

**Adams-12 Second Set of Flip Chart Notes
September 14, 2021**

What Would Make Adams-12 the District of Choice?

- Neighborhood, community – sense of belonging
 - High quality teachers?
 - Alternative learning programs (Twice Exceptional, Dyslexia, etc.)
 - Affordable housing
 - Job availability
 - School to work/industry pathways (internships, apprenticeships, etc.)
 - Full day preschool widely available
 - Cutting edge technology
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- Diversity
 - Many opportunities (extracurricular programming and student supports)
 - Positive climate and culture in the community
 - Communication and transparency
 - Before/After School Programs (BASE)
 - School performance rates are proficient and increasing
 - Transportation
 - Facility maintenance
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- Transportation availability
 - After school care
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- Academics
 - Achievement scores
 - Course offerings
 - Graduation Rates
 - Programming options for all levels – pk-12
 - School size
 - Proximity/Accessibility
 - Friends/Social Connections
 - Preschools housed in neighborhood schools
 - Minimizing stops for pickup and dropoff
 - Co-curricular options
 - Physical condition of the facility
 - Political perceptions/neighborhood perceptions/dynamics
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- Programming – special needs services
- Reputation of school
- Marketing and advertising what is available
- Assessment scores matter
- Academic growth

- Availability of resources and technology
 - 1:1
 - 3D printers
 - Applications
 - Universal apps used for learning (business)
 - Ability to learn differently
 - Multiple pathways
 - Accessibility – transportation, online education
 - Schedules – daily, weekly, academic calendar
 - Flexibility with online – what’s the definition of a school?
 - Project Based Learning – real world skill and applications, with industry collaboration
 - Concurrent enrollment – college credit
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- Do we have a variety of curricular opportunities?
 - Is there a variety of extracurricular activities (specifically, middle school sports)?
 - The impact of choice and open/closed enrollment
 - How big are the class sizes?
 - Is the school academically driven?
 - Is the school meeting the needs of the whole child?
 - Does the school have flexible scheduling?
 - Is the school going to prepare my child for life after school/adulthood?
 - Can I economically afford to live in my neighborhood school area?
 - Quality of the staff/teachers
 - Does the neighborhood school meet the needs of the community?
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- Neighborhood schools that parents have confidence in
 - Magnet options
 - Academically excellent – test scores
 - Good discipline
 - Strong sense of community
 - Facilities
 - Teachers’ relationships with students
 - Specialized programs to meet students’ needs
 - Safety
 - Consistence of activities (before/after school) across schools
 - Culturally responsive and welcoming (multilingual so families can easily communicate with school staff)
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- Middle school sports
- School start times
- School choice with transportation
- Culture and climate; warm and welcoming
- Programming (magnet, special ed, language, STEM, etc)
- Choosing a home in a great neighborhood with a great neighborhood school

- Diverse student population
 - Social media, word of mouth marketing
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- Top notch educators
 - High quality programming with academic rigor
 - Home-School Connection; Community Engagement
 - Culturally sustaining
 - More options
 - Supports outside the school day
 - Athletic programming and high quality arts programming
 - Social-emotional connections (outdoor education, senior seminar, experiential learning)
 - Neighborhood connections/community
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- Safe schools
 - Newer, high quality facilities
 - Multiple specialized programs: SPED, ELL, SEL, CTE, GT, STEM, Arts
 - Smaller class sizes
 - Continuity of K-8, K-12, 6-12
 - Extracurricular options including sports
 - Before/After school programs
 - Rigorous course options: AP, Concurrent Enrollment, IB
 - Transportation options
 - Dual/Multilingual programs/schools
 - Reputation with community
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- Unique school programming (GT, STEM, Bilingual, Extended Day)
- Low staff and admin turnover
- School-Community relationship
- Quality facilities; aesthetically pleasing grounds
- Track record of safety
- Physical-Mental Wellness
- Address student discipline
- Extracurricular
- Intervention systems
- Middle school sports
- Smaller school options
- Childcare opportunities
- Access to technology

Better assessment results