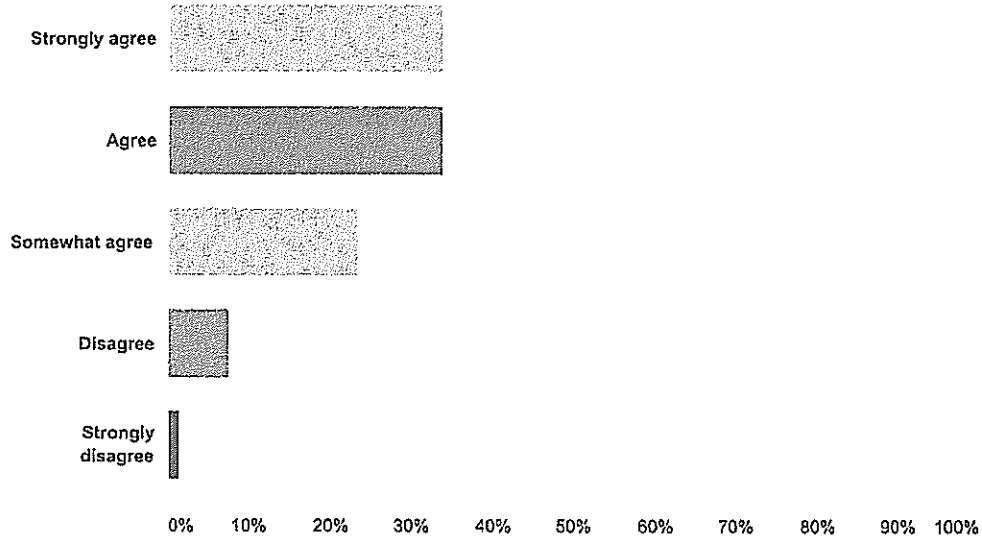


Q1 The quality of my work is well known by my principal and supervisor.

Answered: 145 Skipped: 0

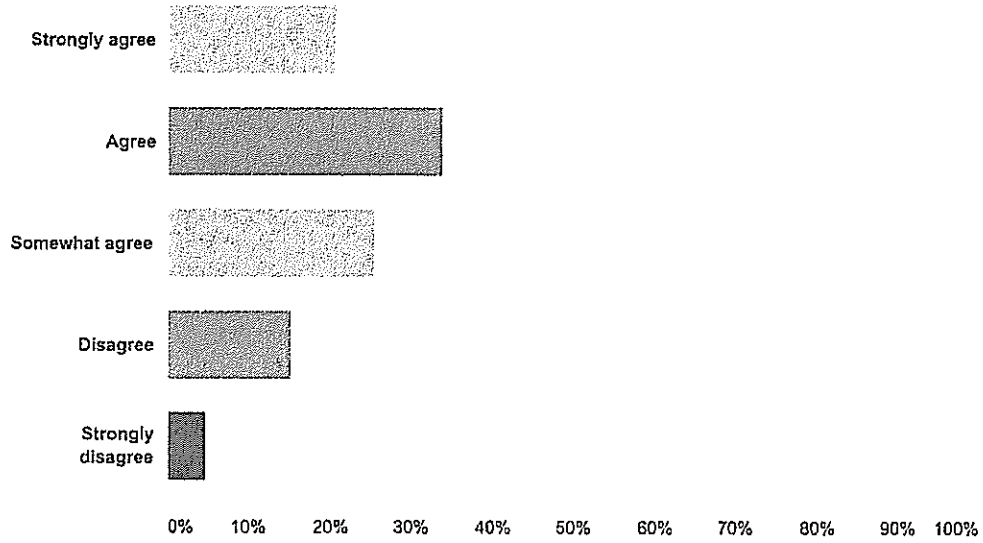


Answer Choices	Responses	
Strongly agree	33.79%	49
Agree	33.79%	49
Somewhat agree	23.45%	34
Disagree	7.59%	11
Strongly disagree	1.38%	2
Total		145

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q2 Ideas and input are solicited and valued.

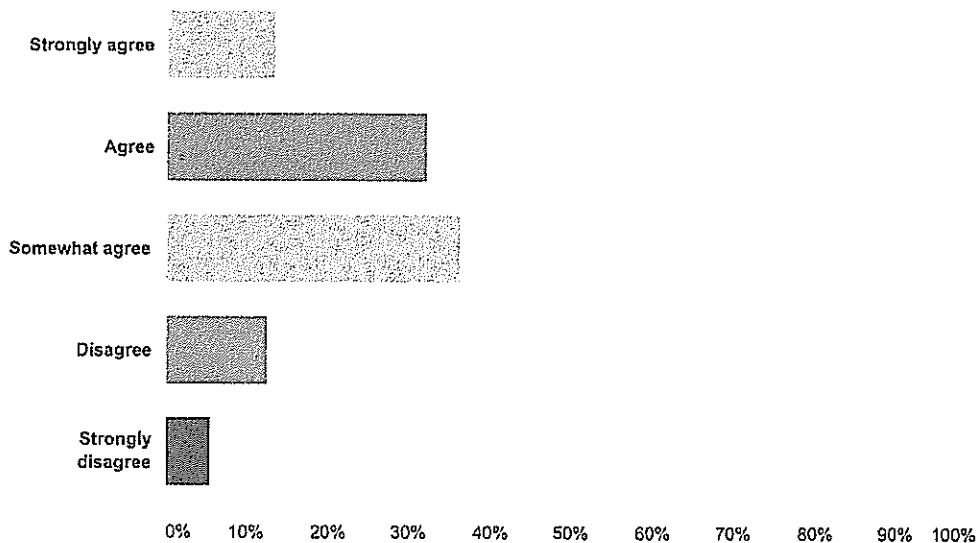
Answered: 145 Skipped: 0



Answer Choices	Responses	Count
Strongly agree	20.69%	30
Agree	33.79%	49
Somewhat agree	25.52%	37
Disagree	15.17%	22
Strongly disagree	4.83%	7
Total		145

Q3 Faculty members have a major role in the design of assessments of student progress.

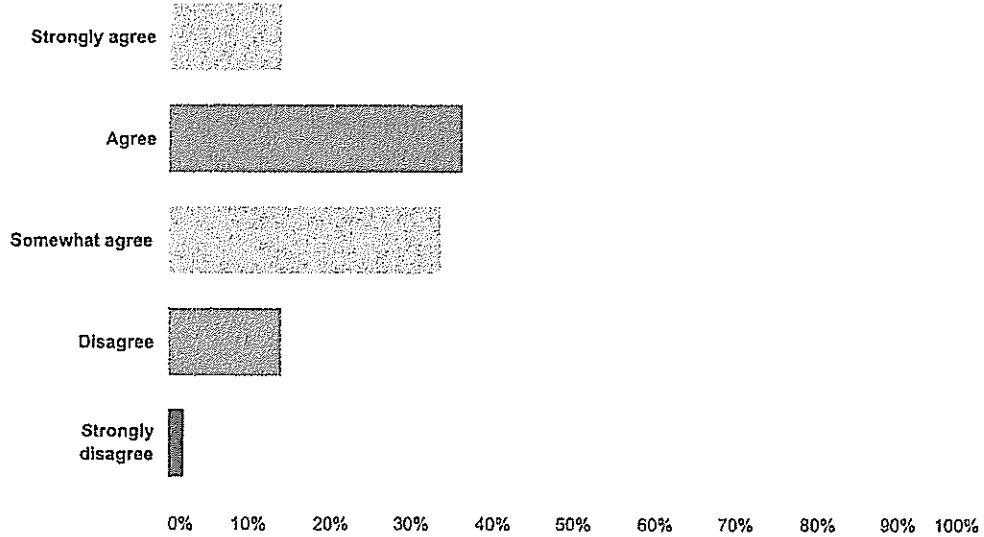
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	13.29%	19
Agree	32.17%	46
Somewhat agree	36.36%	52
Disagree	12.59%	18
Strongly disagree	5.59%	8
Total		143

Q4 Faculty members have a role in curriculum and program design.

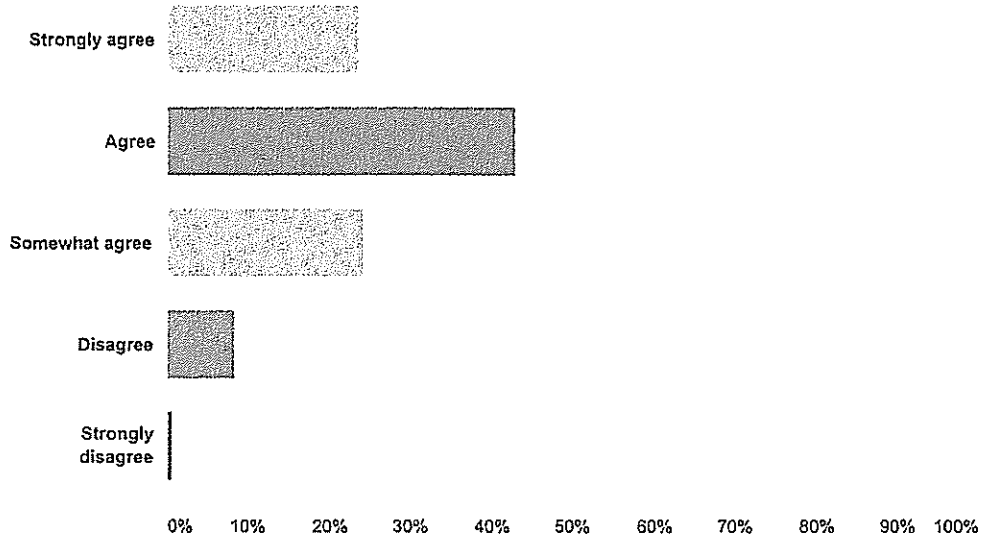
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	13.99%	20
Agree	36.36%	52
Somewhat agree	33.57%	48
Disagree	13.99%	20
Strongly disagree	2.10%	3
Total		143

Q5 There is a common standard of program and instructional excellence within and across the academic departments.

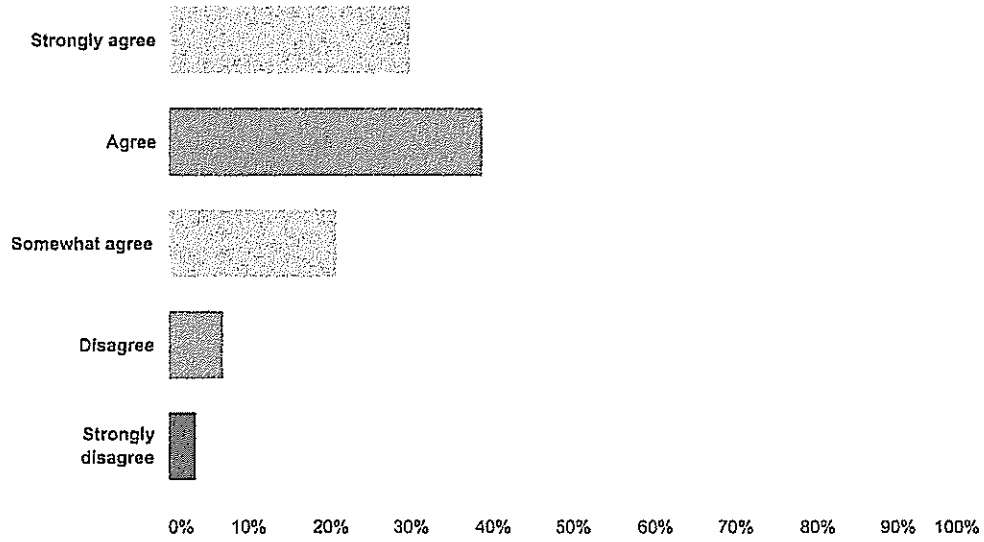
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	23.61%	34
Agree	43.06%	62
Somewhat agree	24.31%	35
Disagree	8.33%	12
Strongly disagree	0.69%	1
Total		144

Q6 WW-P is focused on the social and emotional well-being and academic achievement of students.

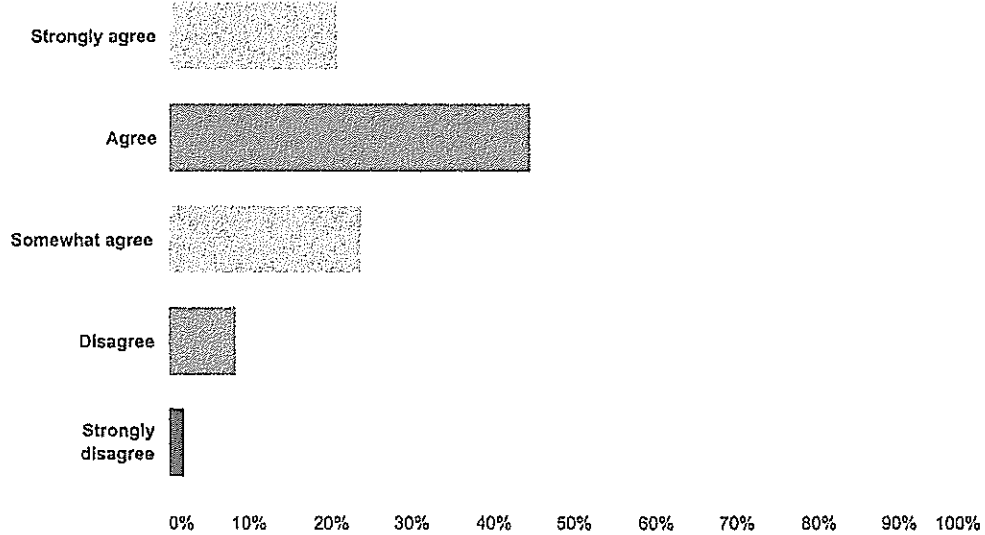
Answered: 144 Skipped: 1



Answer Choices	Responses	Count
Strongly agree	29.86%	43
Agree	38.89%	56
Somewhat agree	20.83%	30
Disagree	6.94%	10
Strongly disagree	3.47%	5
Total		144

Q7 The co-curricular opportunities for students are rich, deep, varied, and current.

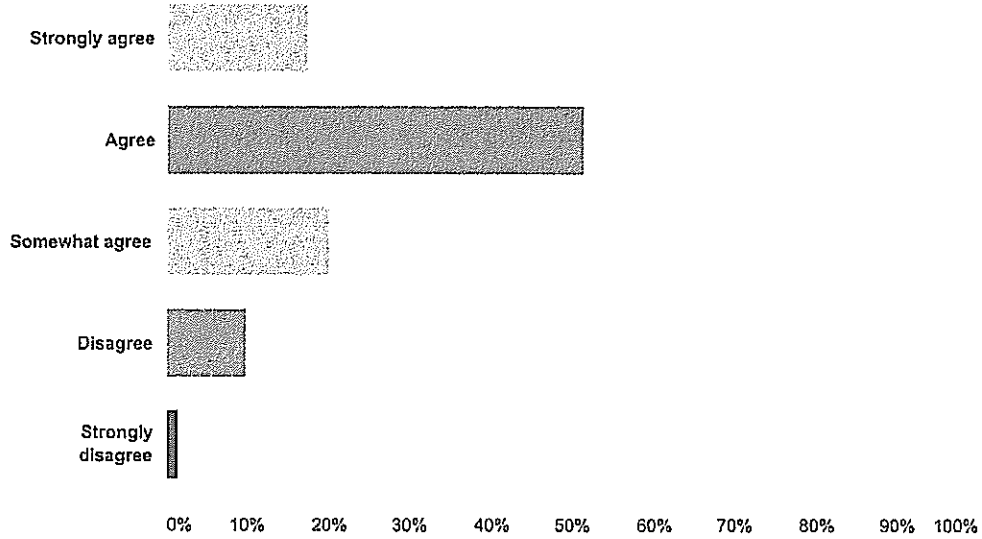
Answered: 143 Skipped: 2



Answer Choices	Responses	Count
Strongly agree	20.98%	30
Agree	44.76%	64
Somewhat agree	23.78%	34
Disagree	8.39%	12
Strongly disagree	2.10%	3
Total		143

Q8 My school reports student progress using multiple measures and keeps a balanced perspective on standardized testing.

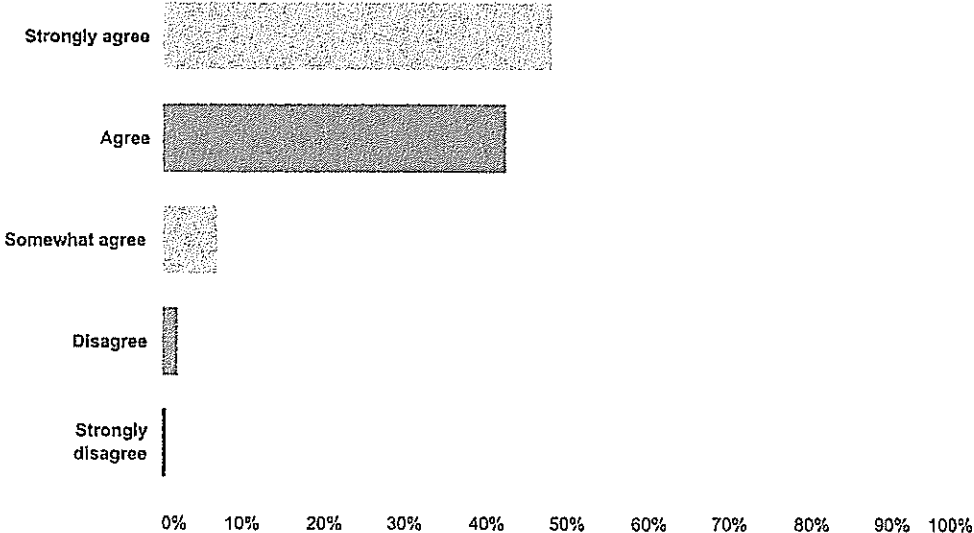
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	17.36%	25
Agree	51.39%	74
Somewhat agree	20.14%	29
Disagree	9.72%	14
Strongly disagree	1.39%	2
Total		144

Q9 Families of our students are treated with respect and warmly included in the activities of the school.

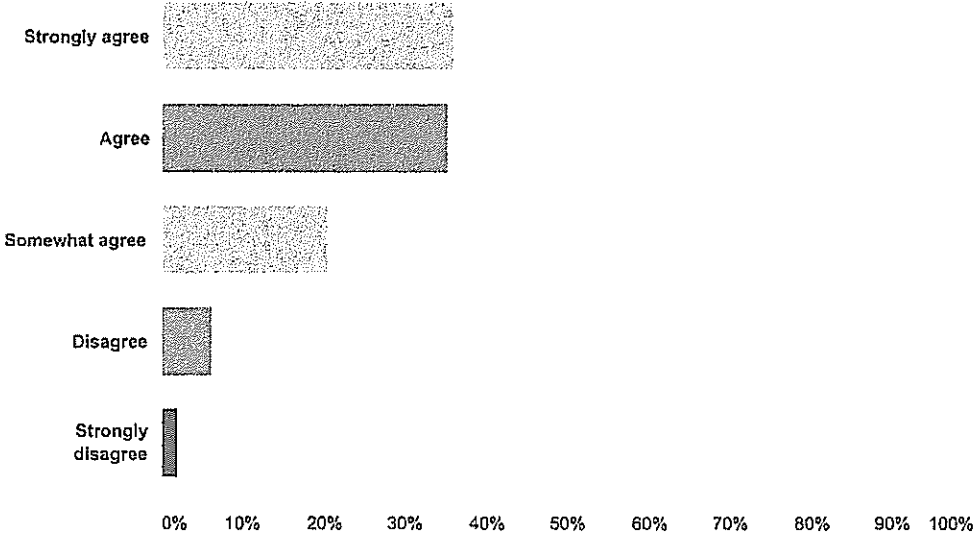
Answered: 144 Skipped: 1



Answer Choices	Responses	Count
Strongly agree	47.92%	69
Agree	42.36%	61
Somewhat agree	6.94%	10
Disagree	2.08%	3
Strongly disagree	0.69%	1
Total		144

Q10 Students with special needs are well served in a highly inclusive learning environment.

Answered: 142 Skipped: 3

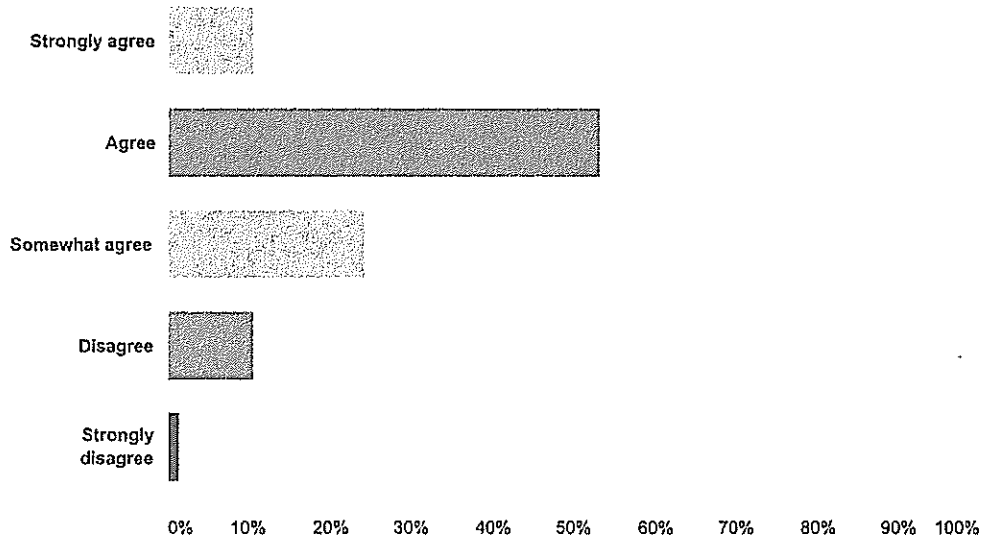


Answer Choices	Responses	
Strongly agree	35.92%	51
Agree	35.21%	50
Somewhat agree	20.42%	29
Disagree	6.34%	9
Strongly disagree	2.11%	3
Total		142

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q11 WW-P builds strong community partnerships with agencies, corporations and regional institutions.

Answered: 141 Skipped: 4

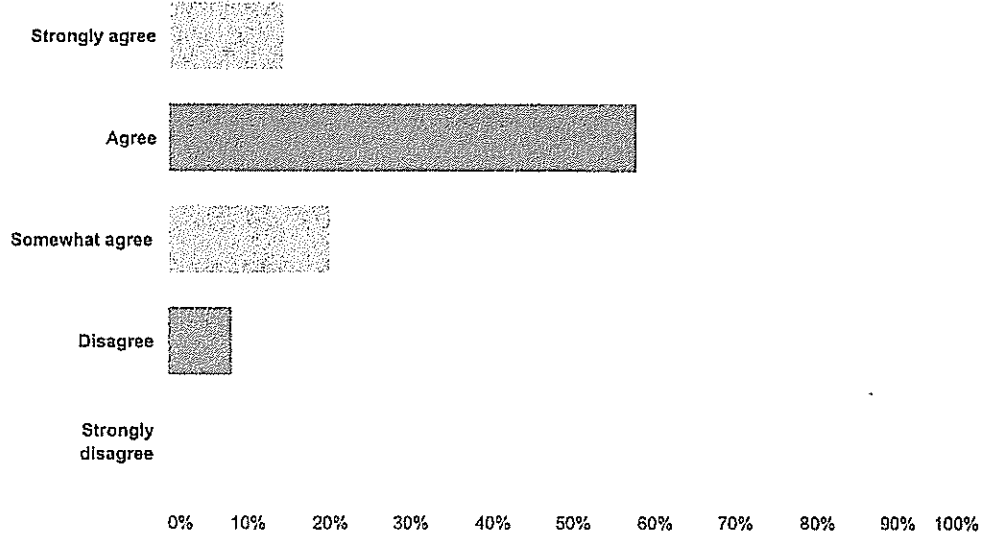


Answer Choices	Responses	
Strongly agree	10.64%	15
Agree	53.19%	75
Somewhat agree	24.11%	34
Disagree	10.64%	15
Strongly disagree	1.42%	2
Total		141

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q12 All students are encouraged to take the most challenging courses possible.

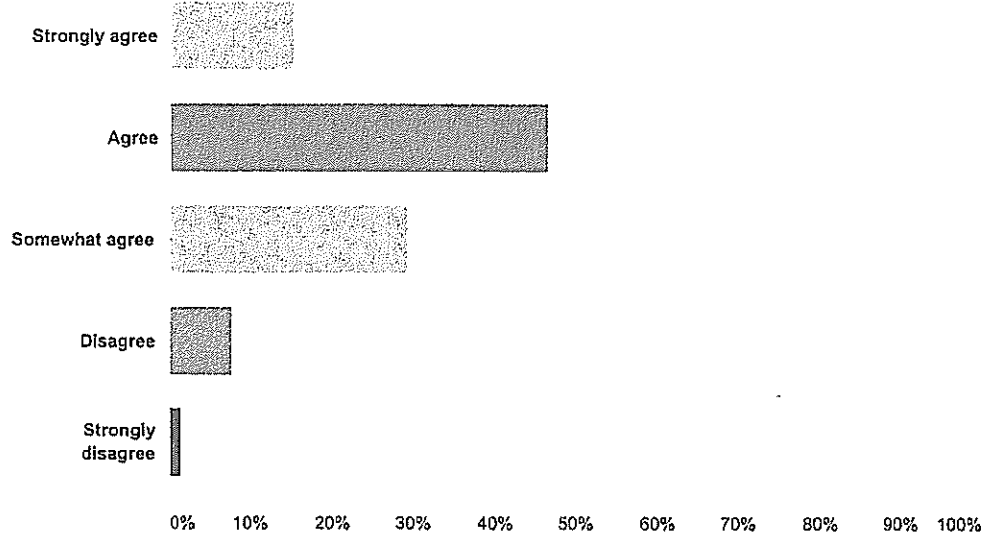
Answered: 140 Skipped: 5



Answer Choices	Responses	
Strongly agree	14.29%	20
Agree	57.86%	81
Somewhat agree	20.00%	28
Disagree	7.86%	11
Strongly disagree	0.00%	0
Total		140

Q13 The faculty has a common understanding of rigor.

Answered: 144 Skipped: 1

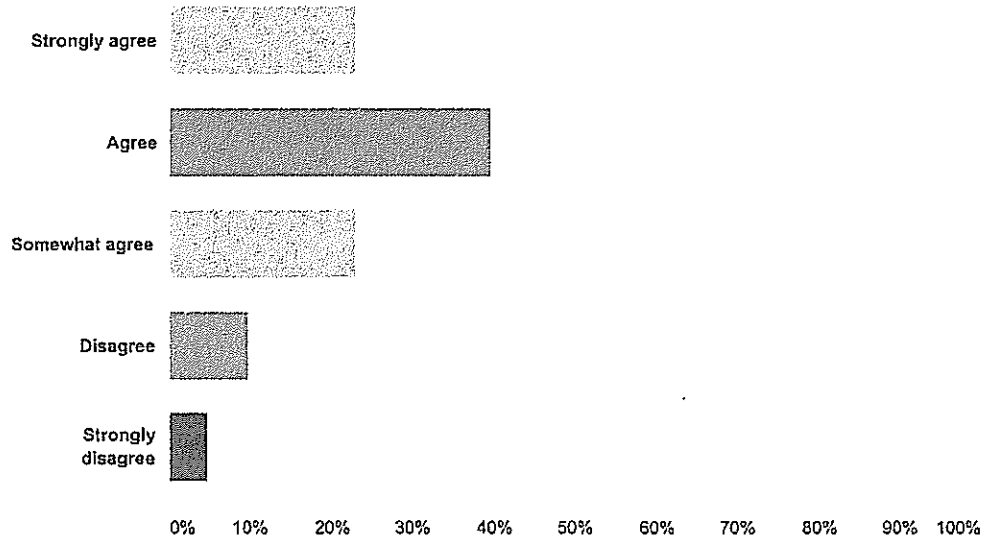


Answer Choices	Responses	
Strongly agree	15.28%	22
Agree	46.53%	67
Somewhat agree	29.17%	42
Disagree	7.64%	11
Strongly disagree	1.39%	2
Total		144

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q14 I have the classroom/professional resources necessary to do my job well.

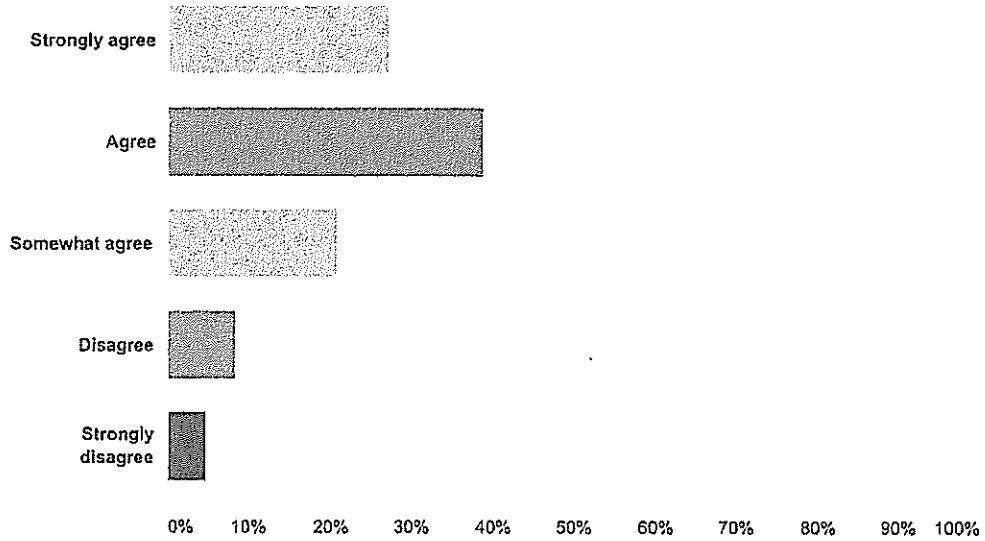
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	22.92%	33
Agree	39.58%	57
Somewhat agree	22.92%	33
Disagree	9.72%	14
Strongly disagree	4.86%	7
Total		144

Q15 I have confidence in the decision-making processes of my principal and supervisor.

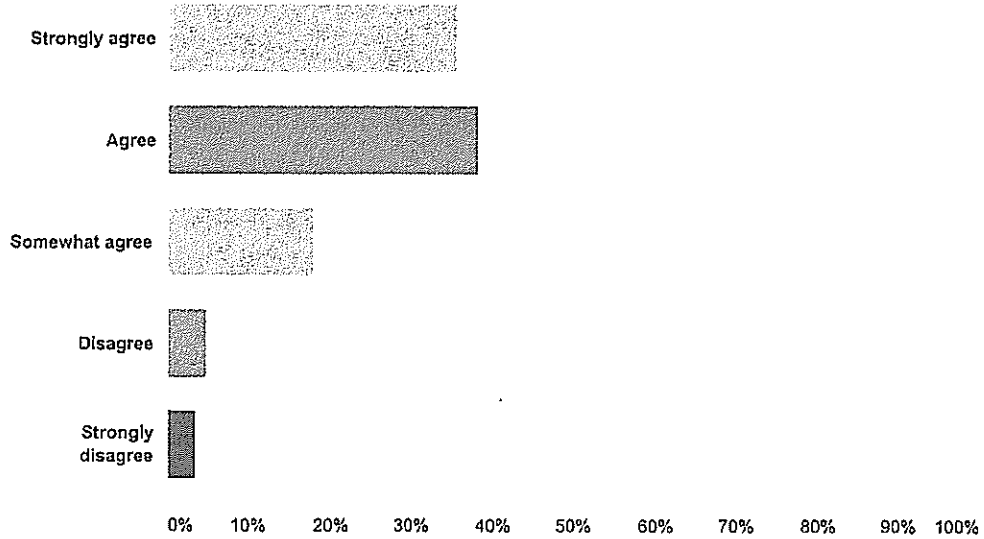
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	27.08%	39
Agree	38.89%	56
Somewhat agree	20.83%	30
Disagree	8.33%	12
Strongly disagree	4.86%	7
Total		144

**Q16 I have confidence in the decision -
making processes of my superintendent.**

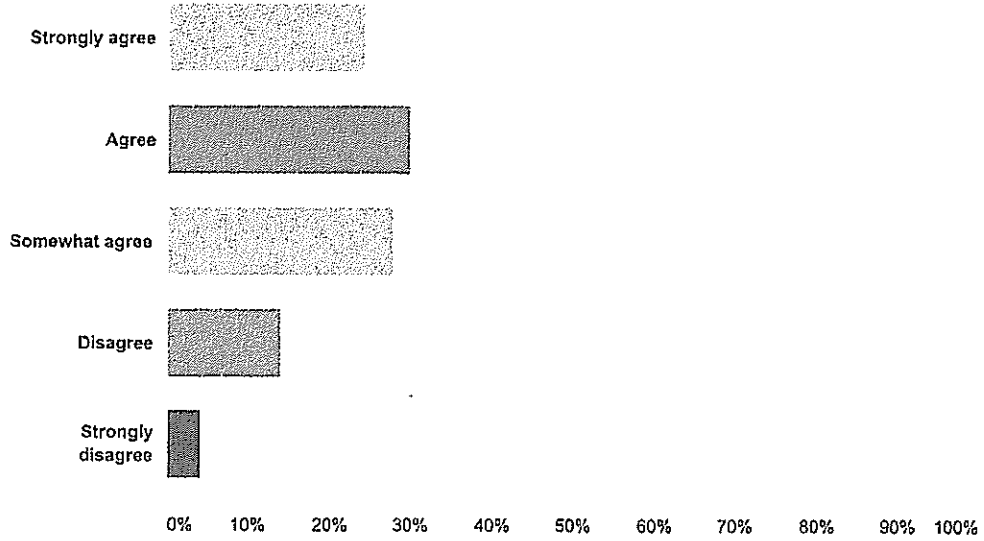
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	35.42%	51
Agree	38.19%	55
Somewhat agree	18.06%	26
Disagree	4.86%	7
Strongly disagree	3.47%	5
Total		144

Q17 Internal, school-wide communication is a strength.

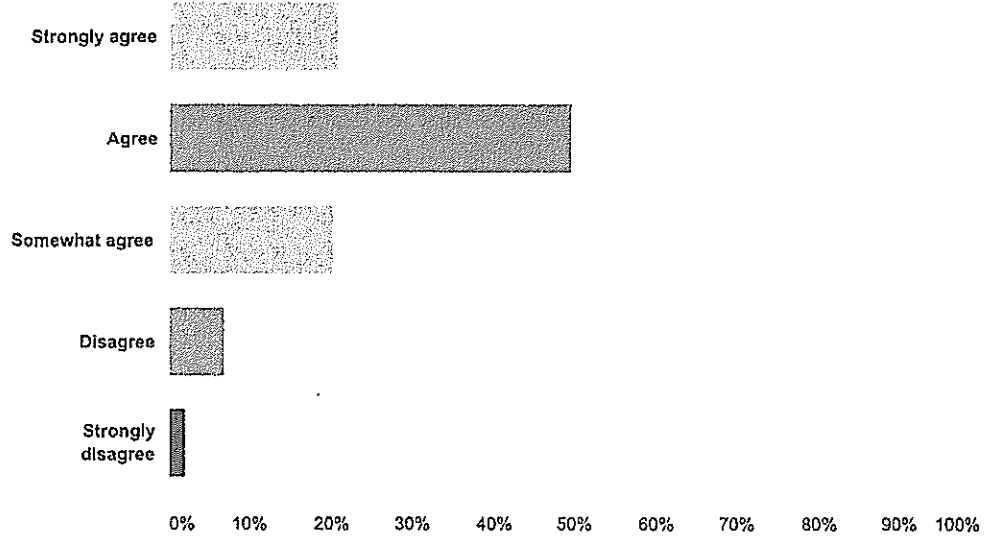
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	24.31%	35
Agree	29.86%	43
Somewhat agree	27.78%	40
Disagree	13.89%	20
Strongly disagree	4.17%	6
Total		144

Q18 Communication with parents is a strength of our school.

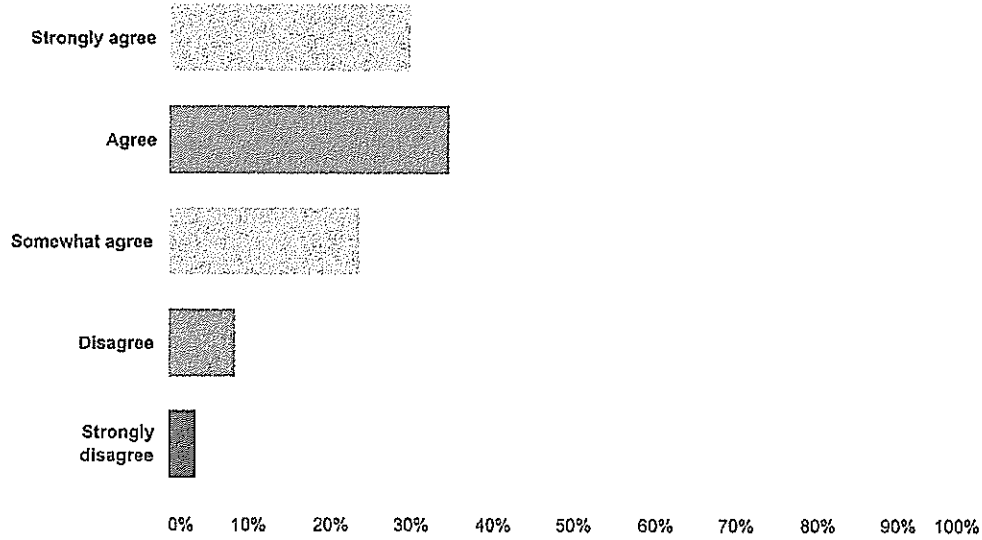
Answered: 143 Skipped: 2



Answer Choices	Responses	Count
Strongly agree	20.98%	30
Agree	49.65%	71
Somewhat agree	20.28%	29
Disagree	6.99%	10
Strongly disagree	2.10%	3
Total		143

Q19 My professional opinions and suggestions are welcomed and respected by my supervisor.

Answered: 144 Skipped: 1

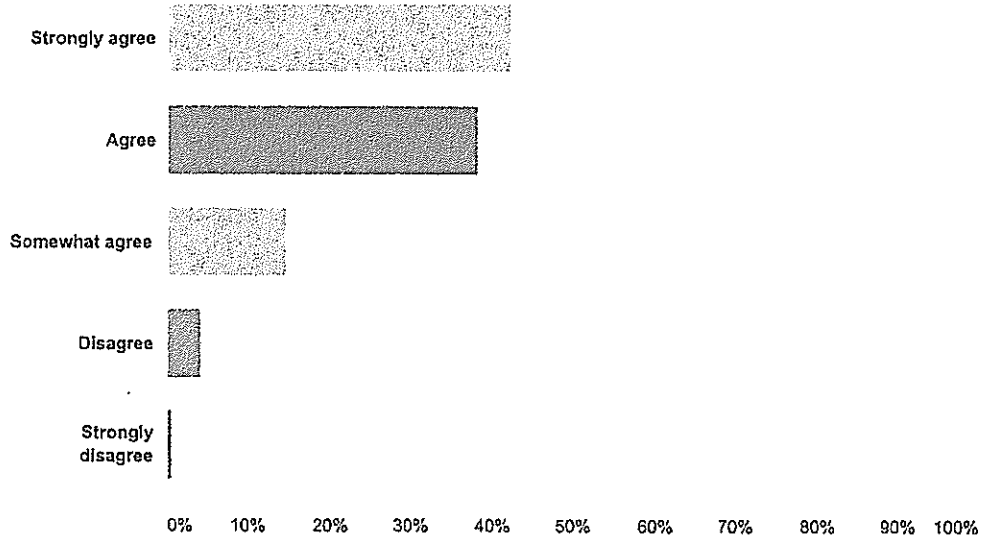


Answer Choices	Responses	Count
Strongly agree	29.86%	43
Agree	34.72%	50
Somewhat agree	23.61%	34
Disagree	8.33%	12
Strongly disagree	3.47%	5
Total		144

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q20 High-quality learning experiences are a pillar of our professional work.

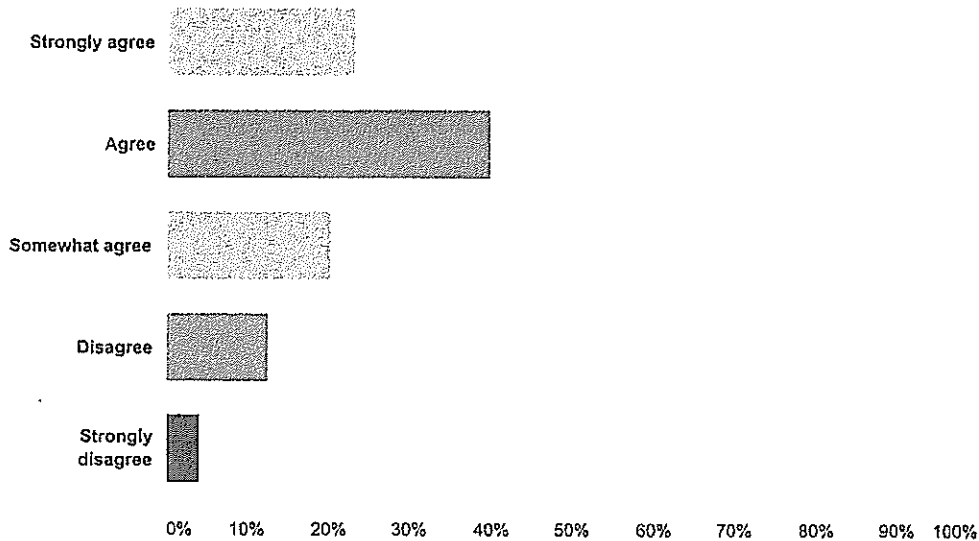
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	42.36%	61
Agree	38.19%	55
Somewhat agree	14.58%	21
Disagree	4.17%	6
Strongly disagree	0.69%	1
Total		144

Q21 Technology for my professional use is current and meets my professional needs.

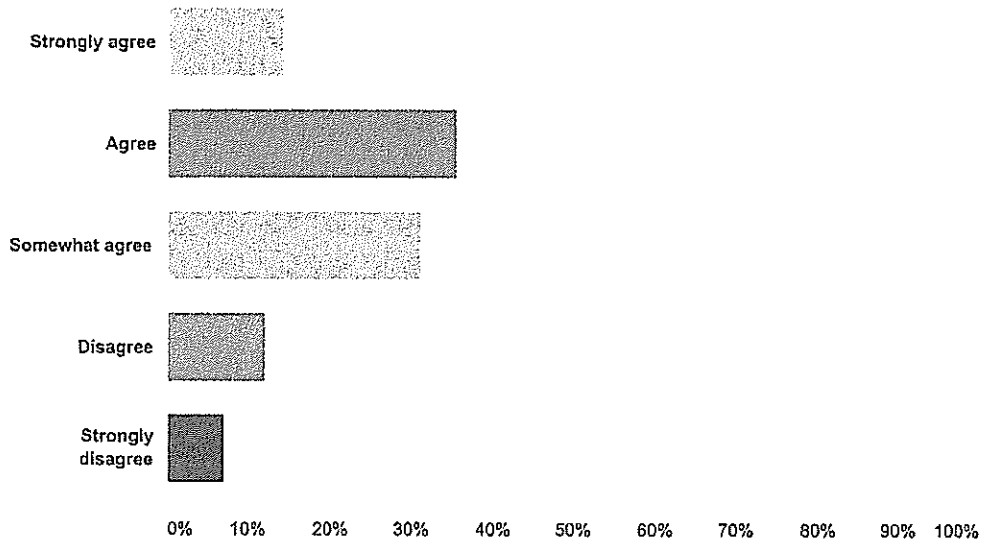
Answered: 143 Skipped: 2



Answer Choices	Responses	Count
Strongly agree	23.08%	33
Agree	39.86%	57
Somewhat agree	20.28%	29
Disagree	12.59%	18
Strongly disagree	4.20%	6
Total		143

Q22 Technology for educators is available and dependable.

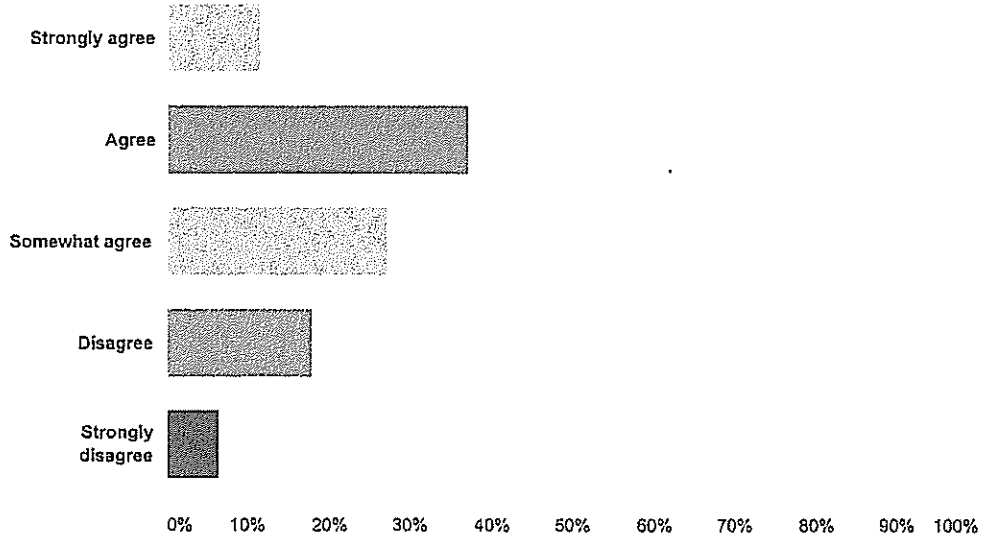
Answered: 141 Skipped: 4



Answer Choices	Responses	Count
Strongly agree	14.18%	20
Agree	35.46%	50
Somewhat agree	31.21%	44
Disagree	12.06%	17
Strongly disagree	7.09%	10
Total		141

Q23 Technology for students is dependable and available.

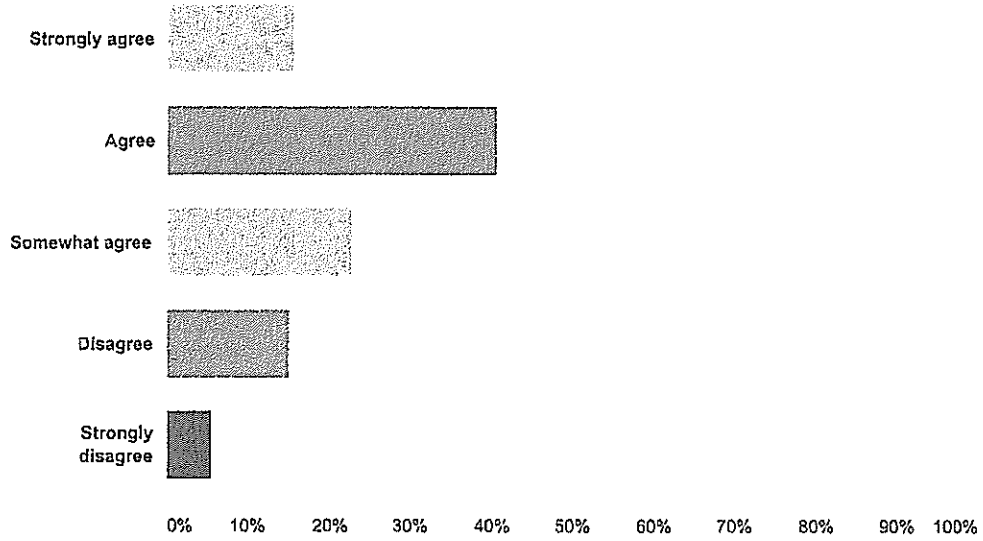
Answered: 140 Skipped: 5



Answer Choices	Responses	
Strongly agree	11.43%	16
Agree	37.14%	52
Somewhat agree	27.14%	38
Disagree	17.86%	25
Strongly disagree	6.43%	9
Total		140

Q24 The technology for my students is current and meets their instructional/academic needs.

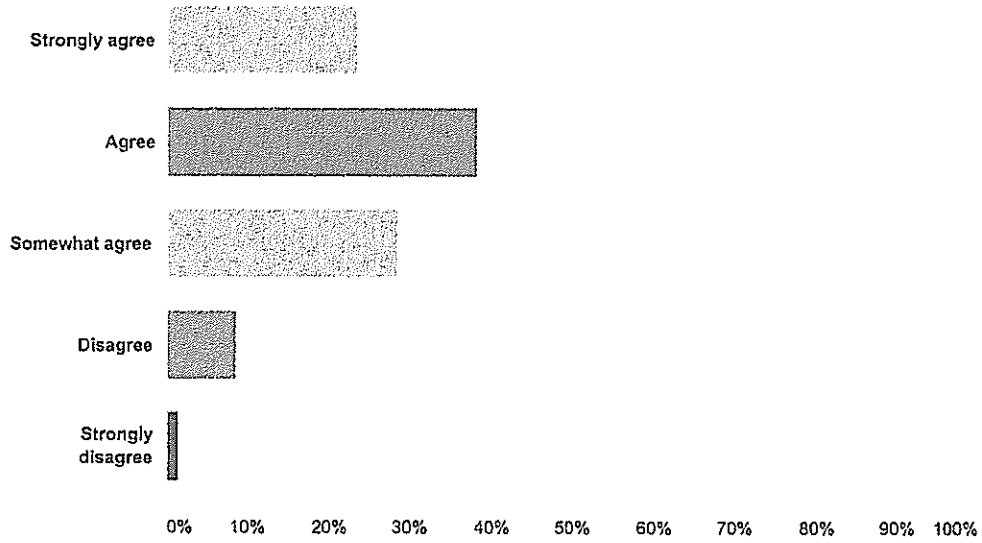
Answered: 140 Skipped: 5



Answer Choices	Responses	
Strongly agree	15.71%	22
Agree	40.71%	57
Somewhat agree	22.86%	32
Disagree	15.00%	21
Strongly disagree	5.71%	8
Total		140

Q25 We use data effectively to inform decisions about program effectiveness, student needs, and goal setting.

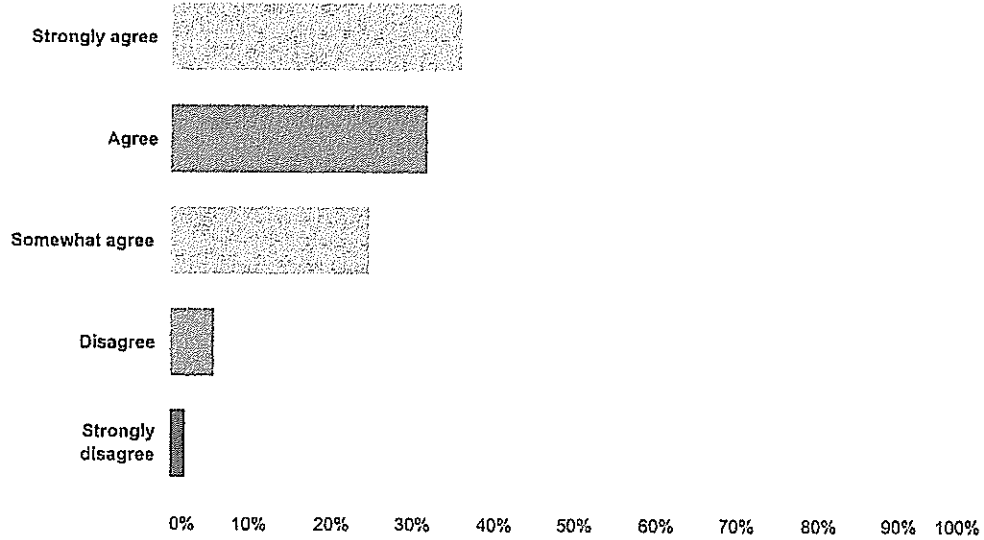
Answered: 141 Skipped: 4



Answer Choices	Responses	
Strongly agree	23.40%	33
Agree	38.30%	54
Somewhat agree	28.37%	40
Disagree	8.51%	12
Strongly disagree	1.42%	2
Total		141

Q26 Working at WW-P is professionally satisfying.

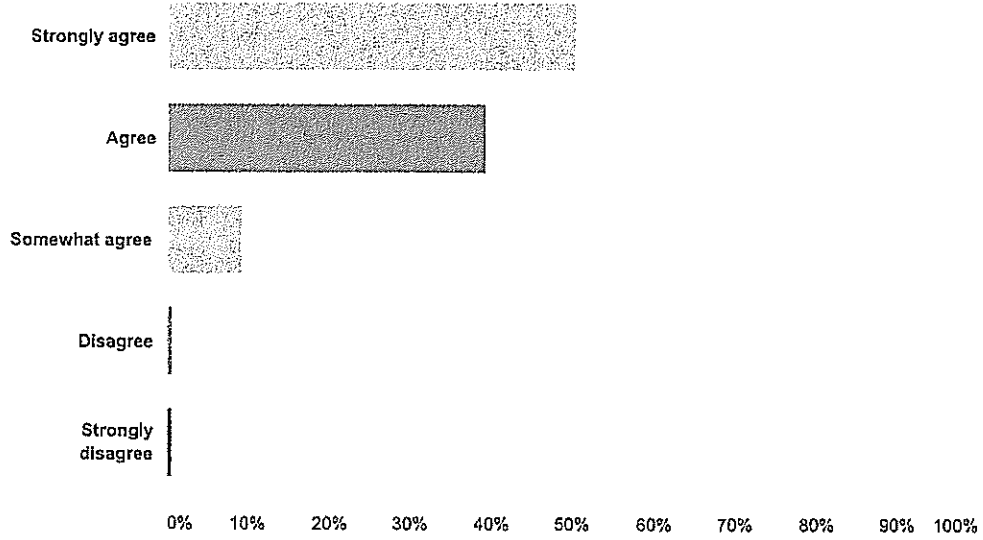
Answered: 142 Skipped: 3



Answer Choices	Responses	
Strongly agree	35.92%	51
Agree	31.69%	45
Somewhat agree	24.65%	35
Disagree	5.63%	8
Strongly disagree	2.11%	3
Total		142

Q27 At WW-P, we hold high expectations for all students' achievement and growth.

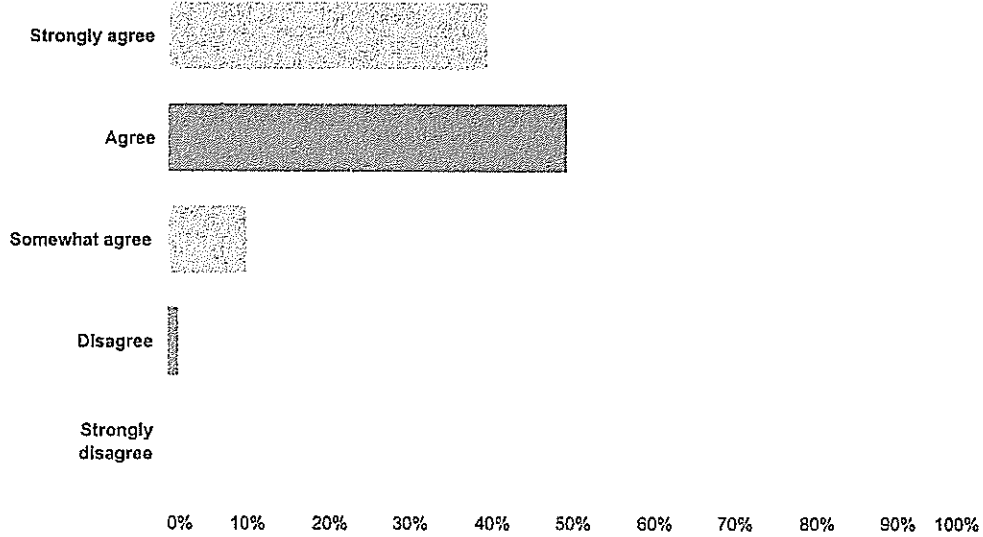
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	50.35%	72
Agree	39.16%	56
Somewhat agree	9.09%	13
Disagree	0.70%	1
Strongly disagree	0.70%	1
Total		143

Q28 My school's faculty and staff form strong networks of support for students.

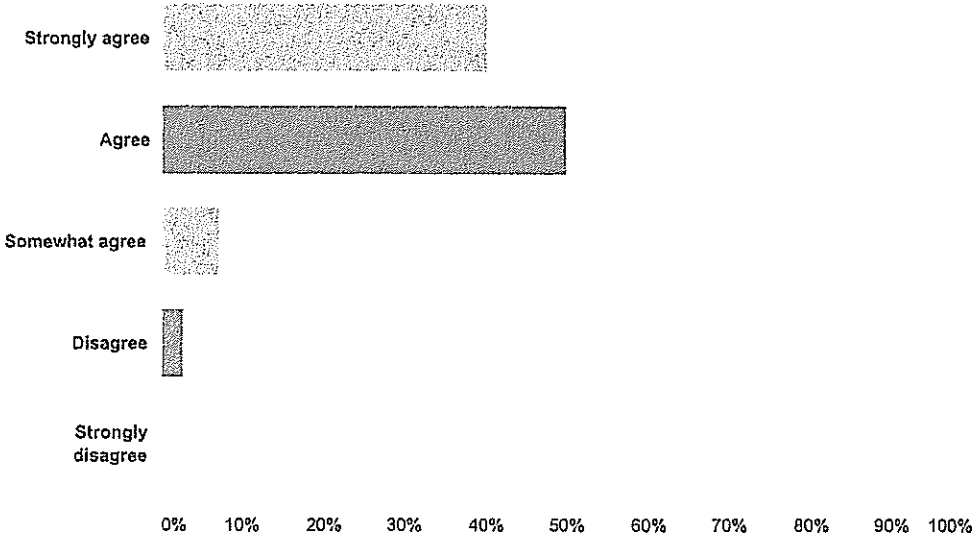
Answered: 142 Skipped: 3



Answer Choices	Responses	Count
Strongly agree	39.44%	56
Agree	49.30%	70
Somewhat agree	9.86%	14
Disagree	1.41%	2
Strongly disagree	0.00%	0
Total		142

Q29 The culture and climate of my school promote positive adult-student relationships.

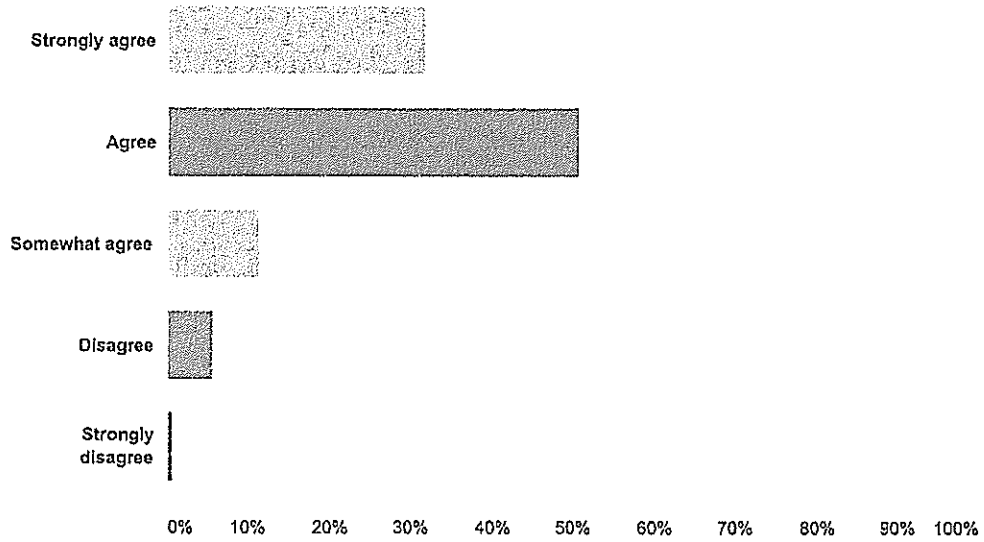
Answered: 142 Skipped: 3



Answer Choices	Responses	
Strongly agree	40.14%	57
Agree	50.00%	71
Somewhat agree	7.04%	10
Disagree	2.82%	4
Strongly disagree	0.00%	0
Total		142

Q30 I have been well trained in emergency preparation and emergency response protocols.

Answered: 142 Skipped: 3

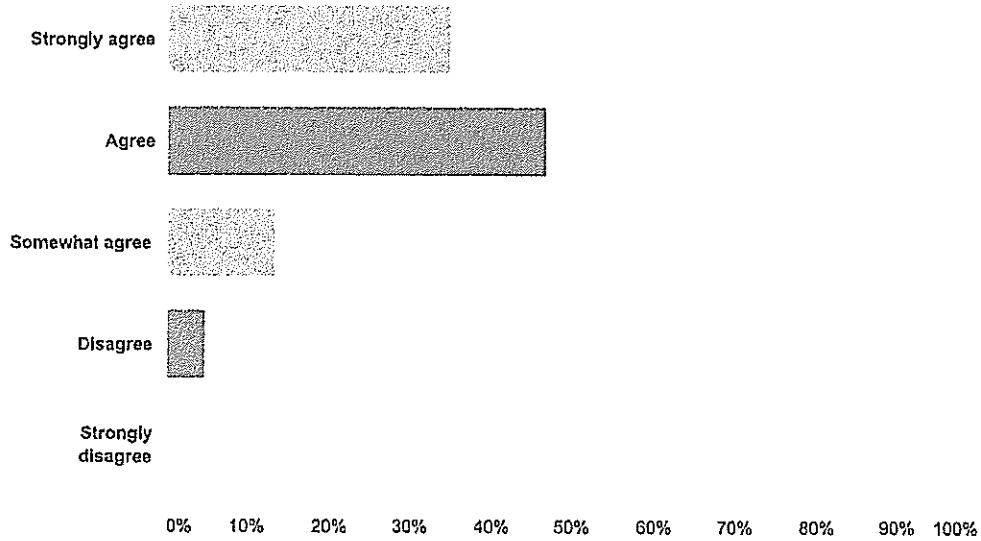


Answer Choices	Responses	
Strongly agree	31.69%	45
Agree	50.70%	72
Somewhat agree	11.27%	16
Disagree	5.63%	8
Strongly disagree	0.70%	1
Total		142

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q31 WW-P is highly inclusive and the adults model true appreciation and understanding of the diverse needs of students.

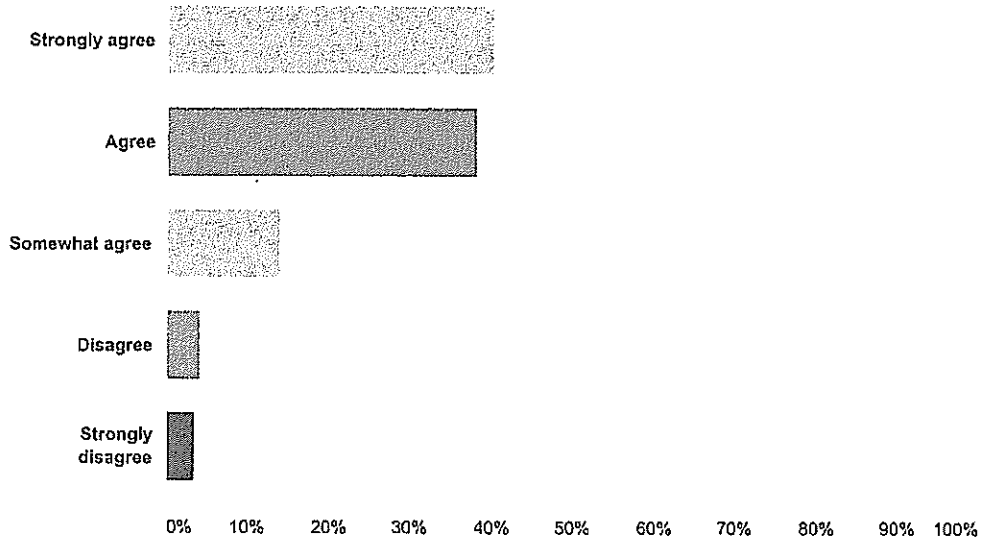
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	34.97%	50
Agree	46.85%	67
Somewhat agree	13.29%	19
Disagree	4.90%	7
Strongly disagree	0.00%	0
Total		143

Q32 My principal and supervisor fully support continued professional growth in specific and meaningful ways.

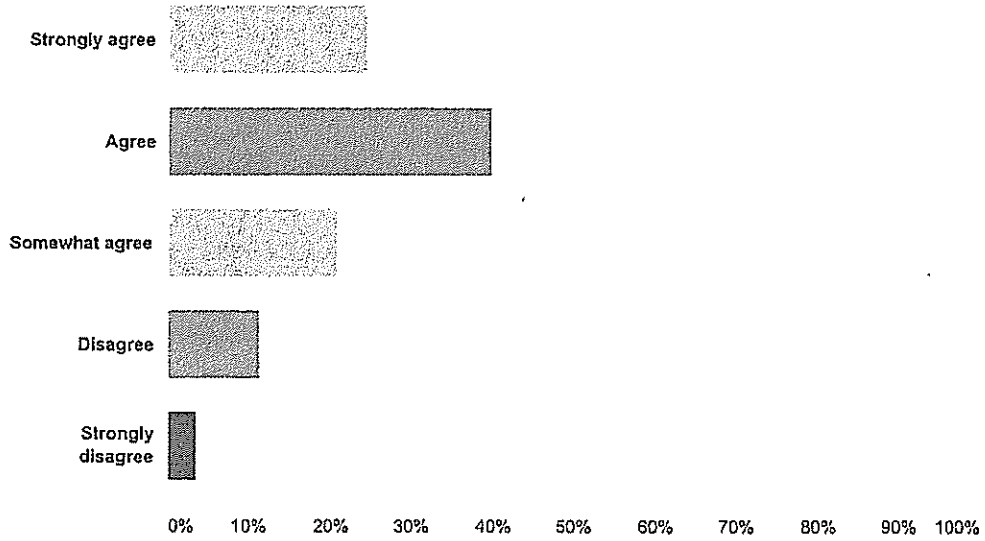
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	40.28%	58
Agree	38.19%	55
Somewhat agree	13.89%	20
Disagree	4.17%	6
Strongly disagree	3.47%	5
Total		144

Q33 My principal clearly and regularly expresses the district and school goals, shares her/his vision for school improvement, and monitors progress closely.

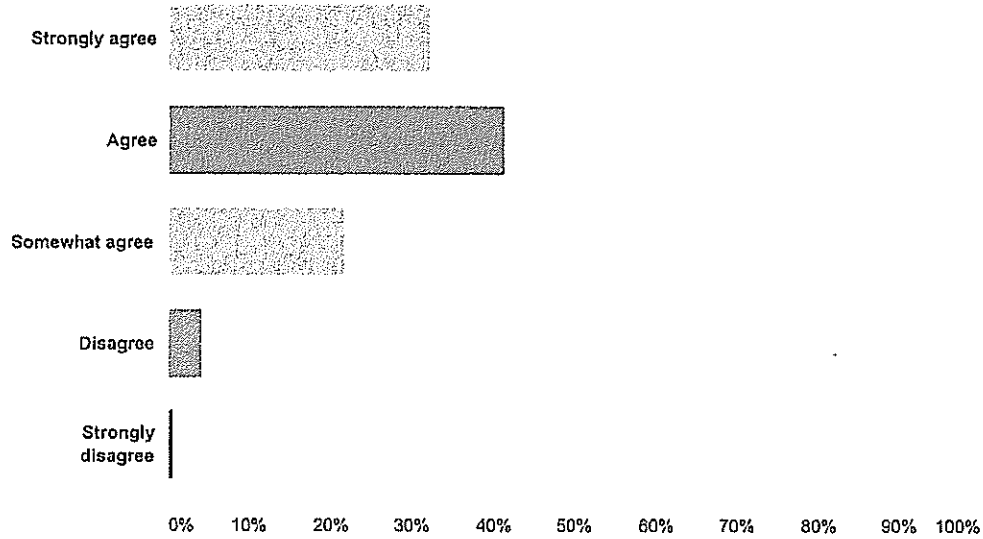
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	24.48%	35
Agree	39.86%	57
Somewhat agree	20.98%	30
Disagree	11.19%	16
Strongly disagree	3.50%	5
Total		143

Q34 I believe we are preparing WW-P students well for the challenges of a global society.

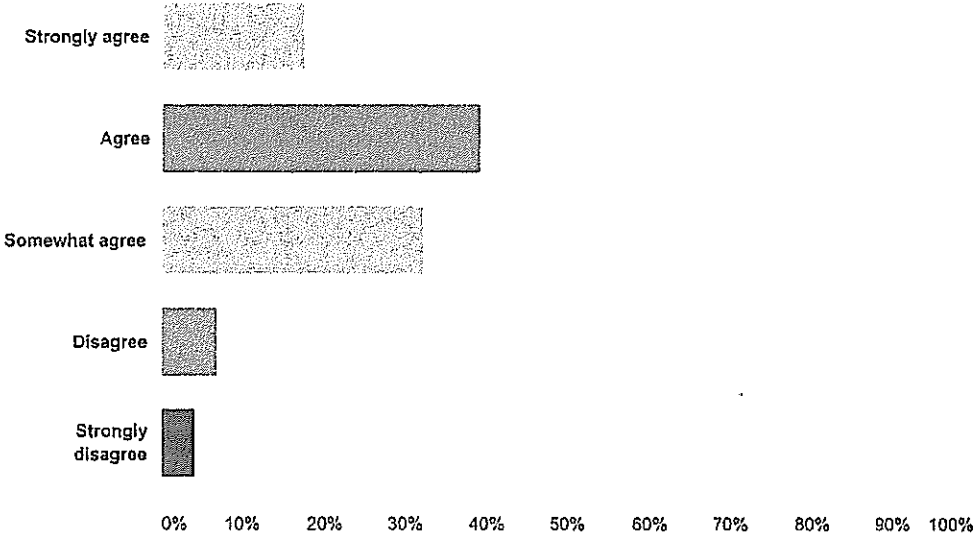
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	32.17%	46
Agree	41.26%	59
Somewhat agree	21.68%	31
Disagree	4.20%	6
Strongly disagree	0.70%	1
Total		143

Q35 We assess what we value most in student learning.

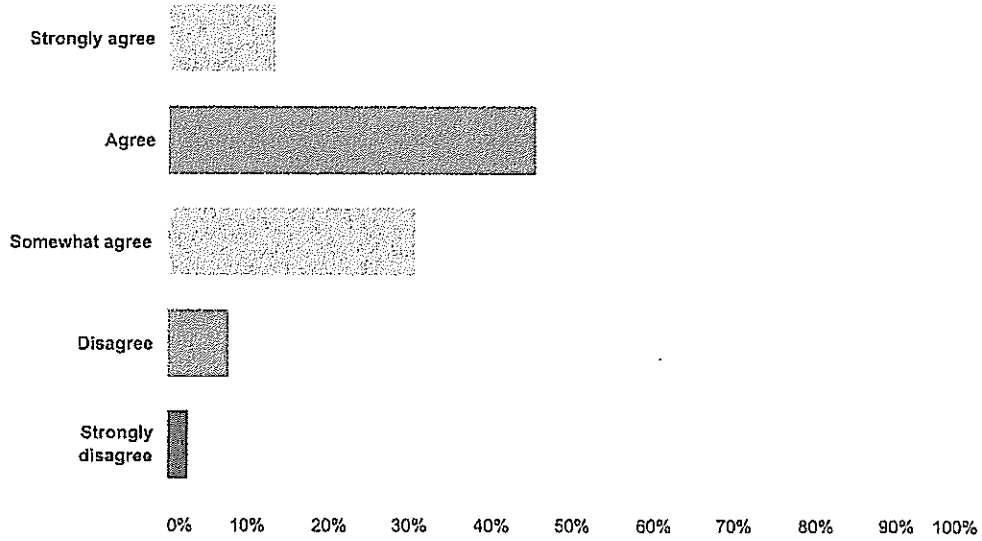
Answered: 143 Skipped: 2



Answer Choices	Responses	Count
Strongly agree	17.48%	25
Agree	39.16%	56
Somewhat agree	32.17%	46
Disagree	6.99%	10
Strongly disagree	4.20%	6
Total		143

Q36 We currently have and apply the assessments we need to best design instruction for all learners.

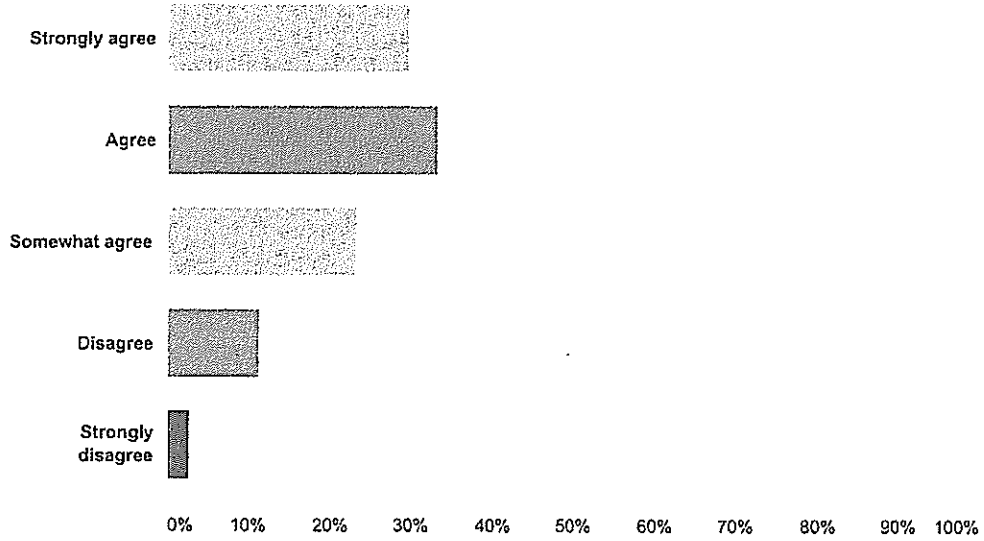
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	13.29%	19
Agree	45.45%	65
Somewhat agree	30.77%	44
Disagree	7.69%	11
Strongly disagree	2.80%	4
Total		143

Q37 I have confidence in the decision-making processes of my building administrators.

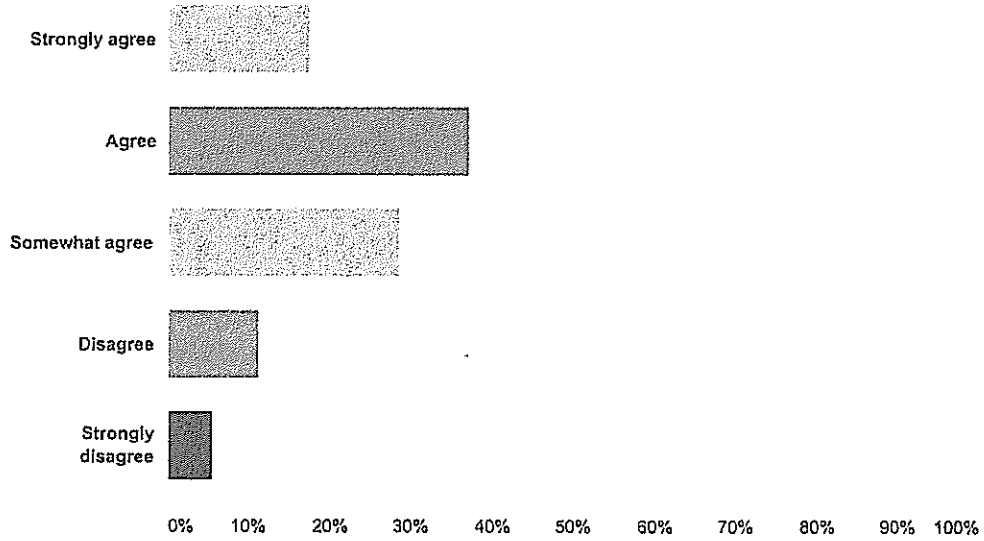
Answered: 142 Skipped: 3



Answer Choices	Responses	
Strongly agree	29.58%	42
Agree	33.10%	47
Somewhat agree	23.24%	33
Disagree	11.27%	16
Strongly disagree	2.82%	4
Total		142

Q38 I have confidence in the decision-making processes of district administrators.

Answered: 143 Skipped: 2

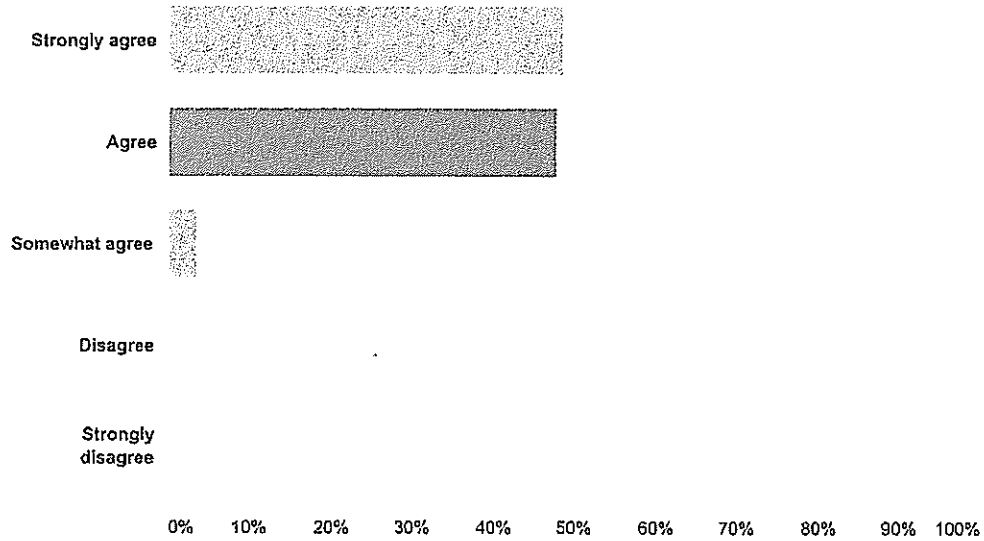


Answer Choices	Responses	Count
Strongly agree	17.48%	25
Agree	37.06%	53
Somewhat agree	28.67%	41
Disagree	11.19%	16
Strongly disagree	5.59%	8
Total		143

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q39 I regularly use multiple measures of student progress to inform instruction and to guide/counsel students.

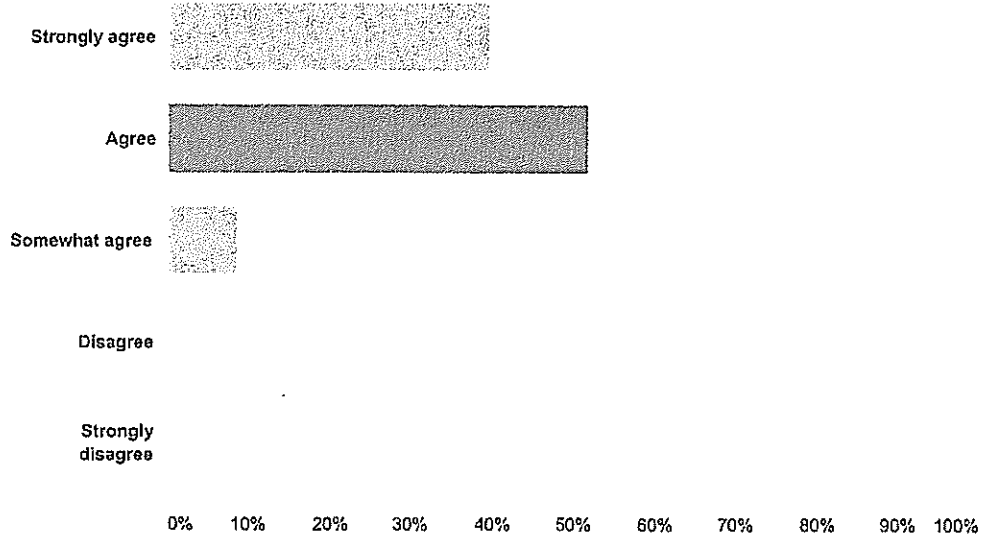
Answered: 138 Skipped: 7



Answer Choices	Responses	Count
Strongly agree	48.55%	67
Agree	47.83%	66
Somewhat agree	3.62%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total		138

Q40 WW-P graduates are well prepared for post-secondary studies or work.

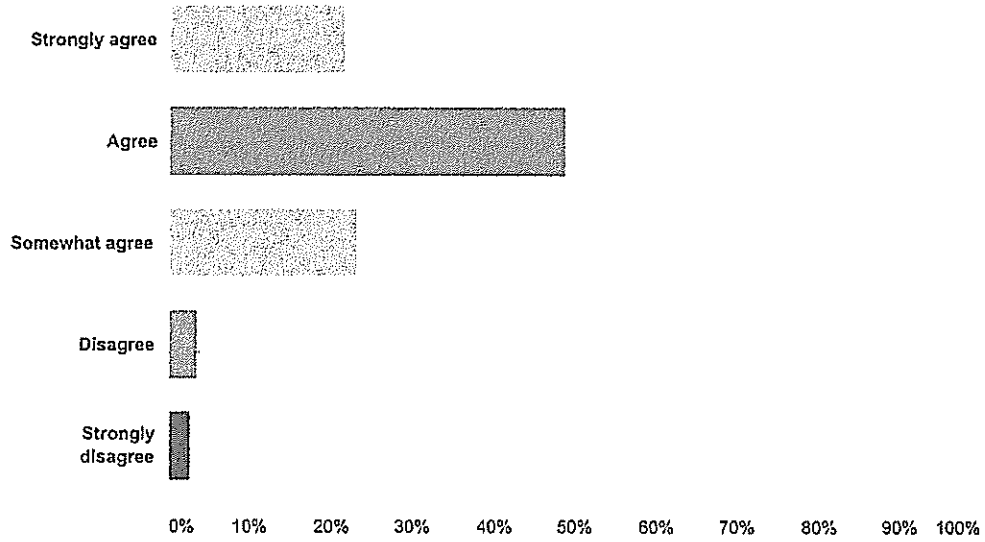
Answered: 141 Skipped: 4



Answer Choices	Responses	Count
Strongly agree	39.72%	56
Agree	51.77%	73
Somewhat agree	8.51%	12
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total		141

Q41 There is professional collaboration to insure a common standard of program delivery and instructional excellence.

Answered: 143 Skipped: 2

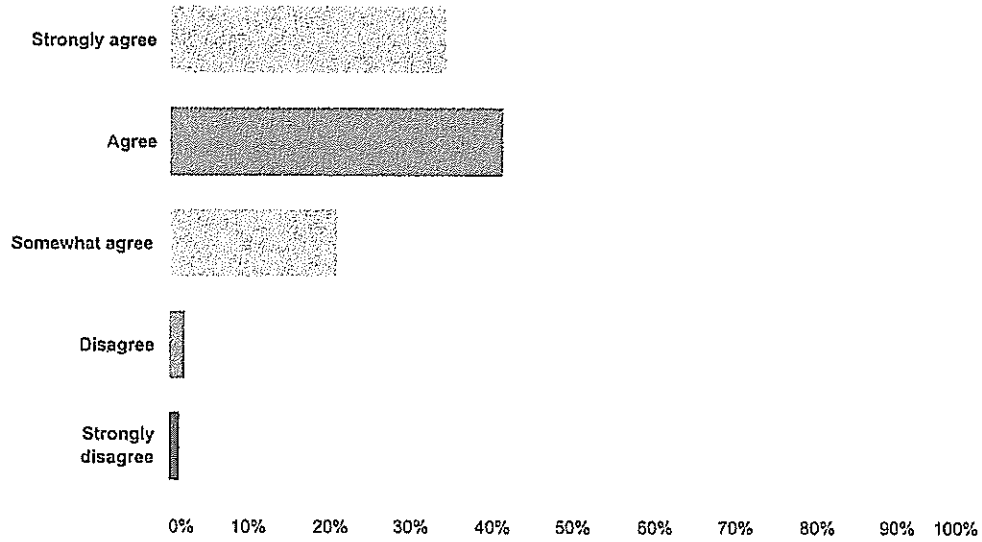


Answer Choices	Responses	
Strongly agree	21.68%	31
Agree	48.95%	70
Somewhat agree	23.08%	33
Disagree	3.50%	5
Strongly disagree	2.80%	4
Total		143

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q42 My school is focused on the social and emotional well-being of students and on their academic achievement.

Answered: 143 Skipped: 2

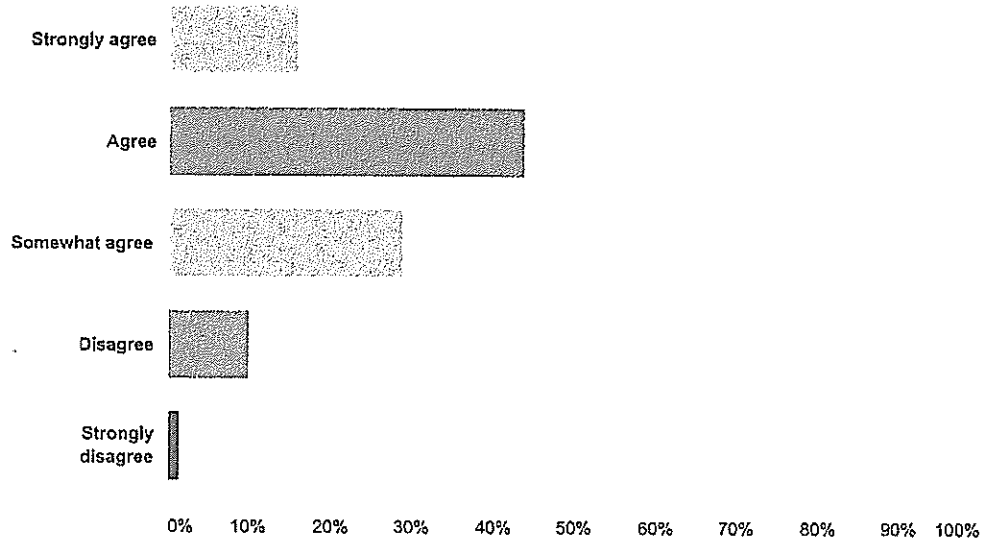


Answer Choices	Responses	
Strongly agree	34.27%	49
Agree	41.26%	59
Somewhat agree	20.98%	30
Disagree	2.10%	3
Strongly disagree	1.40%	2
Total		143

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q43 My school provides a wide array of co-curricular and/or extended learning opportunities for students.

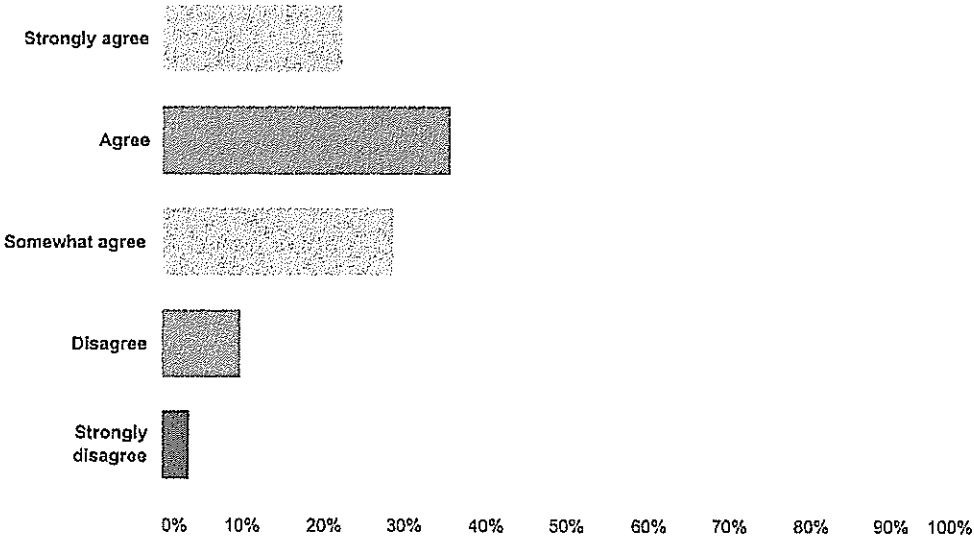
Answered: 139 Skipped: 6



Answer Choices	Responses	
Strongly agree	15.83%	22
Agree	43.88%	61
Somewhat agree	28.78%	40
Disagree	10.07%	14
Strongly disagree	1.44%	2
Total		139

Q44 The professional learning experiences provided by the district are applicable to my work and of high quality.

Answered: 143 Skipped: 2

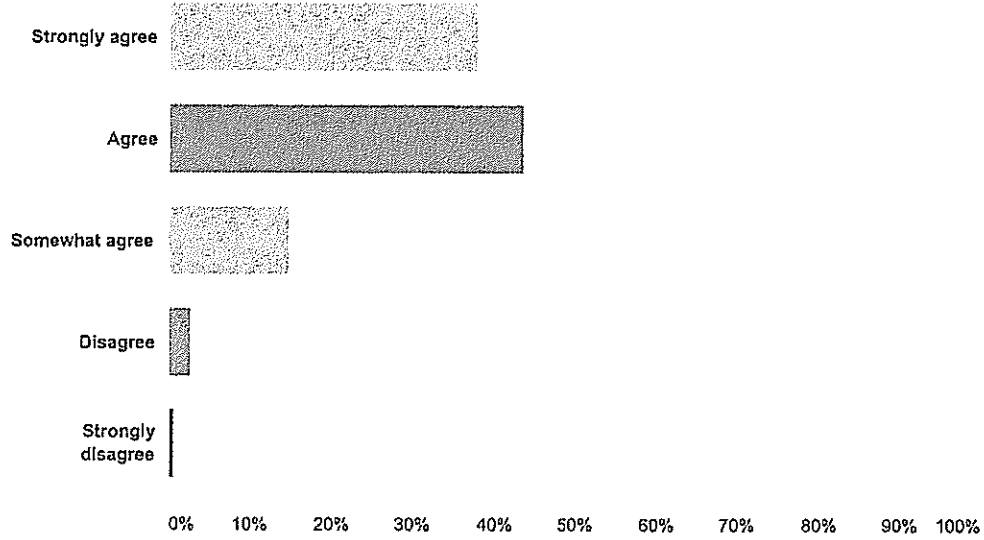


Answer Choices	Responses	
Strongly agree	22.38%	32
Agree	35.66%	51
Somewhat agree	28.67%	41
Disagree	9.79%	14
Strongly disagree	3.50%	5
Total		143

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

Q45 The curriculum I teach is current and aligned with current professional standards.

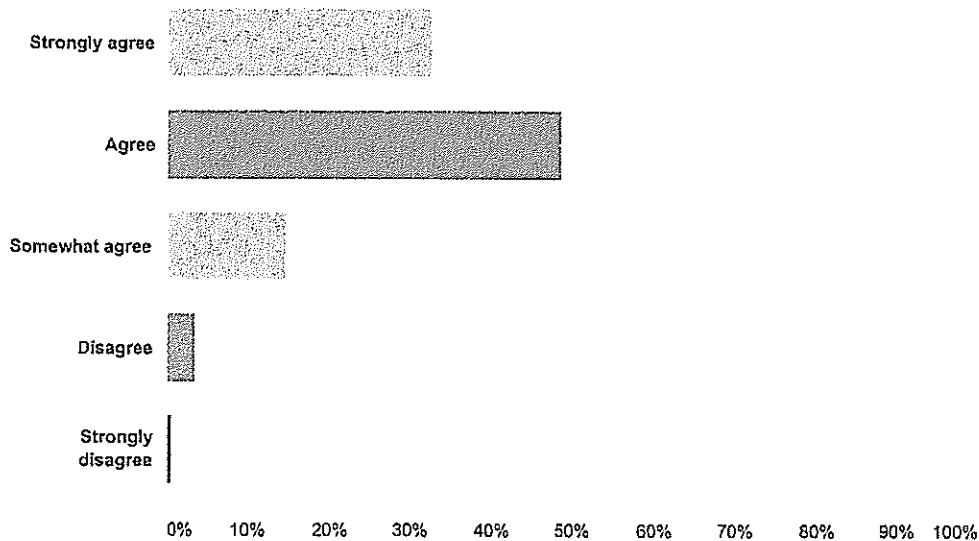
Answered: 142 Skipped: 3



Answer Choices	Responses	Count
Strongly agree	38.03%	54
Agree	43.66%	62
Somewhat agree	14.79%	21
Disagree	2.82%	4
Strongly disagree	0.70%	1
Total		142

Q46 . WW-P students experience a strong emphasis on critical and creative thinking skills.

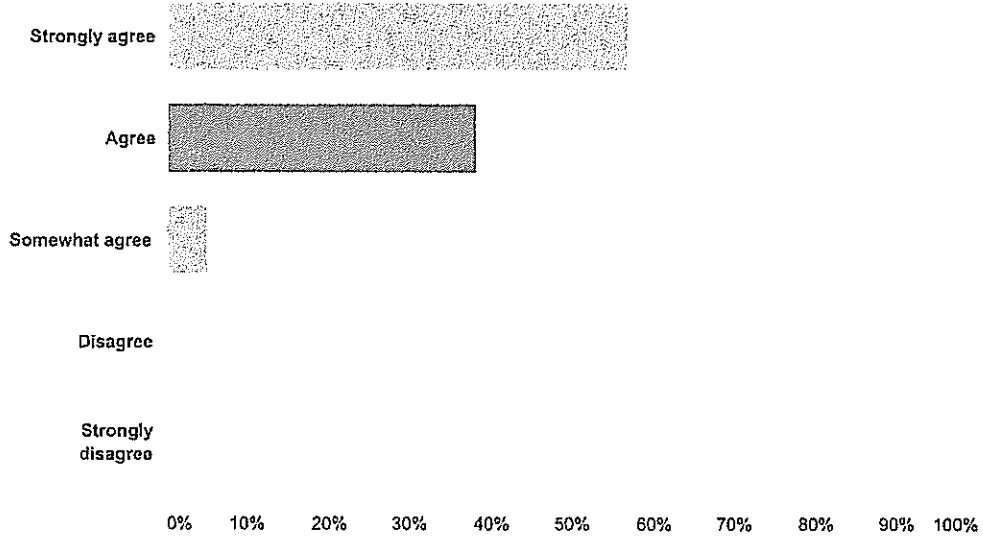
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	32.64%	47
Agree	48.61%	70
Somewhat agree	14.58%	21
Disagree	3.47%	5
Strongly disagree	0.69%	1
Total		144

Q47 Students in my classes learn to work collaboratively.

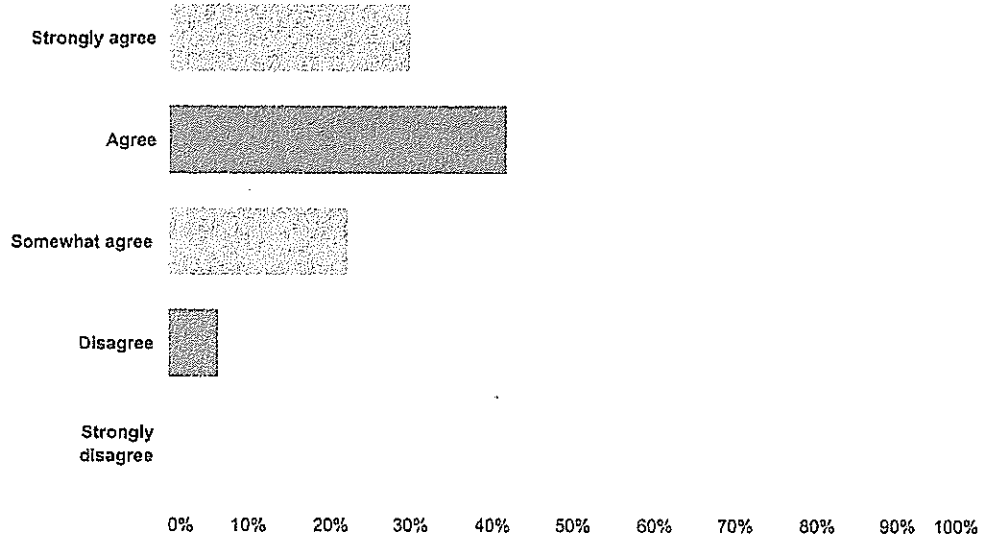
Answered: 139 Skipped: 6



Answer Choices	Responses	
Strongly agree	56.83%	79
Agree	38.13%	53
Somewhat agree	5.04%	7
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total		139

Q48 Expectations for WW-P students are high and appropriate for all learners.

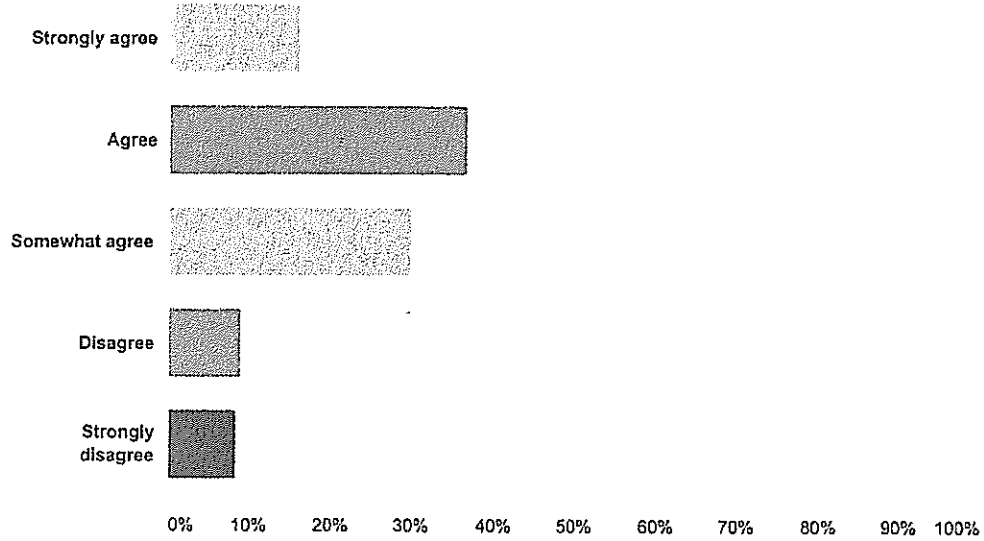
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	29.86%	43
Agree	41.67%	60
Somewhat agree	22.22%	32
Disagree	6.25%	9
Strongly disagree	0.00%	0
Total		144

Q49 I can raise questions, concerns, and recommendations and have them considered and responded to by school and district administrators.

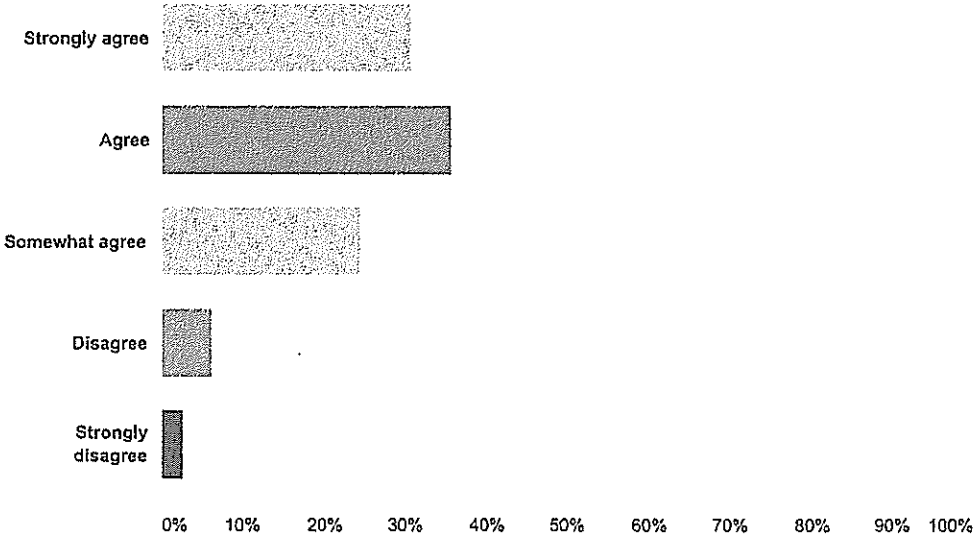
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	15.97%	23
Agree	36.81%	53
Somewhat agree	29.86%	43
Disagree	9.03%	13
Strongly disagree	8.33%	12
Total		144

Q50 Our school focuses on the whole child, with great attention to the social emotional wellness of pupils.

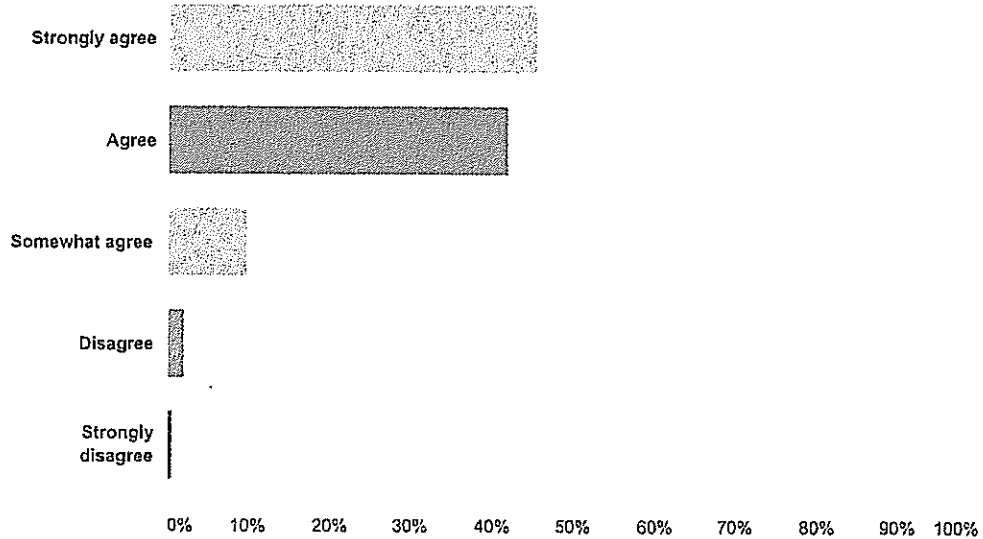
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	30.77%	44
Agree	35.66%	51
Somewhat agree	24.48%	35
Disagree	6.29%	9
Strongly disagree	2.80%	4
Total		143

Q51 . Diversity is highly valued and respected in my school.

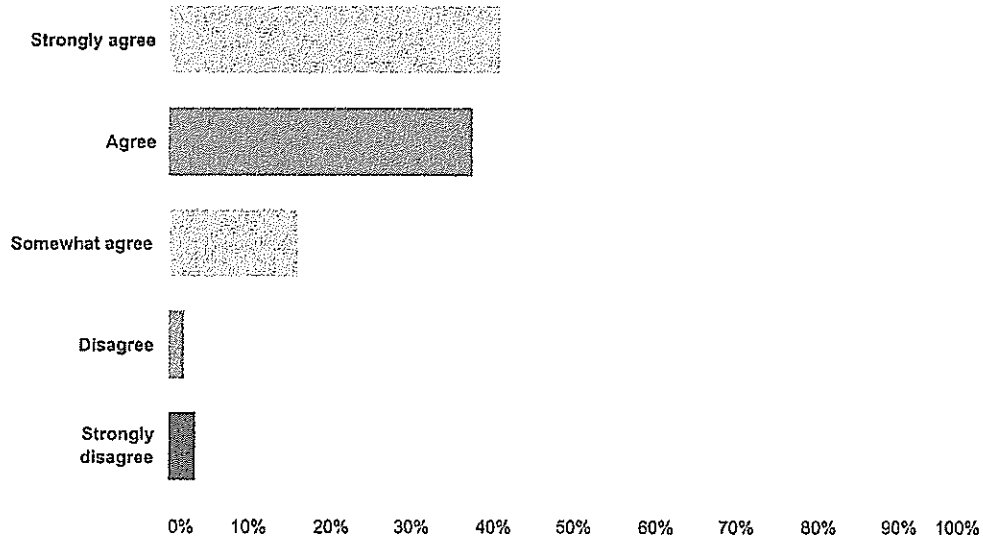
Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	45.45%	65
Agree	41.96%	60
Somewhat agree	9.79%	14
Disagree	2.10%	3
Strongly disagree	0.70%	1
Total		143

Q52 The culture and climate of my school make adults and students feel safe, secure, and respected.

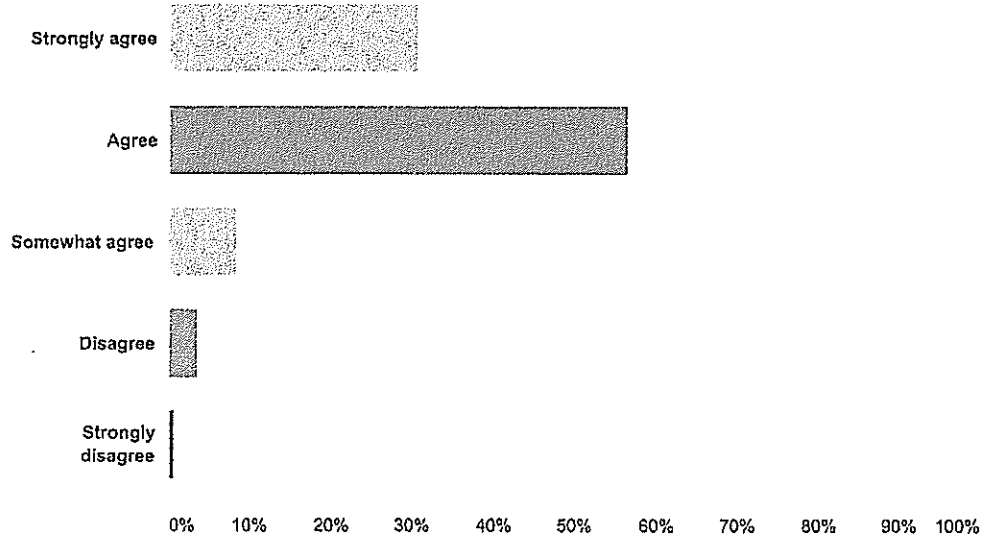
Answered: 144 Skipped: 1



Answer Choices	Responses	
Strongly agree	40.97%	59
Agree	37.50%	54
Somewhat agree	15.97%	23
Disagree	2.08%	3
Strongly disagree	3.47%	5
Total		144

Q53 Intellectual curiosity, persistence, and perseverance are emphasized in the teaching and learning process.

Answered: 143 Skipped: 2



Answer Choices	Responses	
Strongly agree	30.77%	44
Agree	56.64%	81
Somewhat agree	8.39%	12
Disagree	3.50%	5
Strongly disagree	0.70%	1
Total		143

**Q54 The three best things about my school
are: (Please do not include any names.)**

Answered: 120 Skipped: 25

Q55 Three things that need to be improved are: (Please do not include any names.)

Answered: 114 Skipped: 31

Q56 If I were setting the district's strategic goals for the next three to five years, I would focus on these three areas:

Answered: 102 Skipped: 43

Q56 If I were setting the district's strategic goals for the next three to five years, I would focus on these three areas:

Answered: 102 Skipped: 43

#	Responses	Date
1	educating the parents about whole child/every child, limit standardized testing, allowing the teaching staff to have time to work with new information/PD ideas before pushing changes again	11/5/2016 7:37 AM
2	Mr. [redacted] wrote an excellent article about educating the whole child. In the article, he talked about reducing student stress and some steps that WWPSD was going to take. I thought the article was very important and thoughtful written. I was proud that it was written by our superintendent. As an elementary school teacher, I was disappointed that the lower grades were not included. I think stress may look different in jr. high/high school students as opposed to elementary students, but it is still there. We need to be very intentional in how we move forward so that we can better serve the emotional/social needs of the students while still maintaining academic rigor. What changes can be made to the student day (and curriculum) to allow more time to tinker and problem solve?	11/4/2016 8:41 PM
3	Technology, math, assessments	11/3/2016 11:32 AM
4	--Space for appropriate special education programs at all levels --More training about how to teach reading to early elementary staff (and possible appropriation of Foundations for all general ed kindergarten programs). --Allowing new interventions (whether they be schedule changes or academic program changes) an adequate amount of time to be utilized and to gain feedback about before another new change is made to the same area	11/1/2016 2:07 PM
5	Assessments Differentiation for all students After-school activities	11/1/2016 1:47 PM
6	Teacher empowerment Making schools less supervisor heavy and adding more teachers Social studies curriculum in the elementary schools	11/1/2016 8:14 AM
7	1. Building equality - physical properties 2. Updated technology for student use at elementary level 3. Current classroom materials for academics.	10/31/2016 4:40 PM
8	1. Morale and stress among district employees (because of excessive workload and expectations) especially elementary teachers. 2. The quantity and quality of substitute teachers. 3. Consistency and equity among teacher responsibilities and programs (media center as a special for elementary students as an example) among like schools in the district.	10/31/2016 4:27 PM
9	Social/emotional support for students PD/Support re: curriculum for new staff - big concepts in literacy and math	10/31/2016 3:42 PM
10	More computer, technology resources for grades 1-3; basic skill writing, more awareness of demands placed on elementary teachers	10/31/2016 1:25 PM
11	Stronger and systematic emphasis on literacy foundations such as phonics in the very early grades-- kindergarten and grade 1.	10/31/2016 11:58 AM
12	-Appropriate professional development opportunities for ALL staff -Inclusion of the younger students (Pre-K) -More guidance from special services staff	10/31/2016 11:47 AM
13	Emotional needs of teachers - do the things we do WELL instead of doing new things - the pace has to slow down	10/31/2016 10:45 AM
14	1. communication 2. parent understanding/education of what we do and what our responsibilities are 3. more staff participation (variety of staff - not the same people all of the time, not supervisors who do not know what is going on in the classrooms, or grad students who have one year of teaching experience) in making decisions for the whole group	10/31/2016 10:19 AM
15	Defining multiple means of assessment. Not more testing. If you are truly committed to the well being of staff and students this needs to be addressed. Full day kindergarten.	10/31/2016 9:38 AM
16	1. Diversity 2. SEL 3. Health and well-being of students (all teachers should be trained in handle with care, CPR ect.)	10/31/2016 9:08 AM
17	More focus on social emotional development of the child. In a short day, I tend to focus on reading, writing and math, and social/emotional growth takes a backseat. Full day K as mentioned above. This is a necessity for a district that wants to promote academics. To prep kids for first grade and beyond, full day K is essential. Equip all classrooms with technology and then provide the teachers with training to educate them.	10/31/2016 8:39 AM
18	1.) whole teacher, every teacher 2.) less initiatives	10/29/2016 9:30 AM

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19	More planning and preparation time for teachers that allows for some creativity. The general atmosphere is to teach in a Standard Form without teacher input/creativity	10/26/2016 4:30 PM
20	1 Eliminating PARCC testing 2 The continued utilization of technology 3 Professional development opportunities	10/25/2016 9:56 AM
21	Teaching effective communication and leadership skills across the curriculum Teaching students to be leaders in the workplace More workshops on cultural sensitivity related to race, religion, and cultural background given the diversity in our district. More Time for staff to do paperwork.	10/24/2016 11:35 AM
22	Continue with social-emotional growth of students	10/24/2016 9:37 AM
23	1. Find a way to appropriately meet the needs of A&E math students 2. Try to shift parents' focus in k-5 away from grades and focus instead on student growth and building foundational skills	10/23/2016 10:42 PM
24	communication between admin, teachers, students, and parents	10/23/2016 3:50 PM
25	Curriculum, continue whole child philosophy,	10/21/2016 1:48 PM
26	Curriculum Continuing whole child philosophy	10/21/2016 1:46 PM
27	1) Curriculum 2) 3)	10/21/2016 1:45 PM
28	we are large, so how can we all be united and consistent in our beliefs about learning and our instructional direction? how can we build strong, genuine community and true partnerships within buildings? (among staff) how can we allow teachers to fully exercise their craft while still following district curriculum/state standards? (why does it feel so scripted?)	10/20/2016 11:27 AM
29	New teacher support and feedback Alignment/open communication/transparency between administrators and teachers Curriculum that truly supports the needs of our students versus the latest trend	10/19/2016 2:42 PM
30	1. Not to lose focus that we are here for the children, not to just to check off boxes of lists or collect data 2. The demands of teachers continues to change without any additional time to accomplish the changes and digest the new procedures each year 3. What looks good on paper doesn't always work when you implement ideas into the schools	10/19/2016 2:05 PM
31	Continuing with the focus on the whole child. Support our students emotional/social/behavioral well being. Allow time for fun! We are teaching children and they don't have much time in the elementary school day to socialize and play!	10/19/2016 12:52 PM
32	I feel like there is a large focus on math this year and therefore I felt lost in reading and writing. I would say to look at the bigger picture and making sure we are paying attention to all areas of instruction in our decision making on training teachers. This is a wonderful district to work for.	10/19/2016 12:49 PM
33	Training teachers in including basic skills teachers and students in effective collaboration strategies Training teachers on co-teaching models Looking at how the social/emotional needs of students are or are not being met with all of the extra academic time focused specifically on tests and testing	10/19/2016 12:05 PM
34	More WW-P teacher-directed programs and curriculum planning and preparation	10/19/2016 9:50 AM
35	Social and emotional well-being of students 21st century competencies	10/18/2016 4:47 PM
36	Struggling Learners - Resources/Aid for general education teachers with struggling learners that do not qualify for Basic Skills, Special Ed, etc ESL/ELL Students - Help in homeroom classes for student and teacher	10/17/2016 6:36 AM
37	Student achievement in and out of the classroom creativity communication skills	10/16/2016 6:52 PM
38	making a full day kindergarten, changing the curriculum to meet the needs of children from another culture and if not making a full day kindergarten then supporting k teachers with an aide!!!	10/15/2016 4:57 AM
39	Scheduling More support for struggling students. Providing students with a grade level anthology, in addition to our literature based program.	10/14/2016 4:30 PM
40	Schedules (not enough time for everything expected to be taught) Consistency across the schools with curriculum	10/14/2016 1:49 PM
41	Social/Emotional growth of the students	10/14/2016 11:46 AM
42	1. Balance of social/academic instruction - especially at the elementary level. 2. High quality training for teachers on how to help students who are experiencing stress/anxiety. 3. Balance of assessment/instruction model.	10/13/2016 3:52 PM
43	ELL Professional Development for all teachers Parent communication regarding instructional practices	10/13/2016 10:40 AM
44	whole child, technology integration, critical thinking	10/13/2016 9:56 AM
45	-Multi sensory reading approaches for K-6 (at risk (basic skills) and special education students -Math support (basic skills) pull out for students at risk with variety of strategies such as touch math at the lower levels -Eliminating expectation of gen ed curriculum (teachers college) in resource rooms or self-contained classes so that multi sensory reading approaches can be utilized during the time slot.	10/13/2016 9:52 AM

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46	Acknowledge that the majority of the students and families are coming from India. There needs to be professional development on the culture and education system in India in order for the staff to be more culturally aware and sensitive to perspective and needs of these families.	10/12/2016 12:54 PM
47	- Collaborative/shared management between administration and staff - Improve all aspects of technology - More focus on actually being great than looking great	10/12/2016 8:52 AM
48	1) The social-emotional well being of WWP students and giving PD to teachers around this essential "whole child" district shift. 2) Focusing on creating cross-curricular activities in science and social studies since those subject areas are taught less often and maybe utilizing some time in language arts to cover some of the curriculum in both those areas would be something for consideration. 3) The idea of having a "modelling classroom" area at each school for all teachers to go to, but especially new teachers, where the teacher resource specialists could model teaching along with other teachers in the building to show off how they teach curriculum in their classroom for the purpose of giving teachers opportunities to reflect on their own practices and try new ways of meeting the needs of all their students.	10/11/2016 11:25 PM
49	Teaching schedules for students, academic preparedness of students, nothing else	10/11/2016 4:25 PM
50	Remember the district we once were and move in that direction. Less formal assessment (at least in lower grades) and more conversation about a student's strengths and struggles. Somehow getting parents to more enthusiastically embrace the idea of whole child.	10/11/2016 2:11 PM
51	-Continued commitment to developing passionate, confident lifelong learners. -Commitment to the professional and personal growth of staff through training, empowerment and specific professional development opportunities. - Improved communication between staff, administration and community.	10/11/2016 9:09 AM
52	Inclusion; Targeting at-risk students for proactive support/intervention; Aligning community and district visions for success	10/10/2016 5:15 PM
53	Reducing emphasis on high-stakes testing, allowing teachers to do things with their students "just for fun" (not only things that students will be tested on), and coordination of programs so that all students receive the best education and opportunities (not only the highest achieving students).	10/10/2016 3:49 PM
54	-more productive PD sessions -- where we actually have take aways -- actually accomplish work not being lectured - "less is more" idea -- maybe make a promise that there is only 1 or 2 initiatives a year and PD is done prior to the change....	10/10/2016 3:21 PM
55	Focusing on the social-emotional learning of all students. We need more staff (ie CST members, counselors, instructional assistants) to meet all of the needs of each child as it can not solely be placed on the classroom teacher or one counselor.	10/10/2016 1:54 PM
56	1. I would continue to work to eliminate the annual standardized tests at all grade levels because they require too much time away from learning/teaching and they provide teachers with little to no valuable information. 2. I would continue the focus on the whole child as a developing person who may learn in a variety of ways and need support in varied ways. 3. I would begin a campaign centered on respecting teacher prerogative/discretion. The mandated number of minutes taught in each subject area and the apparent lack of teacher authority over adjusting that based on his/her professional opinion, is frustrating and undermines a teacher's confidence. Being trusted to determine what's needed for the students at a particular time is essential if we respect teachers as experts and decisions makers. We turn in plans so that the administrator who evaluates our work knows what decisions we are making for our kids and can then advise us accordingly. Proscribed schedules zap the creativity and enthusiasm of an excellent teacher.	10/10/2016 1:15 PM
57	Social/emotional well being of students Physical fitness opportunities besides PE	10/10/2016 12:18 PM
58	Why are we spending so much time testing kids Allowing children to be children (do away with homework) Autonomy	10/10/2016 11:52 AM
59	More attention to maintaining and providing useable technology which is elementary specific not just passed down from the upper grades. More time to plan collaboratively since as elementary teachers we need to know and teach 7+ subject areas. More consideration to how elementary needs are different from High School and Middle School. Decisions need to be made with us in mind not just the upper grades and then pushed down to us because generally they aren't the best fit.	10/10/2016 10:43 AM
60	-Educating the whole child and truly doing that -More technology, including bringing back the computer lab class with an instructor at the grade PK-3 level. Just giving teachers 4 iPads isn't truly integrating technology and creating digital learners -	10/10/2016 10:34 AM
61	1. Address the burgeoning intense needs special education population we are attracting and serving 2. Increase training in specific customs, values, and beliefs of the various communities that make up the WW-P family 3. More intensive communication with parents about the approach to, process of, and goals for education in this district. More intensive listening to what parent concerns are. More efforts to find common ground around the differing goals and points of view.	10/10/2016 9:50 AM

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62	Building learners from the ground up with a strong, solid foundation that reaches all learners through an early, structured approach which focuses on mastery of concepts. Developmental appropriateness for each level.	10/10/2016 9:15 AM
63	Teacher Morale Building Maintenance Continued Educational Excellence	10/10/2016 9:08 AM
64	-emotional well being and self-reflection starting at an early age (more than "filling the bucket" etc) -alignment in special education programs both across grade levels and from class to class -looking at ways to increase inclusive/integrated classrooms from K to 3 to better align with prek programs	10/10/2016 8:35 AM
65	Educating the parents on the importance of their role in the education of their child and how we must work together. Stressing the importance of learning versus test scores.	10/10/2016 8:22 AM
66	-revisit the teacher evaluation process in order to facilitate more meaningful professional input as a result of formal and informal contact with teachers -prioritize the needs of the youngest district students by establishing full day kindergarten and even possibly public pre-school	10/10/2016 8:14 AM
67	making sure we are meeting the needs of struggling learners as well as those at the top of the class	10/10/2016 7:48 AM
68	See above.	10/10/2016 7:31 AM
69	- whole teachers -better communication	10/10/2016 7:10 AM
70	Recruiting and employing a more diverse teaching staff.	10/9/2016 11:33 PM
71	Communication between schools must be streamlined; the social and emotional development of all students must be paramount in all teaching and learning; parent involvement should be viewed as an asset to learning rather than an inconvenience; district administrators and supervisors must be required to get out of their offices to provide coaching opportunities for staff; perhaps we could outsource supervisors to observe teachers and complete teacher observations and evaluations in order to free up some time for our supervisors to show their face and actually interact with staff on a more routine basis; as a district we currently pride ourselves on teaching the whole child yet we place a great deal of emphasis on standardized testing, particularly at the K-2 level; formal "Computer" instruction must be brought back to all grades K-3; Media Specialists should be required to teach within the Computer Lab as well as in the Library	10/9/2016 9:27 PM
72	1.better communication from the top down. the administration has had some good ideas (such as reducing student stress) but the weakness was the communication. Staff was not consulted on the best way to communicate with parents (we do this on a DAILY basis) so when administration rolled out the new policies (AP classes, reconfiguring classes, no homework nights etc), parents did not respond as well as one would have hoped. This could have been avoided with better communication. Staff does not feel that central office consults or asks for our input for the direction the district is going. This has been getting much worse in the past few years. 2. more support for teaching staff regarding learning new initiatives-most recently the electronic lesson planning. Things are often implemented without the support, time or training for staff to learn how to implement them and deadlines are implemented without regard to staff. Arbitrary dates. This would never have been rolled out this way in private industry. Staff would have been told ahead, given the information and training before it was due. Staff members who asked to be trained on the genesis program last year were told no training from tech dept till the fall when everyone would get trained. In the fall, too many staff members were online at the same time and it did not work. 3. building meaningful partnerships between staff, bldg administration and central office. Staff often feels that central office administration does not know what the issues are at the front line and we need a more reciprocal partnership and lines of communication	10/9/2016 8:48 PM
73	cross curricular integration, differentiation to best meet the students needs, providing professional development that will best support teachers and students	10/9/2016 8:31 PM
74	Professional development- ideas created by teachers to see what they feel is needed and important. Real, in class, supports to help struggling students and teachers. Administrators should be moved around to get rid of favoritism and cliques.	10/9/2016 8:30 PM
75	1) Communication between district personnel and teachers 2) Resources for special education programs 3) Lessening the amount of change in the district (technology, assessments, changes in schedule, etc)	10/9/2016 7:02 PM
76	1. Improve building conditions & cleanliness of the older school buildings (especially the elementary buildings) 2. Improve instruction using school wide assessment data 3. Professional development for teachers in the area of mathematics and science (especially in elementary). The emphasis seems to be only on Language Arts.	10/9/2016 6:43 PM
77	-Not burning out your teachers -Reconsider assessments in elementary schools. There are too many. -Use strictly Google Docs for Lesson Plans.	10/9/2016 6:36 PM
78	Continued focus on developing the whole child Continued alignment of curriculum, K-12. Equality of programs and services at all buildings.	10/9/2016 5:35 PM
79	Getting assessments under control, reducing the negative views placed on going to I&RS, getting the district back into compliance regarding ESL services.	10/9/2016 5:26 PM

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80	*miscommunication to parent *creating a balance approach to learning *support to at risk students	10/9/2016 3:21 PM
81	social/emotional foundation in young years (socials skills with strong emphasis in K-1) continued emphasis on social skills throughout school years hands-on materials for teachers when changes implemented	10/9/2016 1:58 PM
82	Match training with practice Encourage workshops/conferences to develop ideas and extend learning	10/9/2016 11:18 AM
83	Resources and supports for special service teachers	10/9/2016 8:42 AM
84	1. Teaching students how to learn (namely, how to be a lifelong learner) 2. Helping students to love learning. 3. Helping students to work collaboratively	10/9/2016 7:55 AM
85	1. Have standards for student learning, but allow teachers more freedom in choosing learning experiences based on the needs of their students and teacher strengths. 2. Allow for cross-curricular integration and have overarching thematic units that give kids different angles to look at the same topic area across curricular areas. 3. Reduce class sizes. This can be done by either eliminating supervisors and making principals and assistant principals cross-functional by having them also supervise content areas OR eliminate assistant principal positions and have supervisors rotate through the buildings to observe teachers and lend a hand to the principals. This will free up budget money for more teachers.	10/8/2016 10:26 PM
86	Teacher respect/freedom to do our jobs in creative ways, staff morale/fostering positive environments, creating meaningful science and social studies curriculum	10/8/2016 7:55 PM
87	1. helping teachers realistically meet growing expectations place on them every day (with knowledge and understanding of what actually happens in the classroom every day and not looking at things from a "business" stand point; teacher morale is low- I've been in the district many years, and it's lower than I've ever seen it 2. Student social/emotional health and ability to interact and work with others 3. Working towards more inclusion but hiring enough staff and support staff to make it work- The Special Services Department is in need of attention and an "overhaul"	10/8/2016 6:35 PM
88	1. School Cleanliness/Staff and Student Health 2. Support Staff especially for K-5 to help build strong foundations for our children 3. Higher Pay for Effective Employees (this will hopefully also motivate those who do not effectively lesson plan, who consistently come late to work, etc.)	10/8/2016 6:24 PM
89	I would continue to focus on social-emotional learning. I would also focus on mathematics.	10/8/2016 6:04 PM
90	Find ways to reduce the amount of wasteful spending	10/8/2016 3:32 PM
91	1)Restructuring classes for cross-curricular content instruction; allowing for big idea models and real world application of knowledge. 2) Providing more teacher support allowing for teachers in content specific areas allowing many teachers to focus on instructing a subject at 100% effectiveness, rather than many subjects at varied percentages of effectiveness. 3) Updating outdated facilities, resources, and instructional practices.	10/8/2016 1:15 PM
92	1) Smaller class sizes to be able to focus on more individualized/small group instruction (differentiation) 2) Student assessment - what/when/how/WHY 3) Better use, implementation, and support of technology - hardware and software	10/8/2016 12:26 PM
93	Teachers truly having a voice Curriculum created to meet the needs of all students Building a strong community with teachers and parents	10/8/2016 12:16 PM
94	Adjusting the curriculum to make it age appropriate for all children Continue focusing on the Whole Child Continue to support staff/teacher education	10/8/2016 11:30 AM
95	Social emotional learning, Teacher well-being, Positively infusing teacher resource positions into classroom support (so that teachers still feel trusted and not judged, so that collaboration feels like the norm/not like you're doing something wrong so here's someone to help you)	10/8/2016 11:29 AM
96	1. Making kindergarten full day. It is not reasonable to meet the curricular expectations when students spend only 2.5 hours in my class each day. It is also draining on kindergarten teachers to have 35-40 students, assessments, report cards, conferences etc. We are not focusing on the whole child when the curriculum is similar to other districts that see K students for a full day. The report card for K students is also similar in length to the first grade report card and we see twice the number of students in less than half the time. This district, which is highly academic and is a top district in the state, should NOT still have half day K. 2. Still continuing to help parents and students pull back from high pressure academics and the competitive nature of the population. 3. Continue the focus on the whole child. With such a diverse population, students need more social skills instruction and time for practicing these skills.	10/8/2016 11:18 AM
97	I think math and a strong focus on phonics are lacking in the curriculum. Both areas could be improved.	10/8/2016 11:18 AM
98	See #55	10/8/2016 11:02 AM
99	1. Support of teachers 2. Continuity of programs rather than constant change 3. Support of all students 4. Technology that works and is supported 5. Understanding and support that every child is different so every classroom will look different to meet those needs.	10/8/2016 10:55 AM

West Windsor-Plainsboro Regional School District: PK-5 Faculty Survey

100	.	10/8/2016 10:47 AM
101	Math workshop and give us at least another year before introducing another curriculum change.	10/8/2016 10:44 AM
102	Professionalism of building admin, moral of teachers	10/8/2016 10:37 AM