

**Christina Plan for Excellence 2010 – 2013: Learning Environment Community Meeting 1/19/10
Christiana High School**

Written Comments shared by participants

THE FIRST PRIORITY THAT YOU WOULD RECOMMEND IS:

- Resources that support the learning environment
- Smaller class size at the elementary level
- Small groups to encompass all learners at the middle school level
- Smaller class sizes, more vocational training, guidance counselor and incentives to raise the graduation rate at the high school level
- PBSout the window! Does not work
- Some principals should not have been given 2-year contracts, this needs to be reevaluated
- Involving parents in decision-making and communication
- Inviting environment – students/families want to come to school, extension of classroom into the family union
- Help teach the students to respect other students and teachers
- Clinical model – guidance counselors-Holistic approach
- Have and hire qualified instructors (at the high school level in particular) who engage students to promote learning
- Stake in the future. Working with a student's focus on the immediate into a desire to be prepared/equipped
- Develop appreciation for how what is done now will become important in the future
- More immediate removal of students who continually disrupt the classroom learning environment...thus bothering students who are there to learn. This needs to be done more on the middle and elementary levels.
- High level of discipline in classrooms. If charter schools can require it, so can we
- Smaller class sizes
- An environment with respect. Some students don't respect the school or the building, like desks & textbooks
- People don't respect the building environment. (bathrooms and desks)
- To Create alternate learning environments (school within a school with different times, schedules)
- Look into creating science and math magnet schools for middle & high schools
- To address the loss of students in CSD. Focus should be given to keeping students in school. Drop-out rate and keep in-district student in CSD schools.
- PBS – not successful as it looks. Good kids already do what they are supposed to so why pay kids to behave ...it should be expected
- Instructors to be a positive role model
- Speak to students and parents with respect
- Instructors need to be positive district employees
- Every child has an excellent teacher. How do we hire and keep great teachers? Remove, reeducate, reassign under performers?
- Hire teachers that are committed to our students in learning, enrichment and have administrative support

- Find out from students/parents who CHOICE out or go to charter schools. With who is left, find out why they don't attend Christina

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THE SECOND PRIORITY THAT YOU WOULD RECOMMEND IS:

- Culture of learning – a no tolerance stance for disruptive students and a no tolerance for teachers that are not doing their job well
- Not enough room in many classrooms – need more space. Science classes are too big for labs, elective classes have folding chairs around the room
- Recognition of teachers who are making the difference
- Make sure students follow the Code of Conduct
- Programs alternative set up which address child's learning: emotional, behavioral achievement
- Enforce Code of Conduct with regards to electronic devices to keep students focused on learning and away from distractions in school environment
- Cooperation
- To update and revitalize, re-stock the middle school libraries. Encourage teachers to use them more for class research. The drop from elementary to middle is severe.
- Extra-curricular activities/sports in middle school. It promotes school pride
- More parent engagement
- Culture for learning
- Culture for learning
- Class sizes
- Teachers
- Create more alternative tracks in middle and high school. Middle school-provide for a pre-AP track in core academic areas. High school-science, tech, math tracks, alt. tracks to keep students in school
- Resources for all grades K-12 (should be district-wide not always school decision-no equity)
- Standards, let's raise the bar
- More reading and writing
- No study halls in classrooms, use computers & library use for current events/discussion
- Every teacher receives the resources they need. Create case studies of excellence within the district
- Safety and security – children & teachers need to feel respect and be respected
- Why is there a change in percentage of students engaged in school

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THE THIRD PRIORITY THAT YOU WOULD RECOMMEND IS:

- Academics should be the main emphasis if we want to raise the drop-out rate
- We need to stop trying to be all things to all people
- Science labs
- Family crisis therapists to act as liaison with families who are having difficulty and/or truancy
- Stop bullying
- More meaningful PD areas that really address issues students are dealing with
- Make all schools in the District somewhat equal in program offerings and quality learning
- Emotional safety: that a student can feel that his/her problems can be left at the school door. I know students can have a lot of “baggage” from conditions beyond their control. These students need to feel safe from these personal problems
- Develop a plan for more specialized programs on the high school level to prepare students for more career options....art, dance, business, technical, etc. Similar to Vo-Tech Schools and schools for the Arts
- Vocational programs in order to meet more students needs...lower dropout rate, job training, etc.
- Class sizes, teachers
- Resources that support the learning environment
- Comprehensive intra & intramural sports programs in the middle schools
- Discipline needs to be followed through (allow students who want to learn and achieve to be able to do that and not have to deal with behavior problems)
- Allow distance learning for those high achievers who want courses we do not offer
- More classroom reviews by Superintendent/Assistant Superintendents and Principals
- Accountability for improvement in Reading, Writing and Math
- Safety & Security. Set high expectations for behavior and achievement
- Have the necessary resources to have high expectations as we develop a process in time frames, etc.
- Consistency
- Why do parents allow students to drop-out, not be prepared, not be engaged?
- Why do drop outs leave early?