2025-26 Climate Survey Results

QSD SCHOOL BOARD WRITTEN REPORT

May 26, 2026

George Elementary

Bright Spots

- The building principal treats all programs/departments/grade-levels/staff members equitably
- Building staff listen and respect diverse opinions
- Building staff members address issues and problems professionally

Priorities for Change

- Student behavioral issues is a stressor for staff
- Class size is a stressor for staff
- Building being well maintained is a concern from staff

George Elementary Next Steps

Student Behavior

Continue to build consistent routines and expectations building wide, focusing on the three personal standards. Provide professional development around responding to tier II behaviors. Collaborate with families and support staff to ensure consistency between school and home. Analyze behavior data and create a plan to support students with ongoing behavior challenges.

Class Size

Support teachers with providing reassurance, practical strategies, and ongoing support. Assistant in establishing strong classroom routines and procedures that maximize instructional time and create predictable structures for students. Coach around classroom management strategies, student engagement techniques, and efficient transitions can help build confidence and reduce stress.

Building Maintenance

Improve the cleanliness of the school while working collaboratively with maintenance staff to continue to establish clear communication and shared expectations around cleanliness priorities and daily needs. Check-in more frequently with maintenance director and custodial staff to help identify concerns early, clarify responsibilities, and ensure that high-traffic or problem areas receive consistent attention.

Pioneer Elementary

Bright Spots

- **Mutual respect is shown between para educators and teaching staff in the building.**
- **Building communication within the school is a strength.**
- **The building principal seeks and uses input when feasible from staff before making decisions that will affect them and the operation of the school.**

Priorities for Change

- **Student behavior is a stressor for teaching staff.**
- **Students treating teachers and adults with respect decreased.**
- **Building being well maintained is a concern for teaching staff.**

Pioneer Elementary Next Steps

- **Re-establish and consistently implement schoolwide behavior expectations** (explicit teaching, modeling, and aligned adult responses)

We are focusing on resetting and explicitly teaching behavior expectations across all settings, while ensuring all adults respond consistently so students experience predictability and clarity.

- **Strengthen targeted supports for students** through data-driven Tier 2 interventions and increased supervision in high-need areas

We are using behavior data to identify students who need additional support and implementing targeted interventions, while also increasing supervision in areas where challenges are more likely to occur.

- **Reinforce a culture of respect** by teaching expectations, building relationships, and recognizing positive student behavior

We will intentionally teach and model what respect looks like, build stronger relationships with students, and increase recognition of positive behaviors to shift the overall culture.

- **Enhance communication and partnership with families** around behavior expectations and student support

We will strengthen communication with families around expectations and partner with them early when concerns arise so we can support students together.

- **Improve building maintenance systems** through clear reporting processes and collaboration with district facilities team

We are working to streamline how maintenance needs in our building are reported, while partnering with district teams to ensure our building remains safe, clean and conducive to learning.

Ancient Lakes Elementary

Bright Spots

Building Office Staff are providing a positive and welcoming atmosphere in our building!

Building principal looks for input from staff and holds meetings that are relevant to our work as a staff. Building principal celebrates staff and makes consistent effort to be available when needed.

Staff understanding of the behavior policy has increased from 2.85 to 3.27.

Teachers feel positive about class size.

Priorities for Change

Student behavior issues are a major stressor for teachers.

Student respect towards staff needs improvement.

Effectiveness of the behavior policy is a concerning area.

Ancient Lakes Elementary Next Steps

Strengthen and Refine Tier 2 Behavior Supports:

- Increase visibility and consistency of PBIS expectations across all settings (classrooms, recess, cafeteria, hallways, buses).
- Schedule regular behavior data reviews with grade-level teams to identify trends and targeted supports.
- Revisit Tier 1 behavior practices to ensure all classrooms have aligned expectations, routines, and reinforcement systems.
- Expand proactive teaching of social-emotional and self-regulation skills schoolwide.

Address Respect as a schoolwide Initiative:

- Launch a schoolwide focus on respectful language, problem-solving, and adult interactions.
- Explicitly teach and model respectful behaviors during assemblies, classroom lessons, and morning meetings.
- Reinforce positive student behavior through consistent recognition systems tied to school expectations (Show Respect, Make Good Decisions, Solve Problems).
- Provide more supervision and adult presence during high-need transition times and unstructured settings.

Reduce Teacher Stress Related to Student Behaviors:

- Provide professional learning on de-escalation strategies, restorative practices, and trauma-informed responses.
- Create opportunities for teachers to collaborate and share effective classroom management strategies.
- Identify classrooms or grade levels needing targeted intervention support and provide responsive coaching.

Mountain View Elementary

Bright Spots - Focusing on Growth

- I am respected as a staff member by the administrator(s) in my building.
- Decisions affecting the building are made only after an opportunity has been provided for discussion and input from staff and administration.
- The building administrative team consistently supports and enforces building-wide student behavior expectations.

Priorities for Change

• Building staff listen and respect diverse opinions.

•Building staff members demonstrate integrity and trust one another.

•Building staff members address issues and problems professionally.

Mtn. View Elementary Next Steps

Build on Our Strengths: We will continue to center our work around student growth and staying true to our purpose of supporting students. Our strong teams, reflective practices, and commitment to trauma-informed approaches will remain the foundation of how we serve students and support one another.

Strengthen Communication and Trust: We will focus on clear, respectful communication and create a space where staff feel safe being honest. This includes being mindful of how we interact, recognizing different personalities, and working to reduce feelings of division so we can function as one team.

Increase Accountability and Follow-Through: We will hold ourselves and each other accountable in a professional and supportive way. This means following through on commitments, addressing concerns respectfully, and consistently doing what we say we will do.

Foster Inclusion and Connection: We will be more intentional about building relationships across our staff by getting to know one another and increasing opportunities for all-building connection. We want to ensure that all voices are heard, valued, and included in our work.

Lead with Courage and Shared Purpose: We will encourage professional courage by speaking up respectfully, doing the right thing, and advocating for what is best for students and our team. While we all have different roles, we remain united in the same mission.

Monument Elementary

Bright Spots

- Building I work in is well-maintained (Growth Opportunity from last year)
- The building principal holds staff meetings that are useful, informative, and worth my time
- Office staff is welcoming and answers questions in a timely manner

Growth Opportunities

- Staff stress levels regarding:
  - Student behaviors
  - Student respect
  - Discipline policy enforcement
- Principal not available when needed and response to concerns without retribution

Monument Elementary Next Steps

Student Behavior and Respect

- **Teach, Practice, Reward, & Reteach:** We need to teach student the expectations we wish to see, provide them with opportunities to practice them, reward the students when we see the expectations displayed, and then reteach the expectations at necessary times. Including our paraprofessionals in this process will be critical.
- **Student and Staff Respect:** Identify agreed upon expectations for staff to student, student to staff, and student to student interactions. Develop a plan to teach, practice, reward, and reteach these expectations. Again, including our paraprofessionals in this process will be integral.
- **Student Intervention Specialist (SIS):** Having an SIS for a full year will provide consistency and predictability when addressing student academic, SEL, and behavior needs. Being able to start the year with this system in place will help our students use the SIS as a resource and develop routines earlier in the year. One primary benefit will be the improved response time to student behaviors.

Principal Availability and Response to Concerns

- **Student Intervention Specialist (SIS):** Having an SIS for a full year will allow us to start the year with a system in place that will help our students and staff use the SIS as a resource and a first responder to address student and staff needs. The SIS will act as the point person for student behaviors, while also providing support for staff when dealing with student-related issues.
- **Staff Concerns:** Collaborate with staff to develop a clear protocol for handling concerns — one that is timely, solution-focused, and ensures every staff member feels genuinely heard and valued.

Quincy Innovation Academy

Bright Spots

- 10. In my opinion, I am respected as a staff member by teachers and other staff in my building 3.63 and went up .18
- 21 In my opinion, students treat building staff with respect 3.25 and went up .54
- 77 In my opinion, the building administrative team consistently supports and enforces building wide student behavior expectations 3.0 went up .57

Priorities for Change

•TPEP and documentation is the biggest stressor for staff at 1.33 and it moved negatively 1.10 from last year after implementing the new WA TPEP student growth requirements

•29 In my opinion,
the building principal seeks and uses input, when feasible, from staff before making decisions that will affect them and the operation of the school went down .31 and has been going down the last few years

•30 In my opinion, the building principal holds staff meetings that are useful, informative, and worth my time went down .31

Quincy Innovation Academy Next Steps

- Principal shared results at staff meeting and asked for staff to share anonymously on a shared document some specific examples of times when staff didn't feel that they had input into decisions or didn't feel heard so principal can avoid that in the future. No specific situations or examples of decisions were shared, but a theme of wanting to slow down and have more time to discuss plans was voiced. It was also shared that the principal needs to clarify what decisions are district level decisions (ie staffing & program changes) that have been made and she is just informing us about and which are principal or building level decisions that we have input and decision making power over.
- QEA rep will talk with staff about letting the principal or himself know if there is a decision they want more discussion about to either bring to labor management or Building Leadership Team instead of waiting to express concern on the anonymous climate survey.
- QEA rep will talk with members about scheduling quarterly building union meetings where they can let him know if there are concerns and talk together more often.
- Principal has only 2 staff meetings a month and frequently cancels one of those meetings to honor teacher time. However, in doing that, the remaining meeting agendas often have 2 or 3 items to cover in a 30 minute meeting so some staff feel they don't have enough time to analyze, ask questions, and discuss. QEA rep will talk with members about potentially having more frequent staff meetings so there can be more open space for teachers to talk with each other or think longer about how to handle building items that come up

Quincy Middle School

Bright Spots

- Improvements across the school on building cleanliness and work order completion
- Principals numbers went up in multiple areas
- Student respect of staff was a high jump
- Support from the Tech Department

Priorities for Change

*Behavior and students following school expectations dropped
*District level administration numbers dropped. Requesting an increase in presence in the building
*Highest stressors revolve around student behavior.

Quincy Middle School Next Steps

- We are planning to focus attention on staff culture and enhancing the relationships among the whole staff.
- As a staff we have been having discussions about student discipline. By focusing on our building relationships and culture first, we will be able to take a better next step in addressing staff concerns.
- With the new roll out of the new state ELA standards, our plan is to be intentional in making this a building wide lift.

Quincy High School

Bright Spots

- Principal and APs support staff with challenges and protect time for planning and collaboration
- While still a lower score than we would like, parent presence in the building has increased significantly
- The sense of mutual respect among teachers and para educators has increased

Opportunities for Improvement

- Refine conferences so the time feels meaningful and effective for high school students, parents, and teachers
- Revisit communication norms to increase staff agency and comfort levels in addressing staff-to-staff concerns
- Seek input from staff to adjust systems and provide clarification to improve consistency of staff support of building wide student behavior expectations

Quincy High School Next Steps

- Refine conferences so the time feels meaningful and effective for high school students, parents, and teachers
- Revisit communication norms to increase staff agency and comfort levels in addressing staff-to-staff concerns
- Seek input from staff to adjust systems and provide clarification to improve consistency of staff support of building wide student behavior expectations

Support Services

Bright Spots

- Staff provide a welcoming atmosphere answering questions and concerns in a timely manner.
- Shared decision-making is appropriate with an opportunity provided for discussion and input
- There is mutual respect and partnership within certificated and classified staff
- Staff attends professional development opportunities that meet professional growth needs.

Priorities for Change

- Explore ways to address compliance and paperwork more efficiently
- Streamline assessment requirements to minimize impact on student services and interventions.

Support Services Next Steps

Compliance and Documentation Efficiency:

**Evaluate current state with staff completing compliance documentation
**Streamline compliance tasks to align with job roles, capacity, and access
**Create an accountability process to analyze and adjust

Language Assessment Plan Analysis

**Streamline assessment plans by utilizing building and district staff to assess students efficiently
**Monitor timelines and ensure staff resume intervention services as quickly as possible
**Minimize disruption of classroom instruction and intervention services by strategic assessment planning and schedules

Special Education and Health Services

Bright Spots

- Staff is able to attend professional development that meets their needs. (4.0)
- Teacher have been provided with sufficient time to respond to education reform. (3.5)
- Committee work is useful and valued. (3.8)
- Sufficient collaboration time for vertical teams. (3.6)
- Shared decision-making is appropriate. (4.0)

Priorities for Change

- Student behavioral supports and frequent check-ins to support teachers, since student behavior is a stressor.
- More time in buildings to build trust:
  - To address issues and problems professionally and timely (2.83)
  - To communicate clearly and in a timely manner (2.82)
  - To support by providing appropriate resources (2.77)

Special Education and Health Services Next Steps

- School psychologists and the district BCBA collaborate with school teams through regularly scheduled meetings to:
  - Debrief student behaviors
  - Analyze patterns of behaviors
  - Develop proactive behavior
  - Create reduction plans
- The team coordinates and facilitates debrief and re-engagement meetings following behavioral incidents to support staff reflection, strengthen practices, and promote continuous learning and growth.
- Through these intentional meetings trust and relationships will be built and staff will feel more supported through student behavioral issues.