

**St. Louis Public Schools
Community Visioning Process
Student Roundtable
Meeting Summary – February 19, 2020**



I. Overview

Twenty-six St. Louis Public Schools (SLPS) high school students met on Wednesday, February 19, 2020 for 90 minutes to share their thoughts about how the district was contributing to and inhibiting their success. The roundtable, held in conjunction with the District’s Community Visioning process, was comprised of juniors and seniors, ranging from 16 to 18 years of age.



II. Introductions

The session began with students introducing themselves by selecting a VisualsSpeak card that depicted their answer to the prompt: “When you think of SLPS, what comes to mind?”

The students’ italicized responses were assigned to five categories.

Struggling

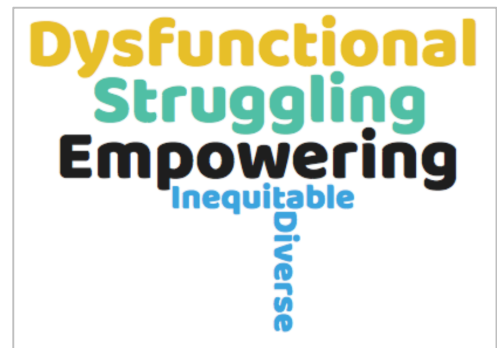
- *The system is going downhill.*
- *SLPS is full of misguided youth and this needs to improve.*
- *District is burning; it needs to burn down to rebuild for success.*
- *Things that we need to know for everyday life are being locked away.*
- *SLPS is under-funded and can’t meet all of the needs*
- *District is trying to improve, but it is not growing like it needs to.*
- *Most schools are kind of rundown.*

Dysfunctional

- *Outside is peaceful, but inside is chaotic.*
- *Fights and lots of drama and commotion.*
- *Schools are ghetto and wild.*
- *Chaotic and messy.*
- *People are heartless, cold, ruthless and are not being considerate of each other’s feelings.*

Empowering

- *District gives to its students. It is what you make of it.*
- *If students stay on track, they will be successful.*
- *Sports brings schools together and helps keep athletes focused.*
- *Every public school is full of energy.*
- *People show love.*
- *Connected to nature.*



Inequitable

- *Not all schools have access to technology.*
- *Some schools have resources to make it to the top, while others struggle.*

Diverse

- *Diverse with different cultures, personalities and backgrounds. All learning together.*
- *Different schools are known for different things.*

II. Small Group Discussions and Key Findings

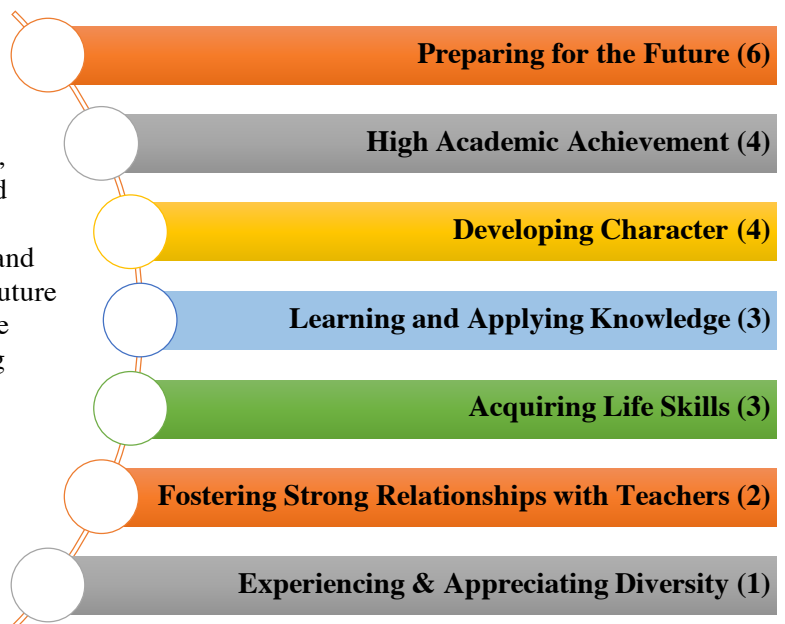
After the introductions, the students were divided into two smaller groups and they responded to the following lines of inquiry:

1. *What is success for you as a student? What comes to mind when you think about your success at school?*
2. *What factors contribute to your success at school?*
3. *What factors inhibit / limit your success at school?*
4. *What changes would most support your success at school?*
5. *Imagine that all of the changes that you recommended are made and that your school is now one of the best there is in Missouri, in the country, and in the world. What is this, your ideal school like? What are its defining qualities and characteristics?*
6. *What concerns you most about school closures and consolidation*

QUESTION 1: What is success for you as a student? What comes to mind when you think about your success at school?

The students provided more than twenty responses to the first inquiry and their responses have been grouped into seven categories. Foremost, students want relevant classes, specifically college and career-based, that will prepare them to reach their goals and be successful in the future. Academic rigor is important to them because they see learning and applying knowledge as the pathway to their future goals. Additionally, school serves as the place where they will learn life skills, such as being open-minded, leading others and taking responsibility for their actions.

Note: The parenthetical number behind each category indicates, the number of responses provided.



QUESTION 2: What factors contribute to your success at school?
QUESTION 3: What factors inhibit or limit your success at school?

Although the second and third questions were asked separately, in several areas, students expressed how that factor contributed and inhibited their success. Specifically, the quality of teachers, the curriculum, their peers and the availability of learning and instructional supports have both a positive and negative impact on school success.

AREA	FACTORS CONTRIBUTING TO SUCCESS	FACTORS LIMITING SUCCESS
Teachers	<p><i>High Quality, Committed and Caring Teachers (3)</i></p> <ul style="list-style-type: none"> ▪ Show they care about each student ▪ Available to assist when needed ▪ Know their subjects and challenge students to do their best 	<p><i>Poor Quality, Uncaring and Inconsiderate Teachers (7)</i></p> <ul style="list-style-type: none"> ▪ Some teachers are only there to collect a check ▪ Some teachers do not know the subject matter and/or they fail to engage students ▪ Teachers lack energy and focus
Curriculum	<p><i>Academic Rigor and Variety (5)</i></p> <ul style="list-style-type: none"> ▪ Classes that are aligned with career choices are best for students, as they prepare them for the future ▪ Classes that challenge and stretch students help to prepare them for life after high school 	<p><i>Limited Class Variety and Student Choice (2)</i></p> <ul style="list-style-type: none"> ▪ Not enough foreign language (esp. Spanish) and AP classes ▪ Lack computer science courses when it is likely all students will be working with a computer ▪ Courses that are merely filler classes
Peers	<p><i>Like-Minded and Supportive Friends (7)</i></p> <ul style="list-style-type: none"> ▪ Support and encourage you; and set examples for you to live up to ▪ Can be your study buddies and help with difficult assignments ▪ Set examples and expose you to different experiences ▪ Having a positive attitude and can cheer you up, when needed 	<p><i>Poor Student Behavior and Poor Classroom Management (4)</i></p> <ul style="list-style-type: none"> ▪ Student tardiness and the school’s lack of response and/or response inconsistency ▪ Students with bad behavior influence opportunities for the entire student body ▪ Late arriving and/or suspended students missing instruction because they are isolated in the auditorium
Learning and Instructional Supports	<p><i>Ample Learning Resources and Support Personnel (3)</i></p> <ul style="list-style-type: none"> ▪ Quarterly grade meetings ▪ Learning techniques, such as note taking and researching information in a manner that is best for student ▪ Counselors help students to stay on track and can also assist with completing the FAFSA ▪ Counselors provide mental and emotional support for students living in difficult environments 	<p><i>Limited Instructional Supports (5)</i></p> <ul style="list-style-type: none"> ▪ No computer lab ▪ No music or art classes ▪ No auditorium ▪ Lack of tutoring session for reviewing and reinforcing classroom instruction

QUESTION 2: What factors contribute to your success at school?
QUESTION 3: What factors inhibit or limit your success at school?
(Continued)

FACTORS CONTRIBUTING TO SUCCESS	FACTORS LIMITING SUCCESS
<p><i>Engaging Learning Process (4)</i></p> <ul style="list-style-type: none"> ▪ Small classes with good student/teacher ratios ▪ Up-to-date books, technology, and materials are critical for learning ▪ Books for each student 	<p><i>Small Schools, Poor Building Conditions and Unsafe Building Locations (8)</i></p> <ul style="list-style-type: none"> ▪ Buildings not serving students – overcrowding and classrooms not conducive to instruction ▪ Facility problems: gas and water leaks ▪ Locked bathrooms either because of malfunction or to deter smoking
<p><i>Availability and Variety of Extra-Curricular Activities (3)</i></p> <ul style="list-style-type: none"> ▪ Quarterly grade meetings, where students learn how they measure up to other schools ▪ Learning techniques, such as note taking and researching information in a manner that is best for student ▪ Year long syllabus that maps out what students will be learning and what to expect 	<p><i>Low Parent Involvement (3)</i></p> <ul style="list-style-type: none"> ▪ Some parents stop students from going to school because of sibling care ▪ Some parents aren't supportive of the student's goals and after high school choices ▪ Parents of high school students are less involved and interested; more time is dedicated to elementary school sibling (s)
	<p><i>Lack of Financial Resources (District, school and personal) (3)</i></p> <ul style="list-style-type: none"> ▪ Limited personal funding deters students from purchasing some supplies and materials; from taking field trips because of entry fees; and from traveling domestically to colleges and/or taking international excursions ▪ Limited school funding deters teachers from exposing students to co or extra-curricular activities, such as science projects, fine and performing arts, afterschool clubs (robotics, chess, etc.) <p><i>Heightened Personal Stress (3)</i></p> <ul style="list-style-type: none"> ▪ Students demonstrate stress and trauma due to additional responsibilities and poor time management ▪ Fights and bullying can contribute to an already stressful situation either at home or school ▪ Stressful living, coupled with not having full-time social workers and/or counselors, can make a student's situation worse

QUESTION 4: What changes would most support your success at school?

Students identified the changes that were most critical to improving their learning environments and each can be aligned with the District’s Transformation Plan 3.0.

Pillar	Priorities	Suggested Changes
1	The District creates a system of excellent schools.	<ul style="list-style-type: none"> ▪ Increase Funding (2) <ul style="list-style-type: none"> ○ Used for field trips, computers for students and classroom resources, sports uniforms and equipment
2	The District advances fairness and equity across its system.	<ul style="list-style-type: none"> ▪ Enrich School Culture (3) <ul style="list-style-type: none"> ○ More mutual respect between students, teachers and the administration ○ Be more open and transparent, so that students know about policy and procedural changes earlier ○ Distribute resources across all schools in an equitable manner
3	The District cultivates teachers and leaders who foster effective, culturally responsive learning environments.	<ul style="list-style-type: none"> ▪ Improve Teacher Quality and Increase Teacher Quantity (4) <ul style="list-style-type: none"> ○ Reduce teacher/student ratio ○ Ensure teachers have deeper teaching skills and practices ○ Minimize teacher turnover ○ Hire more teachers for foreign language and AP classes ▪ Ensure an Engaging and Interactive Learning Environment (3) <ul style="list-style-type: none"> ○ Shorten class length; 90 minutes is too long ○ Minimize crowded classes ▪ Improve Facilities and/or Build New Schools (3) <ul style="list-style-type: none"> ○ Update facilities with working bathrooms, safe environments and classrooms fully equipped with technology ○ Build physically larger schools (e.g., Metro is overcrowded)
4	All students learn to read and succeed.	<ul style="list-style-type: none"> ▪ Broaden Curriculum and Provide Ample Instructional Supports (4) <ul style="list-style-type: none"> ○ Include more college and career-based e.g., culinary and health care) instruction ○ Update textbooks and ensure all students have the needed textbooks (and materials) for class ▪ Increase the Number of Full-time Support Personnel (nurses, social workers and college counselors) (4); also in Pillar 5 <ul style="list-style-type: none"> ○ More access to college counselors for both underclassmen and juniors with a focus on college preparedness and scholarships ○ Hire full-time nurses to eliminate current nurses at too many schools and to ensure a nurse is available, when needed ○ Hire full-time social workers to address student stress and trauma
5	Community partnerships and resources support the District’s Transformation Plan.	<ul style="list-style-type: none"> ▪ Increase the Number of Full-time Support Personnel (nurses, social workers and college counselors) (4) <ul style="list-style-type: none"> ○ More access to college counselors for both underclassmen and juniors with a focus on college preparedness and scholarships ○ Hire full-time nurses to eliminate current nurses at too many schools and to ensure a nurse is available, when needed ○ Hire full-time social workers to address student stress and trauma

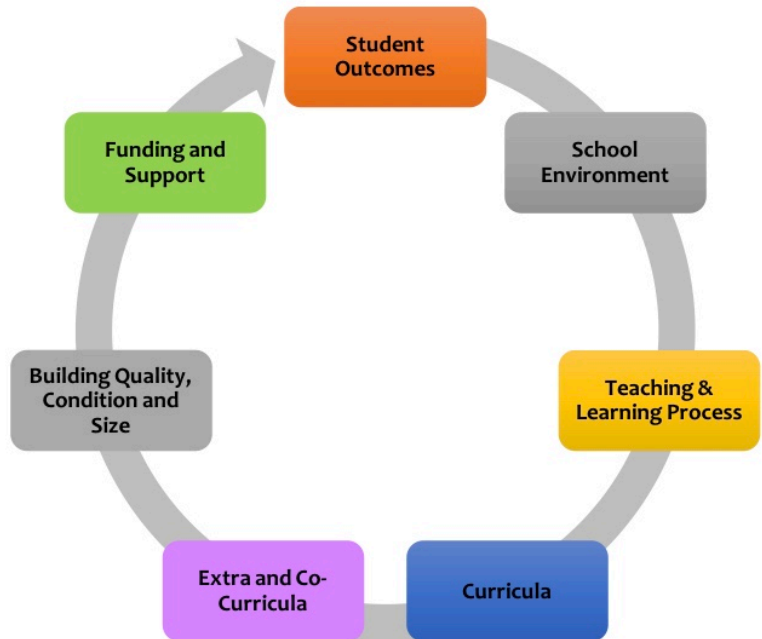
QUESTION 5: Imagine that all of the changes that you recommended are made and that your school is now one of the best there is in Missouri, in the country, and in the world. What is this, your ideal school like? What are its defining qualities and characteristics?

STUDENT OUTCOMES

- Students identified their ideal school as being one with higher student achievement and graduation rates.

SCHOOL ENVIRONMENT

- The school environment is comprised of happy and energetic people wanting to do their best, whether that includes teaching, learning or leading.
- Faculty and students are diverse in ethnicity and perspectives, so that all can learn from each other and be prepared for life after high school.
- Students participate in school activities and have a voice in decision-making.
- The school is safe for all and there is no bullying of teachers and students; fighting is not tolerated.



TEACHING & LEARNING ENVIRONMENT

- Qualified and/or certified teachers have deep knowledge and expertise in their subjects and are committed to student achievement and success.
- An ample supply of qualified teachers is available to teach foreign languages and AP classes.
- The curricula are tailored to how students learn best (e.g., visual, auditory and/or bodily kinesthetic).
- All students have computers and internet access at school and home.

CURRICULA

- The curricula are broader and includes a variety of college and career-based classes; and high school students have the ability to choose classes either at their school or at another school.
- Interactive and experiential activities, along with field trips, expand students’ understanding and foster engagement.

EXTRA – CURRICULA

- After school programs are financed equitably; and all students who want to participate in programs such as sports, robotics, chess, etc. have the opportunity.
- Sports programs are financed equitably, where basketball and football aren’t the only programs supported.

BUILDING QUALITY, CONDITION & SIZE

- At the very least, all buildings should be clean with working restrooms, water fountains, heating and cooling systems.
- If possible, new high schools have multi-building campuses, equipped with a swimming pool, workout facility, green space and ample parking.

FUNDING & SUPPORT

- The school is well-funded to purchase computers for all students, update textbooks and to support learning and extra-curricula activities, such as field trips, fine and performing arts supplies and afterschool programs (e.g., robotics and chess).

QUESTION 6: What concerns you most about school closures and consolidation?

Obviously, most students view the sense of loss that may accompany closure or consolidation. They are most concerned about losing:

- Teachers and/or significant role models either due to transfer or employment separation;
- Students to other schools because they (or their parents) aren't pleased with the new school;
- Students to other schools due to increased fighting that could occur when integrating students from several high schools;
- Sports teams and the associated reputation and accolades;
- Positions on sports teams when two schools merge; and
- Specialized schools, which could be replaced by more generic schools.

A few students also interjected that closures and consolidation might provide an opportunity for students from low to medium performing schools to be among peers that could encourage and support them in the learning process. Additionally, all understood how consolidation could benefit more students by re-allocating financial and human resources to fewer schools.

APPENDIX
Small Group Summaries

Small Group Discussion Flip Chart Notes

1. What is success for you as a student? What comes to mind when you think about your success at school?

<p><i>Learning and Applying Knowledge</i></p> <ul style="list-style-type: none"> ▪ Learning, retaining knowledge and applying it to real life experiences ▪ Gaining critical skills, i.e., math, reading, teamwork and sports) ▪ Understanding what you learn 	<p><i>Preparing for the Future</i></p> <ul style="list-style-type: none"> ▪ Having more relevant classes that prepare students for everyday life, college and career ▪ Preparing for life after school ▪ Being equipped to reach your life’s goals ▪ Leading others and staying focused
<p><i>Strong Relationships with Teachers</i></p> <ul style="list-style-type: none"> ▪ Fostering a greater understanding between faculty and students ▪ Having stronger relationships with teachers, who don’t understand being a teenager and don’t value our opinions 	<p><i>Acquiring Life Skills</i></p> <ul style="list-style-type: none"> ▪ Never giving up ▪ Pushing yourself to the limit and succeeding high expectations ▪ Being a good listener, which is critical to achieving success
<p><i>Miscellaneous</i></p> <ul style="list-style-type: none"> ▪ Being with students wanting to learn 	

2. What factors contribute to your success at school?

<p><i>Learning Environment</i></p> <ul style="list-style-type: none"> ▪ Good teachers and classes ▪ Small classes with good student/teacher ratios ▪ Rigorous and relevant curricula that is challenging 	<p><i>Learning Process</i></p> <ul style="list-style-type: none"> ▪ Quarterly grade meetings, where students learn how they measure up to other schools ▪ Learning techniques, such as note taking and researching information in a manner that is best for student ▪ Year long syllabi that map out what students will be learning and what to expect
<p><i>Curriculum</i></p> <ul style="list-style-type: none"> ▪ Subjects that prepare students for work/college/career ▪ Tutoring session for reviewing and reinforcing classroom instruction 	<p><i>Student Body</i></p> <ul style="list-style-type: none"> ▪ Hard working students ▪ Classmates who push you ▪ Having a positive attitude ▪ Having motivation and clear goals that you want to accomplish
<p><i>Miscellaneous</i></p> <ul style="list-style-type: none"> ▪ Uniforms 	

Students want to learn:

- | | | |
|-------------------------------------|-------------------------------|----------------------------|
| ▪ Cursive writing | ▪ Cooking skills | ▪ Driver’s education |
| ▪ Sign language | ▪ Personal finance | ▪ Career-based classes |
| ▪ More variety of foreign languages | ▪ Playing musical instruments | ▪ Fine and performing arts |

Students desire more college trips and the ability to travel more (domestically and internationally)

3. What factors inhibit / limit your success at school?

<p>Teachers</p> <ul style="list-style-type: none"> ▪ Teachers' inability to teach content and/or to help students apply what is learned ▪ Teachers lacking energy and focus ▪ Boring teachers 	<p>Curriculum and Instructional Supports</p> <ul style="list-style-type: none"> ▪ No computer lab ▪ No music or art classes ▪ No auditorium ▪ Courses that are merely filler classes ▪ Lack of tutoring session for reviewing and reinforcing classroom instruction
<p>Student Behavior</p> <ul style="list-style-type: none"> ▪ Student tardiness and the school's lack of response and/or response inconsistency ▪ Students with bad behavior influence opportunities for the entire student body ▪ Lack of sufficient behavior management ▪ Late arriving and/or suspended students missing instruction because they are isolated in the auditorium 	<p>Building Condition</p> <ul style="list-style-type: none"> ▪ Buildings not serving students – overcrowding and classrooms not conducive to instruction ▪ Facility problems: gas and water leaks ▪ Locked bathrooms either because of malfunction or to deter smoking
<p>Student Health and Availability of Health Resources</p> <ul style="list-style-type: none"> ▪ Lack of nursing staff and/or nursing staff supporting too many children ▪ Chronic illness keeping a student from attending school 	<p>Miscellaneous</p> <ul style="list-style-type: none"> ▪ Inconsistent student treatment by teachers and security staff

4. What changes would most support your success at school?

<p>Teacher Quantity and Quality</p> <ul style="list-style-type: none"> ▪ More teachers so student teacher ratio isn't 1:30 ▪ Teachers with more structure and deeper teaching skills and pedagogical practices 	<p>Learning Process</p> <ul style="list-style-type: none"> ▪ Shorten class length (no longer than 90 minutes) ▪ Critical mass of students accomplished by consolidating smaller schools
<p>Curriculum</p> <ul style="list-style-type: none"> ▪ More career-based instruction (e.g., nursing and culinary classes accomplished by collaborating with other schools) 	<p>Building Quality and Size</p> <ul style="list-style-type: none"> ▪ Physically larger schools ▪ Up-to-date facilities with the following: working bathrooms, safe stairs and floors, gym with weight room, an auditorium, and classrooms fully equipped with reliable technology
<p>Support Staff</p> <ul style="list-style-type: none"> ▪ More full-time nurses ▪ More access to counselors and athletic trainers at student sports competitions ▪ College advisors that provide supports to underclassmen and juniors with a focus on college preparedness and scholarships 	<p>Culture</p> <ul style="list-style-type: none"> ▪ Greater transparency so that students know about policy and procedural changes earlier ▪ More mutual respect between students and the administration (some administrators are aggressive in their communications)

5. Imagine that all of the changes that you recommended are made and that your school is now one of the best there is in Missouri, in the country, and in the world. What is this, your ideal school like? What are its defining qualities and characteristics?

<p><i>Engaged and Participatory Student Body</i></p> <ul style="list-style-type: none"> ▪ More student participation in school activities ▪ Students are happy and interested in what they are learning ▪ More student involvement in school decision-making 	<p><i>Teaching Process</i></p> <ul style="list-style-type: none"> ▪ Teachers have deep knowledge and expertise in their subjects ▪ Instruction that responds to how students best learn (e.g., visual, auditory and/or bodily-kinesthetic)
<p><i>Curricular and Co-Curricular Activities</i></p> <ul style="list-style-type: none"> ▪ Broader variety of classes with more student choice in class selection ▪ More field trips and a wider variety of activities, especially hands-on activity that help to bring instruction to life and more deeply engage students ▪ Students, teachers and administrators have shared schedules that make it easier for students to plan curricular and co-curricular activities ▪ Sports are equitably financed (basketball and football receive more resources than other sports) 	<p><i>Building Quality and Size</i></p> <ul style="list-style-type: none"> ▪ A school building that is clean with fresh paint; comfortable; and has windows that work
	<p><i>Culture</i></p> <ul style="list-style-type: none"> ▪ Positive attitudes when arriving at school ▪ Mutual respect between students and staff ▪ Student and staff diversity

6. What concerns you most about school closures and consolidation?

<p><i>Actual Loss or Sense of Loss</i></p> <ul style="list-style-type: none"> ▪ Loss of any faculty and administrators, especially high quality ones ▪ Loss of students to other options ▪ Losing schools where students want to attend ▪ Loss of specialized schools and possible replacement with more general/generic schools ▪ Loss of sports status and student position (e.g., Will the QB for a closed school still be QB at a consolidated new school) 	<p><i>Changes in School Culture</i></p> <ul style="list-style-type: none"> ▪ More student conflict and gang fighting ▪ Less control of school climate, due to having more students ▪ Consolidation can result in loss of intimacy; students will become a number, not person
	<p><i>Neighborhood Impact</i></p> <ul style="list-style-type: none"> ▪ Creating more vacant buildings

St. Louis Public School District
 Community Visioning Process
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 Facilitator: Jessica Perkins

Small Group Discussion Flip Chart Notes

1. What is success for you as a student? What comes to mind when you think about your success at school?

<p><i>High Academic Achievement</i></p> <ul style="list-style-type: none"> ▪ High academic achievement ▪ Achieving success and accomplishing goals with good grades ▪ Graduating on-time ▪ Having an amazing performance at VPA 	<p><i>Preparing for the Future</i></p> <ul style="list-style-type: none"> ▪ Being able to do what is desired after high school ▪ Being a good manager of time
<p><i>Developing Character</i></p> <ul style="list-style-type: none"> ▪ Improving character and being a responsible leader for others ▪ Influencing others to achieve their goals ▪ Having an open, but discerning mind; know how to differentiate between was good and bad ▪ Staying focused and not being influenced by bad behavior of others 	<p><i>Miscellaneous</i></p> <ul style="list-style-type: none"> ▪ Experiencing different perspectives through student and faculty diversity

2. What factors contribute to your success at school?

<p><i>Quality and Caring Teachers</i></p> <ul style="list-style-type: none"> ▪ Show they care about each student ▪ Available to assist when needed 	<p><i>Extra and Co-Curricular Variety</i></p> <ul style="list-style-type: none"> ▪ Sports programs helps students to improve communication and teamwork skills; teaches students how to manage time and motivate others ▪ Co or extra-curricular activities (e.g., sports, performing arts, debate, chess and student council) expose students to student body diversity ▪ Traveling abroad, internships and networking opportunities broaden students’ opportunities and allow them to grow differently
<p><i>Curricular Variety</i></p> <ul style="list-style-type: none"> ▪ Classes that are aligned with career choices are best for students, as they prepare them for the future ▪ Classes that challenge and stretch students help to prepare them for life after high school ▪ College preparatory and ACT courses help students to be prepared for life after high school 	
<p><i>Quality Friends</i></p> <ul style="list-style-type: none"> ▪ Support and encourage you; and set examples for you to live up to ▪ Can be your study buddies and help with difficult assignments ▪ Set examples and expose you to different experiences 	<p><i>Support Personnel</i></p> <ul style="list-style-type: none"> ▪ Administrators and counselors help students to stay on track and can also assist with completing the FAFSA ▪ Counselors provide mental and emotional support for students living in difficult environments
<p><i>Resources for Learning</i></p> <ul style="list-style-type: none"> ▪ Up-to-date books, technology, and materials are critical for learning ▪ Books for each student 	<p><i>Building Size and Location</i></p> <ul style="list-style-type: none"> ▪ More activities can take place in a school that is the right size (e.g., Metro is overcrowded) ▪ Schools in safer neighborhoods ease students’ concerns about attending school

3. What factors inhibit / limit your success at school?

<p><i>Poor Quality and Inconsiderate Teachers</i></p> <ul style="list-style-type: none"> ▪ Some teachers are only there to collect a check ▪ Some teachers do not know the subject matter, i.e., AP Literature teacher doesn't seem prepared for classes and doesn't attempt to help students ▪ Some teachers treat students inequitably, i.e., favoritism, disrespectful, foul interactions with students ▪ Teachers should understand that most juniors and seniors have other responsibilities exclusive of school 	<p><i>Limited Class Variety and/or Student Choice</i></p> <ul style="list-style-type: none"> ▪ Not enough foreign language (esp. Spanish) and AP classes ▪ Lack computer science courses when it is likely all students will be working with a computer
<p><i>Low Parent Support and Involvement</i></p> <ul style="list-style-type: none"> ▪ Some parents stop students from going to school because of sibling care ▪ Some parents aren't supportive of the student's goals and after high school choices ▪ Parents of high school students are less involved and interested; more time is dedicated to elementary school sibling 	<p><i>Lack of Financial Resources (Personal and School)</i></p> <ul style="list-style-type: none"> ▪ Limited personal funding deters students from purchasing some supplies and materials; from taking field trips because of entry fees; and from traveling domestically to colleges and/or taking international excursions ▪ Limited school funding deters teachers from exposing students to co or extra-curricular activities, such as experiments, performances at other venues, afterschool clubs, etc.
<p><i>Heightened Stress</i></p> <ul style="list-style-type: none"> ▪ Students demonstrate stress and trauma due to additional responsibilities and poor time management ▪ Fights and bullying can contribute to an already stressful situation either at home or school ▪ Stressful living, coupled with not having full-time social workers and/or counselors, can make a student's situation worse 	<p><i>Building Size, Design and Condition</i></p> <ul style="list-style-type: none"> ▪ A school that is overpopulated negatively impacts learning because too many students are in one area ▪ Buildings not serving students – overcrowding and classrooms not conducive to instruction ▪ Facility problems: gas and water leaks ▪ Locked bathrooms either because of malfunction or to deter smoking

4. What changes would most support your success at school?

<p><i>Teacher Quantity and Quality</i></p> <ul style="list-style-type: none"> ▪ Better quality teaching and more certified teachers, especially for foreign languages and AP classes ▪ Less teacher turnover 	<p><i>Building Quality and Size</i></p> <ul style="list-style-type: none"> ▪ Physically larger schools ▪ Up-to-date facilities with the following: working bathrooms, safe stairs and floors, gym with weight room, an auditorium, and classrooms fully equipped with reliable technology ▪ New and/or upgraded fields for sports
<p><i>Curriculum</i></p> <ul style="list-style-type: none"> ▪ More career-based instruction (e.g., nursing and culinary classes) accomplished by collaborating with other schools ▪ Updated textbooks with each student having the required textbook 	<p><i>Increased Funding</i></p> <ul style="list-style-type: none"> ▪ Funding would be used for field trips, computers for students and classroom room resources (science, fine and performing arts supplies) ▪ Funding for sports uniforms and equipment
<p><i>Miscellaneous</i></p> <ul style="list-style-type: none"> ▪ More mutual respect between students and the administration ▪ Mental health supports for students and teachers 	

5. Imagine that all of the changes that you recommended are made and that your school is now one of the best there is in Missouri, in the country, and in the world. What is this, your ideal school like? What are its defining qualities and characteristics?

<p><i>School Environment</i></p> <ul style="list-style-type: none"> ▪ Higher graduation rate and increased student population ▪ Students are happy and interested in what they are learning ▪ Student body and teacher diversity, so that students can learn from each other and be prepared for life after high school ▪ Happy, energized school environment with everyone wanting to be there and do their best ▪ Safe environment around and in school: no bullying by students and teachers; students behave and when they don't consistent measures are taken to resolve the situation 	<p><i>Teaching Process</i></p> <ul style="list-style-type: none"> ▪ Teachers have deep knowledge and expertise in their subjects ▪ Certified, happy and committed teachers
<p><i>Curricular and Co-Curricular Activities</i></p> <ul style="list-style-type: none"> ▪ Broader variety of classes with more student choice in class selection ▪ More field trips and a wider variety of activities, especially hands-on activity that help to bring instruction to life and more deeply engage students ▪ Increased class variety, e.g., drivers' education, culinary arts, financial literacy, AP classes and career-based classes 	<p><i>Building Quality and Size</i></p> <ul style="list-style-type: none"> ▪ D-1 campus (on a slightly smaller level): multiple building campus with workout facility, swimming pool; green space; and ample parking ▪ If not a new facility, bathrooms and HVAC should be operable <p><i>Well Funded and Supported</i></p> <ul style="list-style-type: none"> ▪ Well funded to provide the education that is desired ▪ Student support – mentors, tutors, college counselors and social workers ▪ Supportive alumni who donate time and money to the school

6. What concerns you most about school closures and consolidation?

<i>Disadvantages of Closure and Consolidation</i>	
<p><i>Actual Loss or Sense of Loss</i></p> <ul style="list-style-type: none"> ▪ Fewer sports teams playing and receiving accolades ▪ Loss of significant role models due to school transfer or employment loss ▪ School specialties may diminish and not be what the student desires ▪ Student loss due to fighting and bullying ▪ Negative impact on IB graduation requirements 	<p><i>School Culture</i></p> <ul style="list-style-type: none"> ▪ More student conflict and gang fighting ▪ Consolidation can result in loss of intimacy; students will become a number, not person <p><i>Transportation</i></p> <ul style="list-style-type: none"> ▪ Increased traveling time to a school further away
<i>Advantages of Closure and Consolidation</i>	
<ul style="list-style-type: none"> ▪ Combining students from low to medium performing schools with high performing schools can benefit both student populations. ▪ Savings can be spread across fewer schools to provide needed resources. 	