

# Strategic Plan 2025-2030



**St. Louis Park  
Public Schools**

Superintendent Dr. Carlondrea Hines





# Purpose

The purpose of this presentation is to provide the School Board with an update on how the district is actively implementing its strategic priorities this year. The presentation highlights key actions being taken across schools, including instructional improvements, staff development, and initiatives.

# Our 3 Commitments:



**We Are One  
St. Louis Park**



**Build Trust and  
Community**



**Invest in Staff to  
Transform Student  
Outcomes**



# We Are One St. Louis Park

- Foster a welcoming environment where every person feels valued and supported.
- Centering stakeholders voices.
- Building trust and transparency.
- Transform our culture and empower staff and leadership.
- Inspire student success to excel.



# Student Services

- Recruitment pipeline for high-need special education positions
- Mental health resources

# NXT GEN Teach Apprenticeship and Residency

**2  
years**

to earn your  
degree and  
teaching license  
(with an AA  
degree)

**Get  
paid**

to work in a  
school as a  
paraprofessional  
alongside a  
licensed teacher

**Fully  
online**

flexible,  
synchronous  
evening and  
asynchronous  
coursework to fit  
your schedule

**Start  
now**

Apply for a fall  
start time

Designed specifically to create a *paid, earn-while-you-learn* pathway for paraprofessionals to become fully licensed special education teachers.



UNIVERSITY OF MINNESOTA

# Mental Health Resources

## Remote Learning Option

This form was created to record a parent/guardian response to opting in to remote learning in Quarter 3 of the 2025-2026 school year

### St. Louis Park Schools would like to know your preference for your student(s) learning.

During the third quarter of the 2025-2026 school year we will be offering a remote learning option for those who believe this option is best for their student(s). If you elect for your student to participate in e-learning, they will be enrolled in online school for the duration of the quarter.

#### Would you like your student to participate in e-learning for quarter three? \*

- I want my student to participate in e-learning
- I want my student to attend school in person

#### Does your family currently have reliable internet access at home? \*

- Yes
- No

#### If no, would you like help accessing internet services? \*

- Yes
- No

#### Would your family benefit from mental health or emotional support services? \*

- Yes
- No

#### Does your family currently need help with food access? \*

- No, we are okay at this time
- Yes, access to meals
- Yes, meal delivery
- Yes, information about food pantries or meal programs

Save for Later

## What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



# Employee Turnover & Retention

- **General Trend:** Overall turnover rate for 2024-2025 reached 18.0%, showing significant variation across demographic groups.
- **Racial Equity Gap:** Staff of Color turnover (21.1%) is currently 4.3 points higher than White staff (16.8%).
- **Critical Sectors:** Special Education departments face the highest retention challenges this year.
- **Recruitment Progress:** 29% of new hires for the 25-26 cycle are Staff of Color, aiming to balance demographic representation.



# Exit Survey Results

- Family circumstances were the primary reason for leaving (45%), while job satisfaction (27%) was the leading work-related factor influencing departures.
- Work-life balance and leadership were viewed positively, with nearly 9 in 10 respondents reporting sufficient flexibility and positive relationships with supervisors.
- Compensation was generally viewed favorably, though about 22% of respondents expressed concerns about pay and benefits.
- Professional development opportunities were rated positively by most employees, but one-third were neutral, suggesting an opportunity to increase awareness, access, or relevance.
- Communication, transparency, and staff support emerged as key areas for improvement, particularly regarding behavior support, special education resources, and employee morale.
- Half of departing employees had been with the District less than one year, highlighting the importance of onboarding, engagement, and early-career retention efforts.



# Staff Experience Survey

## Strengths

- Staff report strong peer relationships and collaboration.
  - 47% strongly agree they feel supported by colleagues.
  - 42% agree they feel welcomed and valued within the district.
- Many staff recognize ongoing efforts related to equity and culturally responsive practices.
  - 50% agree their school has tools to monitor and evaluate implementation of these practices.



# Staff Experience Survey

## Opportunities for Growth

- A gap exists between staff perceptions of colleague support and leadership support.
  - While nearly half of staff strongly feel supported by colleagues, only 25% strongly agree they feel supported by leadership.
- Communication remains a concern.
  - Staff expressed a desire for greater transparency around decisions and district priorities.
- Staff want stronger evidence that their feedback is informing action.
  - 26% strongly disagree that their feedback has been used effectively.
  - Many respondents indicated uncertainty about how survey input influences district decisions.

# Staff Experience Survey

## Professional Learning

- Professional development is viewed as valuable by some staff, but many are seeking more relevant and differentiated opportunities.
  - Requests included role-specific training, stronger follow-up support, and learning opportunities aligned to classroom realities.





# Staff Experience Survey

## Trust & Engagement

- Trust in feedback processes emerged as an area for attention.
  - Only 33% agree they feel safe providing feedback through anonymous surveys.
  - Qualitative responses suggest a need to strengthen trust, transparency, and two-way communication between staff and leadership.



# Invest in Staff to Transform Student Outcomes

- Invest time and resources to develop staff
- Promote continuous growth among staff and students
- Focus on academic excellence and equity to decrease racially predictable outcomes

# SLP Climate Survey Results for Priority Area 2



## Staff

374 respondents



## Family

528 respondents



## Students

339 K-5 respondents &  
513 Secondary respondents

# Staff Summary

- ASCEND is seen as a new initiative requiring clarification, training, and integration into existing educational practices
- Many are not aware of ASCEND
- Dissatisfaction with District professional development and equity learning walks
  - Many do not see the benefits of learning walks and that they are not worth the disruption and use of resources
  - Learning walks feel evaluative, prefer peer observation
- Professional development:
  - PD is not tailored to specific roles or needs, it is too general or irrelevant

# Parents Summary

- Over half of parents agree that they see aspects of ASCEND family events and student work
- Parents/guardians do not feel communicated with regarding professional development and its impact on learning
- Parents/guardians want both equity and academic excellence represented in professional development. Many feel there is not enough of the latter.

# Elementary Students

We asked for examples of times when students did or felt things that could represent “nimble” and “dreamers/innovators”.

- Nimble: adapt and thrive, take risks, show resiliency

**“Well i was very nervous when i was taking my first MCA in third grade. I was so nervous that i thought that i might not get a good score or maybe finish last and i did! i did finish last, but i learned that if you take your time and put in effort you can succeed and i got a good score after all. but I not only got it done I also learned something as well!” - White student**

- Dreamers/Innovators: reach full academic potential, pursue passions

**“We once read a book about countries and that made me want to learn more about a country I have always wanted to see. Switzerland. So when my teacher announced that we would be researching and writing about a country of our choice. I decided I wanted to write about Switzerland!” -Multiracial student**

# Secondary Students

- Curriculum not challenging or engaging enough to appropriately prepare students for the future, lack of critical thinking or creativity
- Too much emphasis on cultural diversity at the expense of rigor
- Lack of connection or personalized attention from teachers
- Inadequate opportunities for leadership or advocacy
- Students often don't feel seen or heard
- Able to identify some incidences of “nimble” and “dreamers/innovators

**“In AP human geography, my teacher was talking about environmental racism, and that completely changed my perspective on certain areas.” -Black High School student**

**“I never knew that I could be so interested in sustainability until I took AP Environmental Science. I am captivated by the strides humanity is taking to mitigate the effects of climate change, so much that I am hoping to study sustainability or environmental design in college.” -White High School student**

# Surveys Summary

- **ASCEND Implementation:** While students are engaging with real-world applications and social-emotional learning, staff need more clarity and training to fully integrate the ASCEND initiative into their lessons.
- **Professional Development (PD) Gaps:** There is a clear need to make PD more relevant to specific staff roles and to better communicate its impact on academic success to parents.
- **Student Experience:** Secondary students feel supported in their identities but are looking for more leadership opportunities and academic rigor.
- **Next Steps:** Tailoring staff support, re-evaluating the "evaluative" feel of Equity Learning Walks, and bridging the communication gap with families.
- Climate and Culture Survey Spring 2027

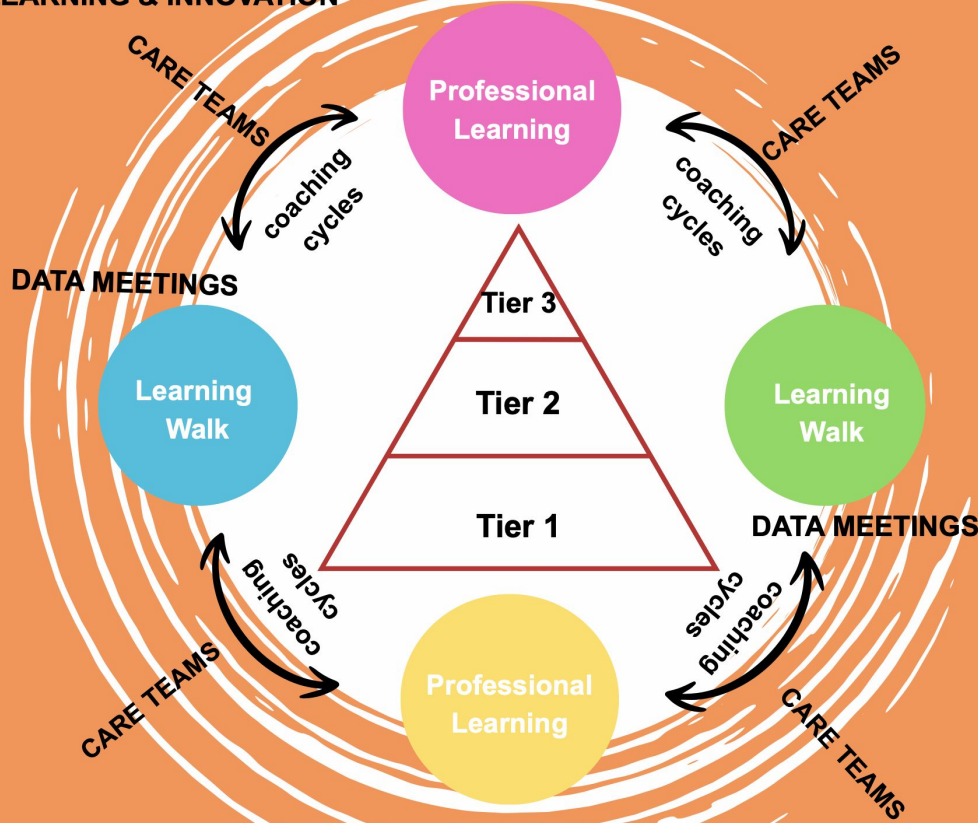
# Working Towards Investing in Staff to Transform Student Outcomes

- Gain a shared understanding of the Portrait of a Learner.
- Strengthen staff capacity through continuous professional development
- Expand access, engagement, and morale

# Assistant Superintendent Office

- Gathered feedback from Site Implementation Team and DIPAC on Elementary standards based report cards. Report cards are now accessible online for elementary.
- Professional learning led by our director of curriculum and instruction and coaches to review benchmarks/standards in Literacy and Math to align with the progress reports. Also, specialists from across the district came together to review benchmarks and standards to also develop a pacing guide
- Park Pride Podcast was started in September to highlight the portrait of a learner and highlight the excellence of St. Louis Park through Alumni
- Site Implementation Meetings focused on the Thin Book of Trust, SchoolTalk, and the story of “You”. Next school year will be designed as a feedback loop to continue to bring site teams together to review academic/behavior data and monitor CIP.

# ECOSYSTEM OF PROFESSIONAL LEARNING & INNOVATION



## Professional Learning in SLP

Create an ecosystem of aligned professional learning & innovation that is student (learner) centered, data informed, and held together by the shared commitment, collaboration, and accountability of learning leaders. We all have an important role in creating and sustaining a healthy ecosystem.

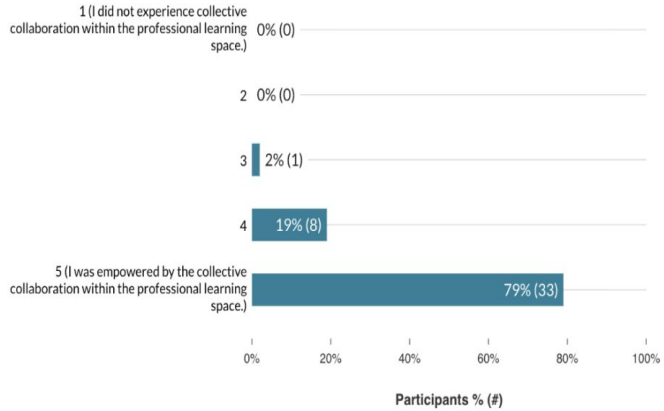
St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric		St. Louis Park Public Schools Culturally Relevant Teacher Development and Evaluation Rubric		
I. Professionalism, Collaboration & Communication				
Indicators	Unsatisfactory	Basic	Proficient	Distinguished
<b>A. Collaboration with colleagues to improve student learning</b>	Teacher rarely collaborates with peers or administrators for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice or student learning. Teacher is present but may provide minimal contributions.	Teacher collaborates and engages in reflection and inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes regularly to collaborative work.	Teacher collaborates and engages in inquiry and reflection with peers and administrators for the purpose of improving instructional practice, and student and staff learning. Teacher occasionally leads collaborative work or professional development or serves as a mentor for student growth and development.
<b>B. Communication with Parents and Guardians</b>	Teacher rarely communicates with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
<b>C. Communication with the school community about student progress</b>	Teacher maintains student records in any manner with parents and guardians. Teacher rarely communicates student progress information to relevant individuals within the school community. Teacher is not seen to serve students' needs.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community, however, not all relevant individuals may have access to the information. Teacher's attempts to serve students' needs are inconsistent.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges. Teacher is highly proactive in serving students, seeking out resources when needed.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges. Teacher is highly proactive in serving students, seeking out resources when needed.
<b>D. Support of School District Initiatives, Missions, Values and Core Values</b>	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricular pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricular/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricular/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole group needs without compromising an aligned curriculum.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricular/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole group and individual needs without compromising an aligned curriculum, working towards racial equity implementation.

2025-26	2026-27		
<b>Strategic Plan</b>	<ol style="list-style-type: none"> <li>1. We Are One St. Louis Park</li> <li>2. Investing in our Staff to Transform Student Outcomes</li> <li>3. Build Trust and Community</li> </ol>		
<b>Portrait of a Learner</b>	<p>How are we systematizing this?</p> <ol style="list-style-type: none"> <li>1. What skills do learners need within the competencies?</li> <li>2. What might it look like to create a skill progression for the six competencies across Early Learning - Adults?</li> <li>3. How does <u>SEL</u> support all learners to ASCEND?</li> <li>4. How will we measure this?</li> </ol>		
<b>Elementary Literacy</b>	<p><u>Early Learning &amp; Elementary Implementation</u></p> <p>Focus on implementation Reset across content areas including specialists</p> <p>Reimagining Kindergarten through Learning &amp; Innovation</p>	<p><u>Transition to Block</u></p> <p>Support implementation of the block model utilizing the instructional framework and culturally inclusive backwards design planning tool from our work with Dr. Fuller</p>	<p><u>MTSS for All</u></p> <p>Continue to build shared understanding and alignment of MTSS across the system. Develop instructional matches for students needing intervening for acceleration</p> <p><i>MTSS is a framework for how we organize ourselves as adults to support learners.</i></p>
<b>Transition to Block</b>			
<b>MTSS for All</b>			

# Assistant Superintendent

- Professional development plan shared with sites for the 2026-2027 school year that is aligned to the strategic plan.





### Favorability score ⓘ

Out of 42 people, this is how many participants voted for 4 and 5 (Extremely impactful on deepening my own personal learning/growth).



4, 5 (Extremely impactful on de... ▾

### Favorability score ⓘ

Out of 42 people, this is how many participants voted for 4 and 5 (I was empowered by the collective collaboration within the professional learning space.).



4, 5 (I was empowered by the c... ▾

Thank you for your leadership!

I appreciated being part of the PD. It was very informative and well organized.

Thank you!! This was wonderful and a day well spent.

Fabulous training! Incredibly meaningful!

No

Thank you

I actually really enjoyed this session and I came in with low expectations.

Thank-you for a really thoughtful and productive day! I appreciate the prep work our facilitators put into it, to make sure things ran smoothly.



# Assessment, Research and Evaluation

## ARE Goals for 2025-2026

- Build data collection tools to measure ASCEND for the next 4 years
- Develop a common PD feedback form to measure the impact of PD over time for the next 4 years
- Establish tighter testing windows to allow for data to be collected and used in a timely manner at sites
- Develop a common Equity Learning Walk form to be used beginning fall 2026
- Develop climate surveys based on strategic plan metrics for students, families and staff
- Identify a rubric for analyzing formative assessments
- Met monthly with our district Multi-tiered Systems of Supports Coordinator to understand data needs at each site

## Goals for 2026-2027

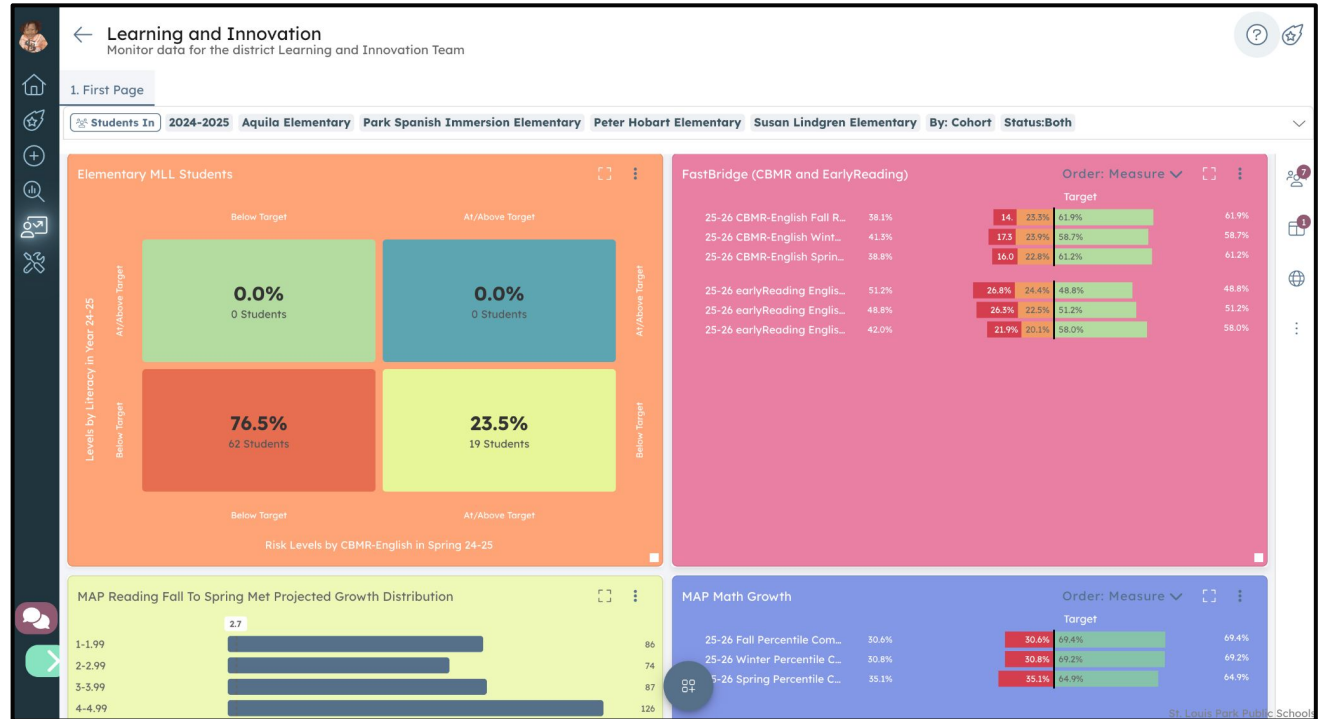
- Continue to support the implementation of tools created 2025-2026
- Develop a data cycle form for CARE team process to be used beginning fall 2026
- Identify a curriculum audit tool to be used as part of future curricular review processes
- Replace Unified Insights (formerly Hoonuit) with NextPath
- Launch Tableau Public for SLP Schools to share historical data with our community

# Expedited data dashboards will be available for teachers and their collaborative teams to use beginning Fall 2026



# Collaborative teams can now create their own data dashboards and share it with one another while maintaining student data privacy

Learning and Innovation Team Example



# Public data dashboard will be available for our community's review in SY27

HOME > ABOUT MPS > DATA DASHBOARD

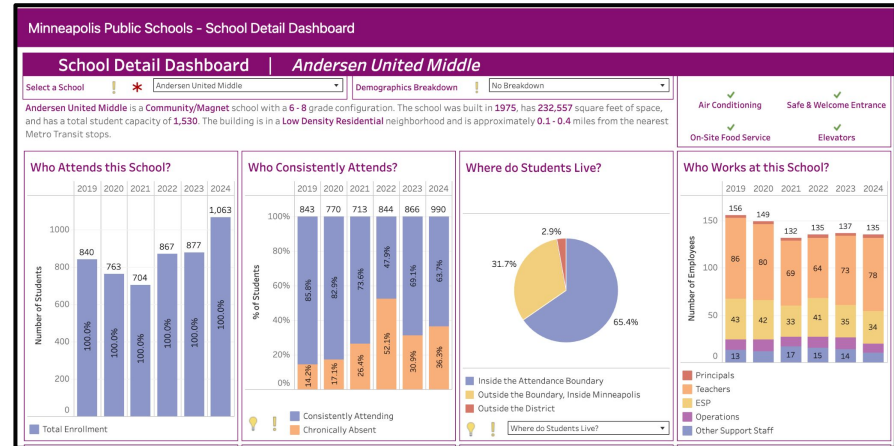
## Data Dashboard

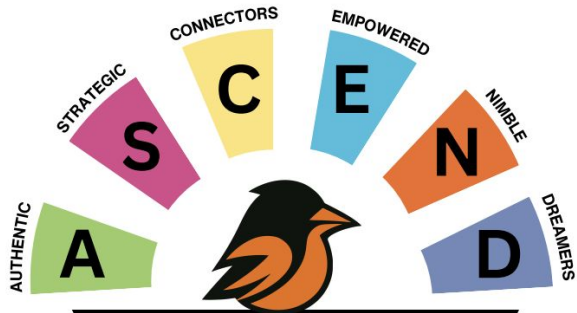
Our families and community have asked us to be more transparent about what is happening in our schools and across our district. All of this information is publicly available, but the data dashboard makes it more easily accessible than ever before.

**PUBLIC DATA DASHBOARD**

Our hope is to give you a more complete picture of our schools, as no one data point speaks to the community as a whole. We are one of the first districts that I'm aware of to share so much information in this way. I am grateful to our students, staff, families and the broader community who provide constructive feedback and work in partnership with us to move us closer to our vision that all students – regardless of their background, ZIP code, and personal needs – receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

## Example from Minneapolis Public Schools





## PORTRAIT of a LEARNER

In St. Louis Park Public Schools, our students are active, empowered participants in their education; their success is our success.

### Our learners are:

**AUTHENTIC**, they collaborate with compassion and purpose. Students will invest in their community with care and compassion and build inclusive relationships.

**STRATEGIC**, they think critically and creatively. Students will lead with innovation as they gain the ability to analyze complex problems, generate creative solutions, and have the knowledge and opportunity to apply their learning to real-world contexts.

**CONNECTORS**, they communicate with open minds. Students will bridge differences by listening with empathy. They will honor the unique identities of others, advocating for themselves and others.

**EMPOWERED**, they lead with equity and integrity. Students will demonstrate the courage and responsibility to advance equity, honor multiple perspectives, and stand up for what they believe is just.

**NIMBLE**, they adapt and thrive. Students will take risks and initiative to embrace change while navigating the world with resilience. They will be engaged, lifelong learners and leaders.

**DREAMERS AND INNOVATORS**, they live their brilliance. Students will reach their full academic potential and confidently engage with the world. They will be resilient, curious, and possess the drive to pursue their passions.

Together, we nurture a district where each student is seen, valued, and inspired to live their brilliance.

1. How have SLP students been **ASCEND**-ing?

2. What else can SLP Schools do to help students **ASCEND**?



St. Louis Park  
Public Schools



# Build Trust and Community

- Conduct a district-wide communication audit
- Develop and implement a comprehensive, unified communication framework
- Establish a consistent internal and external communication protocol

# Working Towards Building Trust and Community

- Evaluating and redesigning communication processes to ensure clear, timely, and accessible updates.
- Building trust and promoting transparency with our students, families, staff, and community.
- Creating a supportive community by strengthening reciprocal communication channels and shared understanding.

# Progress

- Conducting a communication analysis.
- Launched new brand guidelines.
- Started the “Shine Squad” for staff to encourage improve communication practices.
- Establishing communication tools to improve two-way communication.



# Parent Survey Feedback





**87%** I know how to find community education programs for my child to join

**85%** I am aware that I can participate in regular listening sessions

**67%** There are intentional opportunities for families to collaborate, celebrate, and be in community with each other

# Communication Department

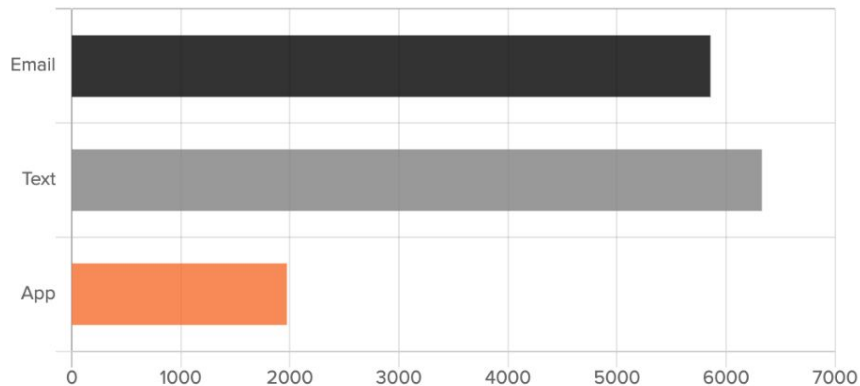
## Example of Communication Goals for 2025-2026

-  Implemented communication tools that provide opportunities for more community engagement and two-way channels (ParentSquare, ThoughtExchange)
-  Updating the website to enhance the user experience, accessibility, and trust
-  Creating a Communications Advisory Committee
-  Evaluating communication channels and flow of information

# ParentSquare Data

## REACH & DELIVERABILITY

### REACH METHODS



### EMAIL

5,953 (91%) Parents with emails

5,856 (90%) Opted to receive emails

■ 5,856 (90%) Receiving emails

■ 0 (0%) Failed emails

### TEXT

6,439 (99%) Parents with phones

6,328 (97%) Opted to receive texts

■ 6,328 (97%) Receiving texts

■ 0 (0%) Failed texts

### APP

2,532 (39%) Parents with app

■ 1,972 (30%) Receiving notifications

*\* all percentages are out of the total 6,538 parents in the District*

“

**39% have downloaded the app**

In your next newsletter make sure to highlight the benefits of downloading the app to increase engagement with parents. Here are some **posters** you can print and put up.

# Social Media

Views ⓘ

Export ▼

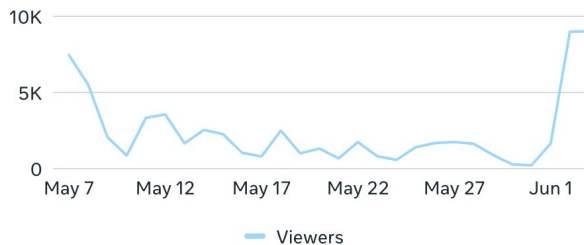
126.8K ↑ 152.7%



Viewers ⓘ

Export ▼

35.6K ↑ 221.7%



Content interactions ⓘ

Export ▼

2.3K ↑ 174.7%



Link clicks ⓘ

Export ▼

6 ↓ 72.7%



- Page visits and follows have also increased

# What's next?

- Secret shopper - program went on hold
- Communications plan
- Two-way texting
- PTO Council



# Strategic Plan 2025-2030



**St. Louis Park  
Public Schools**

Superintendent Dr. Carlondrea Hines



# Staff Survey (N = 374)

District staff were asked about their perspectives on:

- ASCEND
- Professional Development
- Alignment of Professional Development, Continuous Improvement Plans, and SLP's Core Values
- Data use and equity

Matrix (Likert scale text)

B5Q46-48 Please indicate your level of agreement with the following statements about ASCEND and professional development.

Favorability ⓘ

My lessons are planned with ASCEND in mind.



25%

I see aspects of ASCEND in my school's family and community events.



30%

I am able to use my professional development to strengthen lesson planning to help students ASCEND.



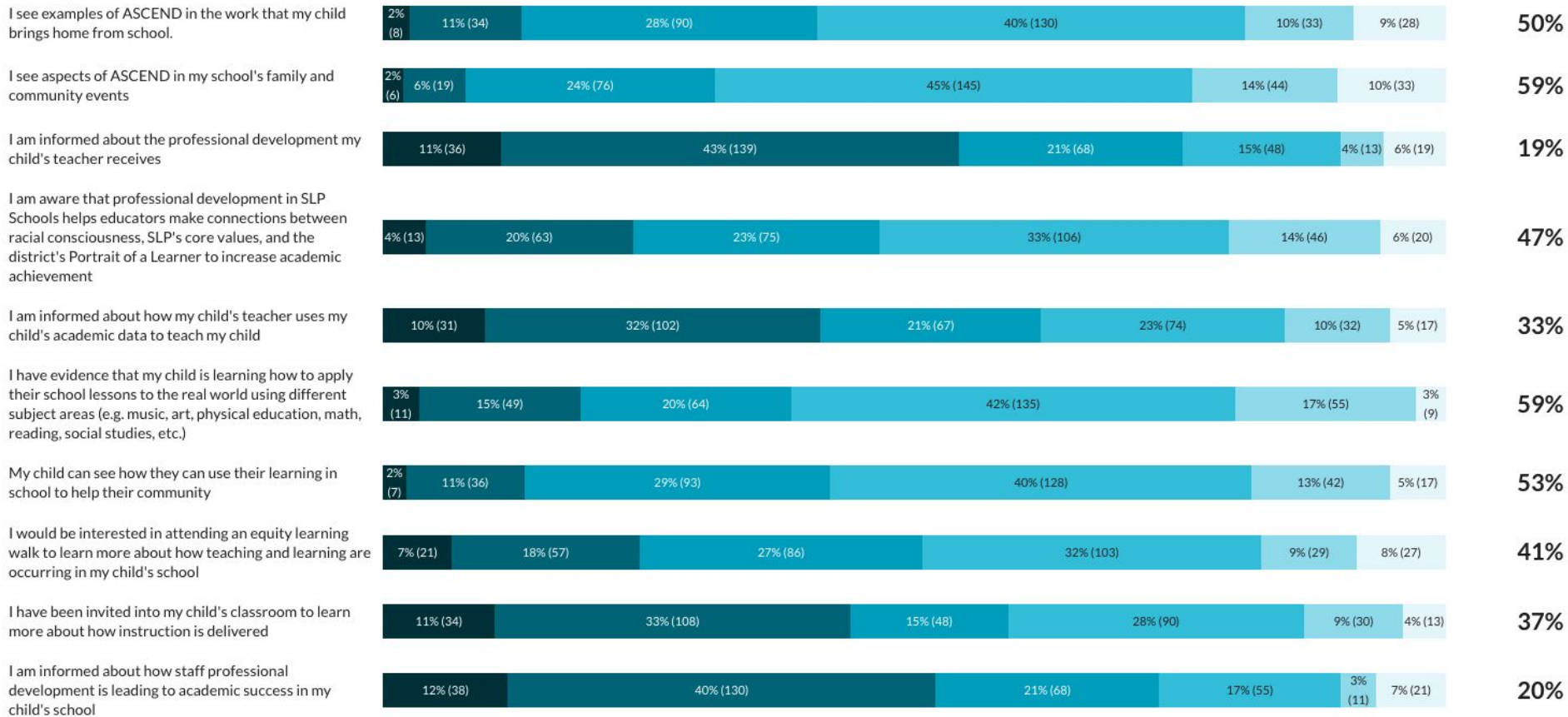
28%

● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree

# Parent Survey (N= 528)

Parents were asked about their awareness and understanding of:

- ASCEND and how it shows up in student work and community events
- Professional development and how it links to instruction
- Teacher use of data to inform instruction



● Strongly Disagree 
 ● Disagree 
 ● Neutral 
 ● Agree 
 ● Strongly Agree 
 ● I don't know

# Over 50% Favorability (Agree and Strongly Agree)

- 59% of parents/guardians agree that they see aspects of ASCEND in family/community events
- 59% of parents/guardians agree that they see evidence of children applying lessons to the real world through multiple disciplines
- 53% agree their child sees how learning can be used to help their community

# Low Favorability (Disagree and Strongly Disagree)

- Only 19% of parents/guardians feel informed about the professional development teachers receive
- 20% feel informed about how professional development leads to academic success
- A third feel informed about how teachers use data to inform instruction

# Elementary Student Survey (N = 339)

K-5 students were also asked their level of agreement on several statements. However, feedback let us know that the questions were too difficult for young children to answer. The high frequencies of agree or strongly agree and little variance support the argument that the students were not able to answer the questions in a valid manner.

# **Nimble: “Can you talk about a time when you were nervous or unsure about how to do something at school and you got it done anyway?”**

Many students mentioned the following situations where they felt nervous but proceeded:

- When they were asked to share in front of the class
- Taking tests
- Starting school
- Class lessons/activities

A couple of other mentions:

- Being an upstander when witnessing bullying
- Running for class president

**“Well i was very nervous when i was taking my first MCA in third grade. I was so nervous that i thought that i might not get a good score or maybe finish last and i did! i did finish last, but i learned that if you take your time and put in effort you can succeed and i got a good score after all. but I not only got it done I also learned something as well!” - White student**

# **Dreamer/Innovator: Can you tell me about a time when you learned something new at school and it made you want to learn more about it?**

Students talked about many subjects that fit this question:

- Math and reading
- Space and Mars
- Learning about other countries and cultures
- Black history
- Science: coral reefs, climate change
- Politics
- Historical events like Pearl Harbor

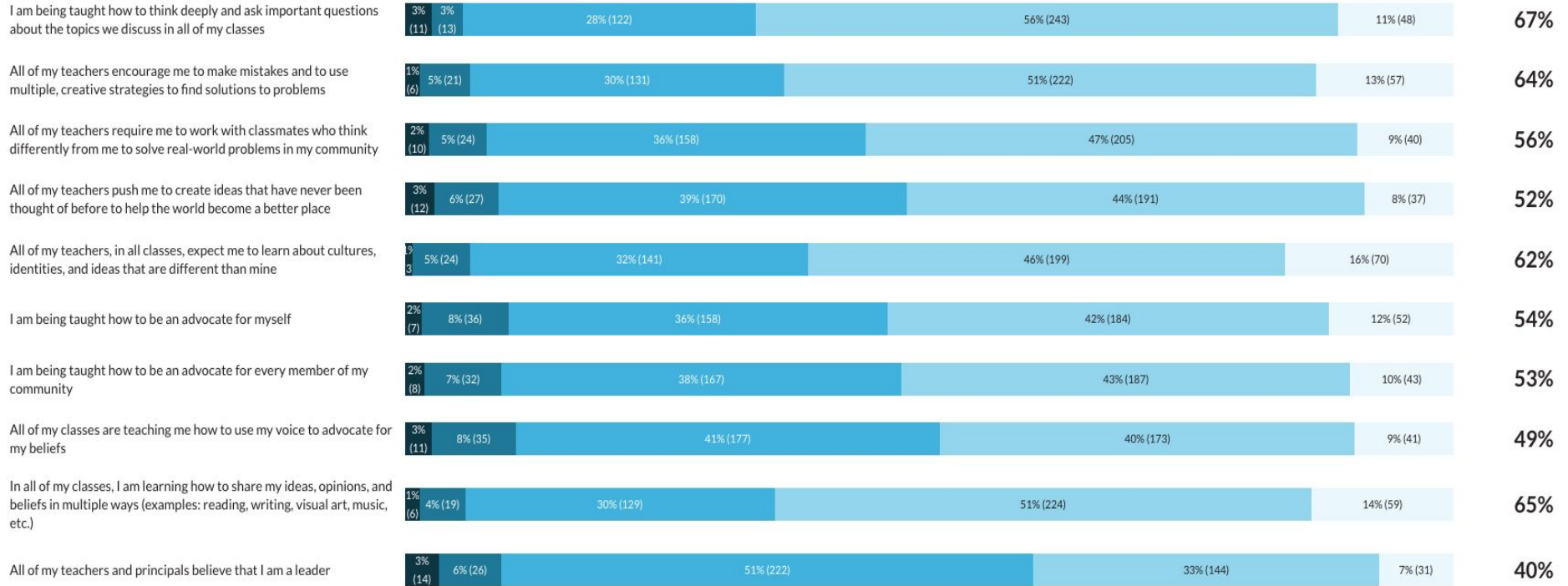
**“We once read a book about countries and that made me want to learn more about a country I have always wanted to see. Switzerland. So when my teacher announced that we would be researching and writing about a country of our choice. I decided I wanted to write about Switzerland!” -Multiracial student**

# Secondary Student Survey (N = 513)

Middle and High Schoolers were asked for their perspectives on:

- Educational engagement
- Teacher-provided opportunities for growth/learning

Favorability ranged between 30%-67%



● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree

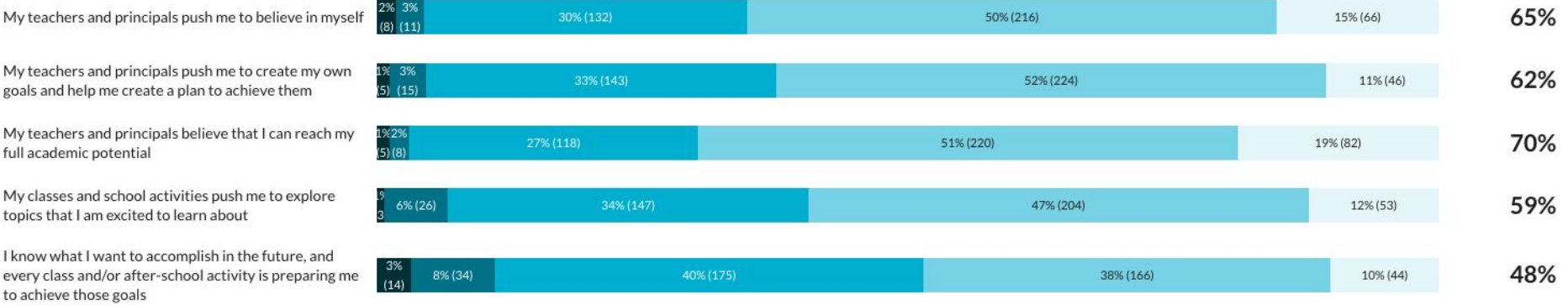
# Higher Favorability (62%-67%)

- About 2/3rds of secondary students agree or strongly agree that they are being taught to think deeply and ask important questions
- About 2/3rds think they are learning how to share their ideas, opinions, and beliefs in multiple ways
- Slightly fewer believe they are encouraged to make mistakes and use creative strategies to solve problems
- 62% agreed or strongly agreed that they are learning about different cultures, identities, and ideas

# Lower Favorability

- 49% of secondary students agreed or strongly agreed that their classes teach them how to use their voices to advocate for their beliefs
- 40% think their teachers and principals believe they are leaders

**Favorability**



● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree

# High Favorability

- 70% of secondary students agree or strongly agree that their teachers and principals believe they can reach their full academic potential
- 65% say teachers and principals push them to believe in themselves

# Low Favorability

- Just over half agree that their classes/activities push them to explore topics they are excited to learn more about
- 48% agree that they know what they want to accomplish and every class and activity is prepping them to meet those goals

# Secondary Summary

- Many secondary students are unsure of their future aspirations and need more support and guidance in identifying future goals
- Need for more varied and targeted courses to support future goals
- Need for more personalized teacher engagement

**“I think that there isn't an adequate selection of courses for students with more specific interests. For example, we have a variety of medical related classes, but not many that relate to psychology. We have lots of general art classes, but none that focus on architectural or building design. Obviously, it's difficult to adapt to every single student's individual interests, but I think there is definitely room for improvement in the course catalog.” -White High School student**

**“I find the teachers too busy to really get to know the ins and outs of each students, it simply isn't feasible but most people don't understand how ADHD really affects me.” - White HS student**

## **Nimble: “Give an example of a time when you changed the way you think about something due to a lesson or activity at school.”**

Many students mentioned the following situations changed the way they think about something:

- Reading historical books (eg. about the Holocaust/WW2)
- Class discussions, particularly when students take the perspectives of others
- Specific classes were mentioned including Keystone, AP US History, AP Environmental Science

A couple of other mentions:

- Model UN
- Learning about environmental effects of climate change, AI

**“In AP human geography, my teacher was talking about environmental racism, and that completely changed my perspective on certain areas.” -Black High School student**

# **Dreamer/Innovator: “Describe a new interest you developed from a lesson or activity you did at school.”**

Students talked about many subjects that fit this question:

- Most frequently mentioned were sports
- Discovering art and writing through coursework
- Science and engineering, particularly environmental science
- Psychology and social sciences, interests in helping people and social responsibility
- Business and economics

**“I never knew that I could be so interested in sustainability until I took AP Environmental Science. I am captivated by the strides humanity is taking to mitigate the effects of climate change, so much that I am hoping to study sustainability or environmental design in college.” -White High School student**

# Examples: Nimble and Dreamers/Innovators

We asked for examples of times when students did or felt things that could represent “nimble” and “dreamers/innovators”.

**“In AP human geography, my teacher was talking about environmental racism, and that completely changed my perspective on certain areas.” -Black High School student**

**“I never knew that I could be so interested in sustainability until I took AP Environmental Science. I am captivated by the strides humanity is taking to mitigate the effects of climate change, so much that I am hoping to study sustainability or environmental design in college.” -White High School student**