

**DISTRICT SERVICES SURVEY (DSS) – FALL 2018
FEEDBACK CHART**

DEPARTMENT	WHAT WAS LEARNED		ACTIONS TO TAKE AND DEPARTMENTAL INTEGRATION
	TEAM ONE (Principal Feedback)	CABINET (Director Feedback)	
Athletics, Health, P.E. Services KWP/AAAOT Results <u>DSS Highest:</u> 4.65 – Athletics Support 4.70 – Attitude <u>DSS Lowest:</u> 4.05 – Health Support 4.16 – Operations	Highs <ul style="list-style-type: none"> Department is friendly, accessible, eager to support Department is willing to help with other departments/areas of campus and creates a positive campus climate PE curriculum strides are being made, PLC culture improving Opportunities for Improvement <ul style="list-style-type: none"> Alignment of elementary/intermediate PE budgets Need for greater elementary/intermediate PE budgets CPR/Peace Officer Training- Allison Steele/DAEP 	Highs <ul style="list-style-type: none"> Department is friendly, accessible, eager to support Department is willing to help with other departments/areas of campus and creates a positive campus climate Opportunities for Improvement <ul style="list-style-type: none"> Better communication with principals regarding PE/Health 	Continued Actions Athletics/PE/Health Rounding with frontline employees Continued work on PE/Health PLC/Curriculum work New Action Items <ul style="list-style-type: none"> Allison Steele/DAEP-Provide Health Support (CPR/Peace Officer Interaction Training) Improved communication with PE/Health PLC/Curriculum work/Budget expectations Departmental Integration: SAS leaders have started working on a master calendar to assist with planning and communication
Chief Operations Officer Services KWP/AAAOT Results <u>DSS Highest:</u> 4.68 – Long Range Planning & Construction Oversight 4.58 – Attitude <u>DSS Lowest:</u> 4.50 – Management of District Operations Depts. 4.29 – Timeliness	<ol style="list-style-type: none"> Timeliness relates to response time of requests <ul style="list-style-type: none"> Departmental – Work Orders, Bus Arrival and Departures, Obtain a response from a request Walking campuses <ul style="list-style-type: none"> Curb Appeal of campuses Campus issues Contractor Accountability <ul style="list-style-type: none"> Language Smoking Missing Items Campus atmosphere 	Highs <ul style="list-style-type: none"> Continue planning for SCUC facilities Willingness to communicate with departments and support where needed/requested Opportunities for Improvement <ul style="list-style-type: none"> Timeliness in communicating information 	ACTION PLANS <ol style="list-style-type: none"> Continue campus and department roundings Develop action plans with Ops Departments regarding: <ol style="list-style-type: none"> Service Communication Curb Appeal Work with construction management to hold contractors accountable

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Child Nutrition Services KWP/AAAOT Results <u>DSS Highest:</u> 4.45 – Management of Child Nutrition 4.19 – Attitude <u>DSS Lowest:</u> 4.37 – Prepare and serve safe, healthy meals 3.96 – Operations	Highs 1. Friendly staff, great attitude, ready and willing to embrace change when needed 2. Helpful and involved with campuses Opportunities for Improvement <ul style="list-style-type: none"> • Ensure adequate staffing • Continue to support CN staff especially when short staffed • Keep communicating at all levels • Consider ID cards to scan & possibly speed up serving lines • Cashiers will continue to refresh the POS system to update payments for students as often as possible. • Clarify procedures when kids run out of money. 	Highs 3. Friendly staff, great attitude, ready and willing to embrace change when needed 4. Helpful and involved with campuses Opportunities for Improvement <ul style="list-style-type: none"> • Ensure adequate staffing • Communicate at all levels 	Actions: <ul style="list-style-type: none"> • Begin 30 and 60 day rounding with new employees • Communicate hiring strategies/ progress to Child Nutrition Team and campuses as appropriate
Counseling Services KWP/AAAOT Results <u>DSS Highest:</u> 4.19 – College, Career, & Military Readiness 4.27 – Attitude <u>DSS Lowest:</u> 3.68 – Social Emotional Learning 3.82 – Operations	<ul style="list-style-type: none"> • Clarify the big picture of SEL – What is the plan? • Teachers need more information about SEL • Teachers are spread too thin to do “one more thing” • Clarify who is responsible for SEL • Clarify the comprehensive counseling and guidance program (details, laws, etc.) 	Highs: <ul style="list-style-type: none"> • Accessibility and willingness to help • Organizing the counseling program plan and formalizing their processes Opportunities for Improvement: <ul style="list-style-type: none"> • Continue to clarify SEL and what it looks like for all involved • Clarify how elementary campuses can be more involved with CCMR 	<ul style="list-style-type: none"> • Develop formalized comprehensive counseling and guidance program for the district (to be approved by the Board) • Provide more information (big picture) about SEL (develop handbook) • Provide more CCMR resources for elementary and intermediate campuses Departmental Integration: <ul style="list-style-type: none"> • SAS leaders have started working on a master calendar to assist with planning and communication

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Curriculum and PD Services KWP/AAAOT Results <u>DSS Highest:</u> 3.85 – Professional Development Support 4.25 – Attitude <u>DSS Lowest:</u> 3.35 – Quality Instruction 3.69 – Operations	Highs: <ul style="list-style-type: none"> • Great support from the department • Keep communicating the work being done Opportunities for Improvement: <ul style="list-style-type: none"> • Share the “big picture” of where we are on the audit work and how all programs/PD/curriculum work fit together (to paras, teachers, admin) • Define instructional best practices/instructional model • Continue to work on key program support and processes <ul style="list-style-type: none"> • RtI • Bilingual/ESL (there was a suggestion to move this under Curr and PD) 	Highs: <ul style="list-style-type: none"> • Curriculum and PD Newsletter/communication is good • Good start on the processes to address concerns (ex: PD Survey) Opportunities for Improvement: <ul style="list-style-type: none"> • Need to look at programs, equity and return on investment • Continue work on processes for the department 	Continued Actions: <ul style="list-style-type: none"> • Continue using Newsletter and other communication tools • Continue to work on key program support and processes New Actions <ul style="list-style-type: none"> • Share big picture and on-going work of curriculum/PD/programs more often to stakeholders • Defining Instructional best practices through Learning Framework Departmental Integration: <ul style="list-style-type: none"> • SAS leaders have started working on a master calendar to assist with planning and communication
Deputy Superintendent Services KWP/AAAOT Results <u>DSS Highest:</u> 4.12 – Development and Deployment of Strategic Plan and Scorecard 4.21 – Attitude <u>DSS Lowest:</u> 3.72 – Learning Services 3.47 – Timeliness	<ul style="list-style-type: none"> • Scorecards are always in the forefront and that helps principals extend that to campuses • Connection of high attitude and positive comments are connected to support of team and team approach • Forward planning or communication of plans would help address score and comments related to instructional focus and timeliness (proactive rather than perception of reactive) • Principals and staff would like more visibility on campus, beyond meetings (such as CI visits, etc.) to ensure an awareness of needs. Walking campus, popping in and out of classrooms • Score on Learning Services was a surprise. Wouldn't have said that a year ago. Clear and timely communication will help address it. 	Highs: <ul style="list-style-type: none"> • Everyone is always helpful when we call over • Attitude is good and willing to help with whatever is needed • Team works well together and with other departments in Ops Opportunities for Improvement: <ul style="list-style-type: none"> • Sometimes hard to get in touch with someone. Need another person (office staff) • Communication/updates on big projects or initiatives 	Continued Actions: <ul style="list-style-type: none"> • Informal campus visits. New Actions: <ul style="list-style-type: none"> • Brief drop-in visits, etc. • Pre or post check-ins with principals. Such as touching base the week prior to CI visits and/or touching base after technical assistance days for SPED, etc. Departmental Integration: <ul style="list-style-type: none"> • SAS leaders have started working on a master calendar to assist with planning and communication • Leadership Calibration walks with Superintendent after High-Level Rounding • Collaborate with HR to determine current SPED staffing needs. Work together to forecast potential positions based on growth

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Elementary Campus Support Services KWP/AAAOT Results <u>DSS Highest:</u> 4.33 – Student Support Services 4.77 – Attitude <u>DSS Lowest:</u> 4.00 – PLC Oversight of Leadership & Integration 4.03 – Timeliness	Highs: <ul style="list-style-type: none"> • Supportive • Helpful • Accessible • Open to Feedback Opportunities for Improvement: <ul style="list-style-type: none"> • Currently, all over the place supporting/covering lots of area/tasks due to district leanness. Priority 1 should be the focus. • Can the district hire a Support Services position? • Be present at campuses and support Principals to support the Curriculum & PD department focus. • Systems & Processes are needed (example: What is PLC? What are the non-negotiables, resources, how do we define it? What are we following?) 	Highs: <ul style="list-style-type: none"> • Supportive • Helpful • Accessible • Open to Feedback Opportunities for Improvement: <ul style="list-style-type: none"> • Oversee many responsibilities/tasks. Feels another position is needed. • Consistency across campuses • Analysis of time spent • Review Key Work processes with Team One 	Continued Actions: <ul style="list-style-type: none"> • Support and collaborate with Team One on their needs • One on One meetings with Principals New Actions: <ul style="list-style-type: none"> • Work on PLC systems and PLC processes • Create more time at campuses to discuss and support Priority One • Align support to Principals with Curriculum & PD department Departmental Integration: <ul style="list-style-type: none"> • SAS leaders have started working on a master calendar to assist with planning and communication • Collaborate with Athletics Dept. on PE budgets • Collaboration and coordination with departments
Financial Services KWP/AAAOT Results <u>DSS Highest:</u> Finance and Budget Support <u>DSS Lowest:</u> Attitude	<ul style="list-style-type: none"> • Coordinate with other departments to lead the information collection for PEIMS. • Continue with the Round Table. • Sometimes one on one support – coming out to the campus is needed. • Slow down in delivery of information – complex topics that aren't at the forefront every day. 	Highs: <ul style="list-style-type: none"> • Round Table • Accessibility Opportunities for Improvement: <ul style="list-style-type: none"> • Take time for one on one support • Provide more “why” for procedures. 	Continued Action: <ul style="list-style-type: none"> • Round Table New Actions: <ul style="list-style-type: none"> • Provide data sets for programs to department leads • Meet one on one with each budget lead and secretary for 2019-20 Planning Season for support – Meloni, Rowe, Schuster. • Develop PEIMS Calendar

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Fine Arts Services KWP/AAAOT Results <u>DSS Highest:</u> 4.42 – Cheerleading Support 4.42 – Attitude <u>DSS Lowest:</u> 4.19 – Performing Arts Support 3.86 – Operations	Highs <ul style="list-style-type: none"> Friendly, Available, Helpful Programs are getting better Opportunities for Improvement <ul style="list-style-type: none"> Would like to see more attention given to Elementary Music Better communication regarding district-wide activities Better communication regarding expectations Elementary Music coordinator can copy principals and/or provide email updates following PLC meetings 	Highs <ul style="list-style-type: none"> Attitude Attention to ALL subject areas Opportunities for Improvement <ul style="list-style-type: none"> More communication with principals Greater visibility when on campus 	Continued Actions: <ul style="list-style-type: none"> Fine Arts rounding with teachers Continue work on Elementary Music, Visual Arts, and Theatre curriculum New Actions: <ul style="list-style-type: none"> Copy principals on email communications with teachers regarding plans for district events, PLC meeting updates, etc. Check in with principals when on campus if possible Departmental Integration: <ul style="list-style-type: none"> SAS leaders have started working on a master calendar to assist with planning and communication
Human Resources Services KWP/AAAOT Results <u>DSS Highest:</u> 3.65 – Compensation/Benefits and Employee Relations 4.00 – Accessibility <u>DSS Lowest:</u> 3.50 – Staffing Projection Services 3.33 – Operations	Highs <ul style="list-style-type: none"> Providing opportunities to provide feedback (Staff Advisory/HR Rounding) HR staff availability to assist and support Opportunity for Improvement <ul style="list-style-type: none"> Staff Projection Tool for Sped Substitute Management and Fill Rate Communication on hiring process and refresher needed on Frontline 	Highs <ul style="list-style-type: none"> Collaboration with Special Ed and Campuses with Stetson work Going to campuses/departments to meet with staff Opportunity for Improvement <ul style="list-style-type: none"> Communication with hiring process and use of Frontline 	Continued Actions: <ul style="list-style-type: none"> Staff Advisory HR Rounding Actions <ul style="list-style-type: none"> Development of plan for projecting special education staffing Address current realities of substitute availability and develop plan for improvement of availability Offer refresher course on Frontline and provide update on the hiring process Departmental Integration: <ul style="list-style-type: none"> Collaborate with SAS on an action plan for substitute management Collaborate with SAS on projecting staffing for special education

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Maintenance and Facilities Services KWP/AAAOT Results <u>DSS Highest:</u> 4.50 – Energy Mgmt. 4.32 – Accessibility <u>DSS Lowest:</u> 4.17 – Management of Maintenance and Facilities 4.16 – Timeliness	Highs <ol style="list-style-type: none"> 1. We understand energy mgmt (not necessarily like it) 2. Staff always readily available (office phones, cell phones, emails, etc) 3. Staff in touch with campuses Opportunity for Improvement <ol style="list-style-type: none"> 1. Would like to see walk-throughs from admin staff (Maint, Grounds, Custodial) 2. Need clear custodial expectations 3. Better communication when requests are declined 	Highs <ol style="list-style-type: none"> 1. Staff is in touch with customers 2. Savings from energy mgmt are appreciated Opportunity for Improvement <ol style="list-style-type: none"> 1. More/better communication 2. Training on how to better utilize work order system 	Continued Actions <ol style="list-style-type: none"> 1. Deployment of Scorecard/Inspection process for Grounds and Custodial New Actions <ol style="list-style-type: none"> 3. Set up campus walk throughs from Maintenance and Facilities Administration staff 4. Meet with campus administration to discuss custodial expectations
Purchasing Services KWP/AAAOT Results <u>DSS Highest:</u> 4.33 – Real Estate Management 4.42 – Accessibility <u>DSS Lowest:</u> 4.22 – Procure Materials and Services 3.90 – Timeliness	Highs <ul style="list-style-type: none"> • Helpful • Listening • Timely • Responsive Opportunity for Improvement <ul style="list-style-type: none"> • Communication • Clarity of processes • Timeliness • Smiles 	<ul style="list-style-type: none"> • Be succinct in communication • Analyze: This is what we are asking campuses staff to do... 	New Action <ul style="list-style-type: none"> • Schedule 10 min at next HR Round table • Choose one topic from feedback and discuss at next HR Roundtable

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<p>Secondary Campus Support Services</p> <p>KWP/AAAOT Results</p> <p><u>DSS Highest:</u> 4.30 – PLC Secondary Schools Oversight of Leadership & Integration 4.64 – Attitude</p> <p><u>DSS Lowest:</u> 4.08 – Campus Leadership Development 4.26 – Operations</p>	<p>Highs</p> <ul style="list-style-type: none"> Weekly Update is really good – keep it up! Accessible and positive <p>Opportunities for improvement</p> <ul style="list-style-type: none"> Need clearer communication How do coordinators communicate with the campus without it being overwhelming? How can we better communicate big rocks and expectations with the campus? Ensure compliance pieces are communicated ahead of time and provide reminders Better coordination of communication (calibrate with other departments) More timely communication – give advance notice of big items Need a shared master calendar – if it takes people off campus it is a big item and needs to be on the calendar 	<p>Highs</p> <ul style="list-style-type: none"> Great energy Positive outlook Accessibility <p>Opportunities for Improvement</p> <ul style="list-style-type: none"> Clearer Communication is key Timely Communication is what is needed Training and onboarding for new administrators – what are our expectations and how do we do business – support from Director’s office 	<p>Continued Actions:</p> <ul style="list-style-type: none"> Continue calibrating with directors and Deputy Superintendent about systems of support for campuses Continue work on Master Calendar <p>New Actions:</p> <ul style="list-style-type: none"> Explore weekly communication to secondary principals as a supplement the Weekly Update Become more intentional about early and clear communication by informing principals as items arise. <p>Departmental Integration:</p> <ul style="list-style-type: none"> SAS leaders have started working on a master calendar to assist with planning and communication
<p>Special Education</p> <p>KWP/AAAOT Results</p> <p><u>DSS Highest:</u> 3.27 – Identification & Implementation of Services for Students with Disabilities 3.97 – Attitude</p> <p><u>DSS Lowest:</u> 3.00 – Professional Development & Training 2.65 – Operations</p>	<p>Highs</p> <ul style="list-style-type: none"> Sharing of 4 Year Plan and work with Special Education Advisory Council helpful <p>Opportunities for Improvement</p> <ul style="list-style-type: none"> Communicate special education professional development plan with all stakeholders (gen ed & sped teachers, sped instructional assistants and campus administrators) SAS collaboration and coordination on presentation of big initiatives Education on sped service options and process of consideration of having a student move to a cluster site 	<p>Highs</p> <ul style="list-style-type: none"> Office staff is helpful Continue offering professional development and share plan in advance <p>Opportunities for Improvement</p> <ul style="list-style-type: none"> Communicate consistent vision of DSE so message can be turned around Communicate about other general education supports / resources to benefit struggling students prior to consideration of a special education referral 	<p>Continued Actions</p> <ul style="list-style-type: none"> Continue updating special education processes and procedures in LiveBinder and provide learning opportunities on how to access this resource <p>New Actions</p> <ul style="list-style-type: none"> Share DSE 4 Year Plan in Principal PLC and with special education campus staff Share Spring DSE Professional Development opportunities in Principal PLC, monthly DSE newsletter, Weekly Updates and email reminders <p>Departmental Integration:</p> <ul style="list-style-type: none"> SAS leaders have started working on a master calendar to assist with planning and communication Collaborate with HR to determine current SPED staffing needs. Work together to forecast potential positions based on growth

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<p>Superintendent Services</p> <p>KWP/AAAOT Results</p> <p><u>DSS Highest:</u> 4.43 – Board Processes & Services 4.34 – Accessibility</p> <p><u>DSS Lowest:</u> 3.94 – District Website 3.94 – Operations</p>	<p>Highs</p> <ul style="list-style-type: none"> • Board Operations is streamlined well. • Superintendent Rounding <p>Opportunity for Improvement</p> <ul style="list-style-type: none"> • Website management and training for district webmasters (campus and department staff) • More visibility of Superintendent on campuses 	<p>Highs</p> <ul style="list-style-type: none"> • Recognition of staff/students at beginning of leadership meetings. • Continuous review and refinement of district, department and campus score cards. • Superintendent Rounding <p>Opportunity for Improvement</p> <ul style="list-style-type: none"> • Website management • District marketing 	<p>Continued Actions</p> <ol style="list-style-type: none"> 1. Continue Superintendent Rounding with campuses and departments. 2. Continue staff/student celebrations at beginning of leadership meetings. <p>New Actions</p> <ol style="list-style-type: none"> 3. Restructure management of district website to allow for clearer ownership of key work with website. This will move to Technology key work with Superintendent’s Division providing support. 4. Informal campus visits. This could include Leadership Calibration walks with Superintendent after High-Level Rounding, brief drop in visits, etc. <p>Departmental Integration</p> <ul style="list-style-type: none"> • Bullet 3 - Superintendent/Technology integration (<i>see Technology Services</i>) • Bullet 4 – Superintendent and Deputy Superintendent integration (<i>see Deputy Superintendent Services</i>)
<p>Technology Services</p> <p>KWP/AAAOT Results</p> <p><u>DSS Highest:</u> 3.94 – Instructional Technology Support 3.84 – Attitude</p> <p><u>DSS Lowest:</u> 3.31 – Leadership & Professional Development 3.24 – Operations</p>	<p>Highs</p> <ul style="list-style-type: none"> • Technology response is good • Scheduled days on campuses for IT coordinators and technicians <p>Opportunity for Improvement</p> <ul style="list-style-type: none"> • Forecast and communicate to campuses via Tech Tip Tuesday when low staff availability is anticipated due to major projects • IT Coordinators communicate their upcoming weekly schedules on Fridays 	<p>Highs</p> <ul style="list-style-type: none"> • Technology staff are prompt and helpful • Good customer service <p>Opportunity for Improvement</p> <ul style="list-style-type: none"> • Big projects need more collaborative planning including timelines • Improve turnaround time for technology support requests 	<p>Continued Actions</p> <ul style="list-style-type: none"> • Maintain scheduled days for IT coordinators and technicians <p>New Actions</p> <ul style="list-style-type: none"> • Communicate anticipated low support availability to Team One • Provide campuses with IT coordinators upcoming weekly schedules on Fridays • Assume responsibility for management of district website as cited in Superintendent’s Division New Actions above. <p>Departmental Integration:</p> <ul style="list-style-type: none"> • SAS leaders have started working on a master calendar to assist with planning and communication

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Transportation Services KWP/AAAOT Results <u>DSS Highest:</u> 4.36 – Safe Transportation 4.00 – Attitude <u>DSS Lowest:</u> 3.91 – Effective Transportation 3.54 – Timeliness	Highs <ul style="list-style-type: none"> • Doing the best with what we have. • External factors impact operations. • Start of the year was the “best ever.” Opportunity for Improvement <ul style="list-style-type: none"> • Special Ed. Routing – school staff need training, pre-check list for special Ed. • Proactive training prior to the end of the school year. • Timeliness – 2nd bell-Special Ed. • Develop a process to get an email (5 days) from school when changes are coming for transportation. 	Highs <ul style="list-style-type: none"> • Better fleet over the years • Better communication • Staff does whatever necessary to provide service Opportunity for Improvement <ul style="list-style-type: none"> • Consistent training schedule for coaches/teachers trying to obtain CDLS • Preventive maintenance for department vehicles 	Continued Actions <ol style="list-style-type: none"> 1. Rider verification program 2. Facebook/Messenger 3. Start of the year process New Actions <ol style="list-style-type: none"> 1. Develop pre-check list for Special Ed. Requests and training (integration with Special Ed. Services). 2. Develop a systematic training schedule for coaches. 3. Use RTA system for preventive maintenance checks for department vehicles.