing the gateway role of reading in lifelong learning.

Citizenship education: Another prominent trend is the focus on citizenship education. This includes understanding and participating in democracy, being good stewards of the U.S. Constitution, and instilling a sense of responsibility for one's actions. Respondents call for an education that promotes good citizenship, civic engagement, and interaction with diverse people, cultures, and experiences.

Balanced and inclusive education: The final primary trend centers on the call for a balanced and inclusive education. While some express concerns about the perceived influence of social justice in the curriculum, there is a collective desire for an education that fosters kindness, acceptance, teamwork, and collaboration. This aligns with the need for students to be comfortable in a diverse and rapidly changing environment.

SECONDARY TRENDS

Individual responsibility and accountability: One prominent secondary trend is a strong emphasis on individual responsibility and accountability. Respondents stressed the importance of teaching students academic skills and the ability to take ownership of their actions, fostering a sense of responsibility for both positive and negative outcomes. This aligns with concerns about grade inflation and a desire for a more rigorous evaluation system that instills a realistic sense of achievement.

Integrating service learning and passion pursuits: Another significant secondary trend is integrating service learning and passion pursuits into the educational experience. Community members desire students to engage in meaningful service activities and follow their passions, linking education to real-world applications. This emphasis on experiential learning goes hand-in-hand with the call for lifelong learning and adaptability, indicating a broader vision of education that extends beyond traditional classroom boundaries.

Concerns about ideological influences: Finally, concerns about ideological influences in education emerge as a notable secondary trend. Some respondents express a desire to avoid what they perceive as ideological biases, emphasizing the importance of maintaining a focus on traditional values. This trend suggests a tension between differing perspectives on the role of education in shaping students' values and worldviews, highlighting the community's concerns about the potential politicization of the curriculum. In summary, these secondary trends enrich the overall picture by highlighting the importance of personal responsibility, experiential learning, and concerns about ideological influences in the educational landscape.

CONCLUSION: COMMUNITY VOICE - PREPARING FOR THEIR FUTURE

The primary trends identified include a focus on critical thinking and problem-solving, practical life skills, citizenship education, and a balanced and inclusive curriculum. These trends reflect a holistic approach to education, aiming to prepare students academically and for the challenges and complexities of the real world. Secondary trends focus further on transferring practical life lessons through service and learned responsibility, as well as a concern for outside influences that impact student learning.