

In Spring 2017, DCPS held meetings in all 8 wards of DC to introduce Chancellor Wilson, engage stakeholders around the future of DCPS, and seek input that will help shape the next DCPS Strategic Plan. The feedback from these sessions is below.

How can DCPS promote excellence and equity?	What actions are important to ensure all students and families feel welcomed?	What do you hope to see as you walk into a DCPS classroom/school?	This is your DC Public School system. What represents success for your child/yourself, your school, and/or DCPS over the next 5-10 years?
Ask stakeholders and consumers of your product what "they" want and need	A staff that feels well -treated. More partnership	Actively engaged administrators and rapport with students. School repairs being done over the summer (shepard elementary). In- School/ In Class gifted and talented. Compliance focus on accelerated kids	Achievement Gap
Avoid emotional support to students	Access to materials in native languages	Beautiful work - art, writing, books, students/ staff made visuals	All students prepared for citizenship, think critically, while also maintaining college and career readiness
Behavior connected to strong learning opportunities	Admin and teachers are the front line. When they feel welcomed and believe themselves to be an important part of the mission/ vision beyond politics it's easier for them to be welcoming and endearing.	Calm, focused, kids. Active	All students with skills that will help them in this changing world. One trade isn't enough.
Better pre-K3 and pre-K4 access! NOT equitable	All communication in Spanish as well as in English system -wide support for school level. More to highlight family's cultures and learn from one worker. Finding out when and where families are available	Celebrating success	Being able to send my child to DCPS K-12
Both intervention and enrichment for all. Stop all the testing so teachers can teach	Anti-Bullying and cultured sensitivity environment	Challenging curriculum	Broad selection of electives, sharing programs between schools (e.g. kids play an instrument but school has no band)
By focusing on both intervention and enrichment programming	Clear communication	Classrooms should be orderly. No noise except a student answering questions to the teacher and students doing what benefits all.	Children Loving Learning. Great ("Customer") Service by everyone- a welcome smile, a willingness to follow through and quickly solve problems
Central office staff also held accountable for failing schools!	Common Courtesy (greet us) and customer service. Buddy system (your older/ younger students), use of native language.	Computers for students in every classroom, stem equipment, science teachers for elementary school	Closing the achievement gap, dual language program, opportunities for students to pursue their passions teachers encouraging college, equity in enrichment opportunities at all schools

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Complete modernization projects across board, community dialogue, universal design	Communication (with other parents), parental involvement	DCPS system wide technology, Internet. Greater investment in arts, in depth arts funding, walk away and playing instrument	DCPS teacher mandated rotations from High performing schools to low performing school. More support for the support for the value of CTE and adult education.
Complete Modernization projects. Need to reach students in the middle. Binders for all	Communication!	Differentiation	Develop metrics in addition to PARCC
Computer classes, computer and repair, programming private internships	Community Dialogue (like this). Inclusive schools climate, welcoming for all, How to orient new students? (Transfers, immigrants).	Discipline and quiet and respectful students at the high school level. Engagement and intellectual engagement. Wide ranging extra-curricular options.	Discipline and quite and respectful students at the high school level. Engagement and intellectual engagement. Wide ranging extra-curricular options.
Continue to promote global education. Compensation language, STEAM/STEM, Health education/ Physical education - DC is low. Opportunities are equitable for students and teachers. High performing schools get treated better than low performing schools.	Cultural/Language Affinity. Bilingual/ Hispanic Staff. Inability to get parent connection- events in common	Diverse student body, excellent teachers, sense of equity and honest communication	Diverse classes
Council member Todd? Harvard metrics developed? Quality teachers, High expectations for students, "Good morning scholars." Splits the classroom (Self-segregated)	Diversity across both teaching staff and school school leadership, bilingual staff , community engagement liaisons at every school. Weekend events for families and staff to attend for relationship building.	Engaged students	Engaged, experienced faculty
DCPS can tailor faculty to follow staffing needs/ instructional programs instead of one size fits all. Offer ways for students to engage, grow at their speeds.	Ensuring updated facilities/ renovations happen at all schools. Home visits for all schools, ensure compensation for teachers. Nursing programs at all schools every day. Provide equitable staffing staffing - ensure trauma trained staff and environment when needed. Continue to embed and support the quality PD for teachers within the school	engaged, fun, excitement, challenge	Equitable access to DL programs for ELLS, Equitable access to DCPS schools for DCPS teachers' children (or preference in lottery), fair and equitable evaluations for teachers and assessment for students

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Economic diversity, need and resources, all need enrichment, strong focus on learning, Enrichment, behavioral issues/ cultures. Investment in social investment staff	Flamboyant partnerships	Every student having needs met	Expeditionary learning/project based learning schools. Within DCPS - not just charters. Less central - office directed PD and micromanaging. More people going to their neighborhood schools.
Educate the whole child - community scholars approach	Follow through by staff	Evidence of learning	Feeder patterns (ES = MS = HS)
Empowering all parents to speak up. Programs are wonderful but how do you know it is working? What will DCPS do when things/programs don't work. Give teachers time and space to improve, create incentives for high performers to go into schools with most need but also give time for them to improve (more than a year). Feeder patterns - what can we learn from data?	Give teachers more time for family outreach (and smaller classes) so those relationships can really be priorities. Multilingual communication, spaces in the school for families to connect to each other informally. Dedicated school - based staff to outreach	fun, engagement, diversity	Focus on public schools not charters, turn every school into a community learning center with wrap-around services and community partners, improve middle schools! Safe and welcoming spaces, engaged students, not rote test prep
Ensure teacher quality at schools, esp high quality, teachers in Wards. Staff to support struggling learners, High expectations for students - communicated in adult language	Good, consistent communication between schools (Teachers, principals, APs) and parents. Schools support and appreciate parent organizations and parent involvement/activities	Good ratios	For my child to be in a diverse school (in all ways) where all receive the supports they need to be successful in school + beyond
Ensuring resources are available for all students including our recent arrivals	Having teachers visit parents at home	Good spaces to play	Future citizens in leadership positions (officials, CEO, entrepreneurs, etc.) that are products of DCPS (outside of just Wilson, etc.)
Equity: provide support to at risk students. Excellence: best methods from support teachers.	Home visits- coordinating between teachers and parents over best learning practices. Meeting the whole family wrap- around services schools open late much more of was important. A community center. Meals and dental care, etc.	integrated community development among students and parents and school faculty	Give DCPS teachers and staff preference in lottery for schools they work at to make great! - Retention - Investment

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Establish a unified curriculum with books, culturally relevant, field trips providing the same opportunities for students throughout. Testing (PARCC) not aligned with educational resources. (books, videos, charts, websites.)	Improved recruitment of bilingual and latino/hispanic teachers and leaders so that latino/ hispanic students have better representation	Joy	Greater curricular diversity: Language Immersion Exploratory career preparation (CTE) high school, Partnerships with local universities learning and museums. 100% literacy by 3rd grade. Partnerships and planning with the charter system.
Excellence is built through consistency. Turnover like they're the redskins	Keep ICE out!	Joy, all neighborhoods students attend their school by choice, adapt more effective measurements of growth. Go beyond results of standardized testing	Home works. Parents should help teach students hone on their homeworks. Communication between parents and teachers if parents can't help kids with home will help future.
Expansion of dual language programs so that all ELLS in the district have access if they so choose	Keep ICE out!	Joy, rigor, curiosity, every student having their needs met, teachers feelin supported (not burned out)	I expect my kids to succeed academically and personally at high level and be well prepared for higher education. I would feel DCPS succeeds if they are able to fulfill the kids educational needs all the way
Fair and equitable assessments/evaluations for students and teachers	Keep ICE out!	Kids engaged and focused on things that truly inspire and excite them. For early child school:play, For older lads: opportunities to follow their interests within curriculum as well as extra-curricular	I worry DC will become New Orleans in 10 years without stronger enrollment
Focus on growth and development. Defining what excellence looks for all students.	Knowing my child	Kids in age/developmentally appropriate spaces	Kids prepared for citizenship with critical thinking skills, center table in a diverse world
Focus on growth on every aspect of the child - spiritual, character, physical, etc.	Language accommodations for spanish, ethiopian, tranquility in the school PTA, parent's engagement activities	Lively discussion	LINK teachers looking for housing with homeowners who have property to rent. Use existing housing to meet our needs.
From my experience, schools are doing a lot right. Less test anxiety would be good. More recess and play creates learning in early children	Make DCPS sanctuary system for immigrant families	More parent involvement (in classroom, school, etc) use parent talents, Science lab	More dual language

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Global learning	More bilingual multilingual staff (diverse recruitment)	More play in early childhood	More ELL student and family support
Global learning	Openness to parents as they are, ability to connect culturally and on home.	Multiple adults	More students enrolled, neighborhood school with community engagement, more students morning from 9th to 10th grade. No achievement gaps for any demographic
Great teachers, great leaders	Opportunities to communicate/ connect with other parents (PK3) - parent organized activities, parents contribute skills to school projects, esp. in classroom, meeting with principal. Ed Fest -Early childhood office to explain enrollment to new families- professional and personal communication	Positive	Multiple schools with diverse student and teacher populations
Implement common elements of successful school turnarounds	Partnership with community	Restorative justice programs	Shifting emphasis from testing and raising test scores to improving teaching and learning.
Importance of literacy-rich early childhood experiences, Adopt responsive classroom, add more metrics for school success other than PARCC - more project based. More mental health resources and portfolio based learning for all students, not in just some schools.	Phone calls, letters home. Language resources! Make families that speak other languages welcome	Rigor	Strong DCPS, feeder system that is supported through secondary
Less testing. More focused on students social emotional needs. I am on ELL teacher. Before they take PARCC I need to have time to understand the students level of education and needs. If you feel safe, you can learn.	Pre-K Access	Safe	Strong emphasis on public, not charter schools
More diversity in dual language programs	Present data that is not inaccurate - stop the spin on data and misdirection	Safe & welcoming spaces	Strong investment in DCPS as our system advocate for it

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More dual languages- this is a great demand. More integration economically fewer magnet schools	Promote and expand parent teacher home visiting, open communication between parents and teachers	safe environment	Students making academic growth
More homework be given for students and vocabularies	Provide range of supports for students and families	Safe, fun, challenging	Students prepared to think through problems and having enough facts at their command to think with graduates with the compassion to choose which problems to try to solve first
More resources to exploratory learning and exposure beyond the classroom for all students, especially in underserved/ underperforming neighborhoods. Resources should be targeted in response to identities need.	Restorative Justice Coordinate Community School Coordinators to focus on outside of school situation that may affect students. Investment by the community	Smaller classroom sizes/ teacher-student ratios, coordinating services among adults. Experiential learning, project stand, small groups, student learning from one another	Teachers who can afford to live in DC
More social emotional learning. Less standardization. Encourage more risk	School-based budgets allowed to pay for food, Social Worker and mental health staffing for schools carefully to need	Student collaboration, no cell phones, unless teacher includes it in activities. Project based learning. Arts! Theatre, music, and programs	Teachers who can afford to live in DC
Pre-K slots for all children	Small schools where people can know each other	Students actively engaged & interested	Teachers who can afford to live in DC
Prepare kids for citizenship, not just college/ career	Smaller student-teacher ratio in Pre K	Students and teachers smiling	That each school is a community school. Where students have resources at school where teachers can teach and parents and community are invested.
Promote excellence through a fair teacher evaluation that fosters better fear to teach	Stability less change.	Students doing hands on learning	Ward 4 middle school options. My child is a first grader and there is no option in 5 years for in boundary. We need a clear Ward 4 Feeder pattern that ensures consistent quality from pre-K to high school. The schools have great facilities and hopefully that we can attract more students

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Promote excellence through a fair teacher evaluation that fosters better fear to teach	Stable staffing who know the kids, modern buildings w/ proper maintenance, feeling of calm	Students engaged and learning	Well-rounded prepared students with creative and critical thinking
Re-evaluate the use of standardized testing from 3rd grade up	Teacher and parent events/potluck/ice breakers	Students engaged in challenging/intellectually stimulating activities/ learning	Whole child learning (arts/athletics)
Restorative justice programs/ reduce suspensions, Universal pre K- not just lottery, guranteed in neighborhood, better support for english language learners	Teachers should be well educated in order to solve problem concerning parent/student on homework. Communication and home visit is good	Students on taste-joy and noticeable organization	Whole community support & involvement
See IEPS implemented with enough staff. More diplomas less certificates (maybe offer modified diploma option), STEM, job preparation	Teachers staying at a school for a long time	Students thinking	
Stable staff at schools	The psychological/social emotional support. Curricular that points to job opportunities.	Success to see my kids want to continue learning for many years to care. Speak more than one language.	
stop being purely numbers/ data when it comes to student progress/achievement. Growth can be assessed. Fair evaluations to accurately depict growth.	Try to know every family situation, wonderful teachers, family engagement	Teacher and high functioning students teachers or rise in every elementary school classroom. More male teachers, especially at middle and HS levels. Acknowledgement and rewards for students academic progress and achievement.	
Teacher support. Teacher aid pay. Share Knowledge from at risk success. Emotional Support, parent support. DL Lens, ELL Support, Expansion to allow entry for strongest ELL satisfaction		Teachers teaching	
Teachers need dedicated free time to share and learn from one another		That each student can be confident is saying that they are heading to college.	

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<p>unified curriculum - culturally relevant - aligned books, field trips, cornerstones, test schedule, provide the same opportunities to all children, differentiation, adequate funding based on programs and at risk</p>		<p>UDL Learning</p>	
<p>Universal Pre-K</p>		<p>Vibrant learning environment (photos, bulletin boards), engaged adults (speaking in kind manner to students), staff adults who are motivated and motivating, children known by name</p>	
		<p>We're surprised every day with how engaged, DCPS educators are.</p>	