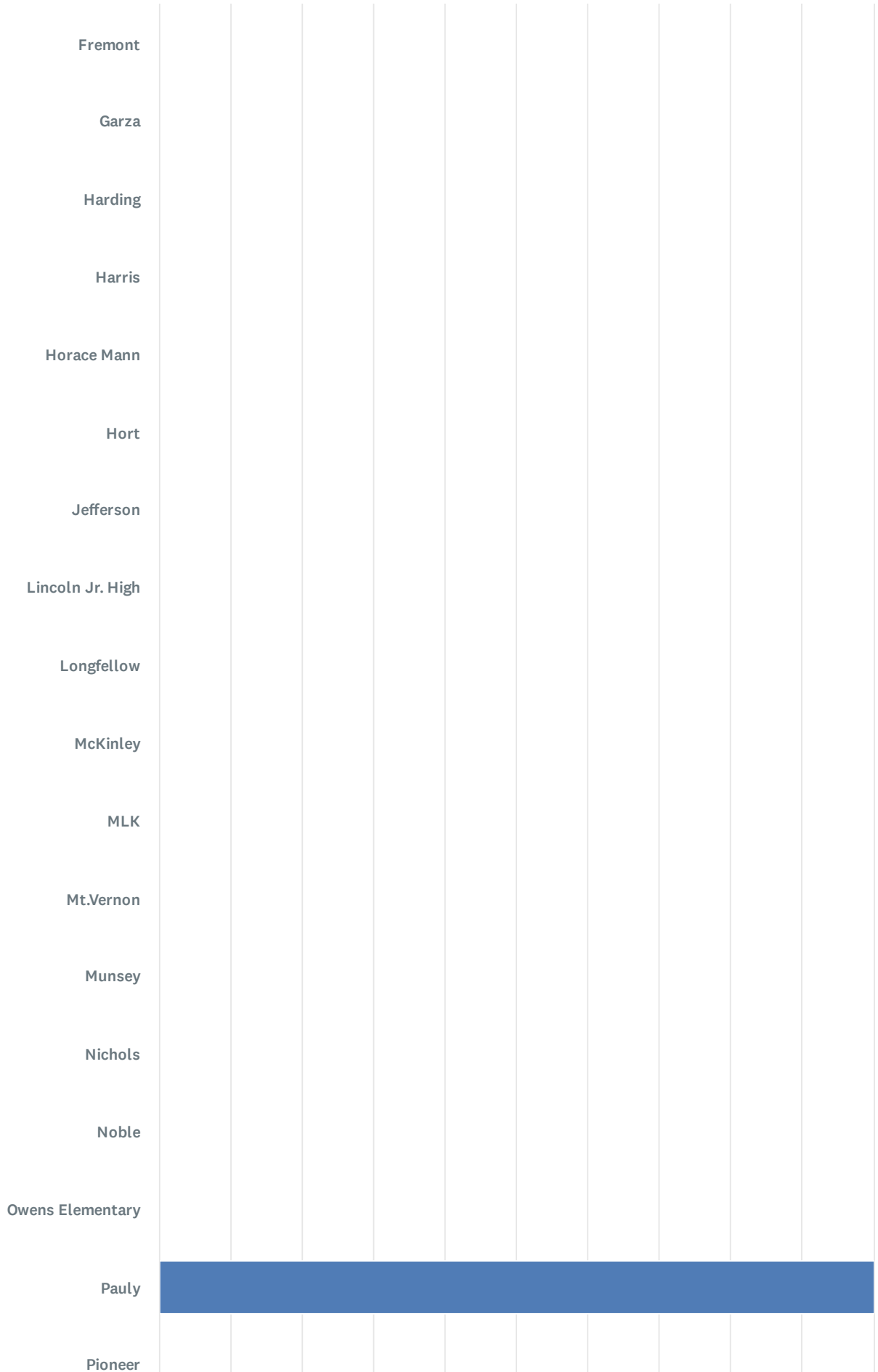
























2025-2026 BETA Administration/Site Climate Survey



2025-2026 BETA Administration/Site Climate Survey

Answer Choices	Percentage	Responses
 Casa Loma	0%	0
 Cato	0%	0
 Chavez	0%	0
 Chipman	0%	0
 College Hts	0%	0
 Compton	0%	0
 Curran	0%	0
 Downtown	0%	0
 Ed Center/District Office	0%	0
 Eissler	0%	0
 Emerson	0%	0
 Evergreen	0%	0
 Fletcher	0%	0
 Frank West	0%	0
 Franklin	0%	0
 Fremont	0%	0
 Garza	0%	0
 Harding	0%	0
 Harris	0%	0
 Horace Mann	0%	0
 Hort	0%	0
 Jefferson	0%	0
Total		21

2025-2026 BETA Administration/Site Climate Survey

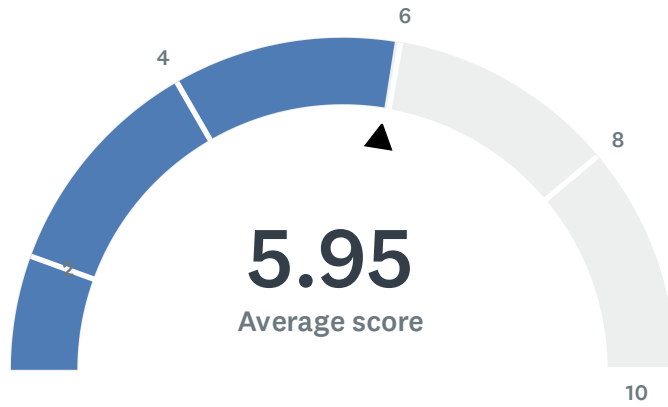
Answer Choices	Percentage	Responses
● Lincoln Jr. High	0%	0
● Longfellow	0%	0
● McKinley	0%	0
● MLK	0%	0
● Mt.Vernon	0%	0
● Munsey	0%	0
● Nichols	0%	0
● Noble	0%	0
● Owens Elementary	0%	0
● Pauly	100.00%	21
● Pioneer	0%	0
● Rafer Johnson	0%	0
● Roosevelt	0%	0
● School Nurse	0%	0
● Sequoia	0%	0
● Sierra	0%	0
● Stella Hills	0%	0
● Stiern	0%	0
● Thorner	0%	0
● VAPA	0%	0
● Voorhies	0%	0
● Washington	0%	0
Total		21

2025-2026 BETA Administration/Site Climate Survey

Answer Choices	Percentage	Responses
 Wayside	0%	0
 William Penn	0%	0
 Williams	0%	0
 Other (please specify) Show responses	0%	0
Total		21

Q2 Site administration is sensitive to the needs of students, staff, and the community.

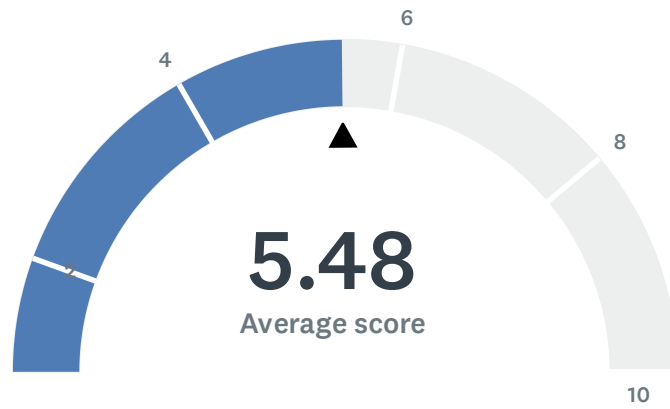
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.95	2.94

Q3 Site administration treats staff with respect; you feel like a valued member of a team.

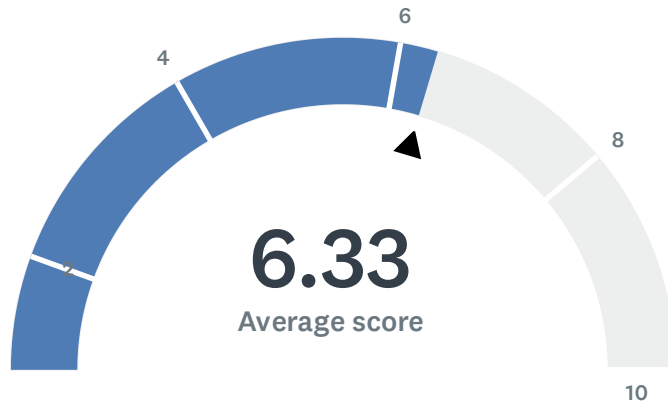
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.48	3.38

Q4 Site administration conducts classroom visits in the least disruptive manner and leaves timely feedback (within 48 hours).

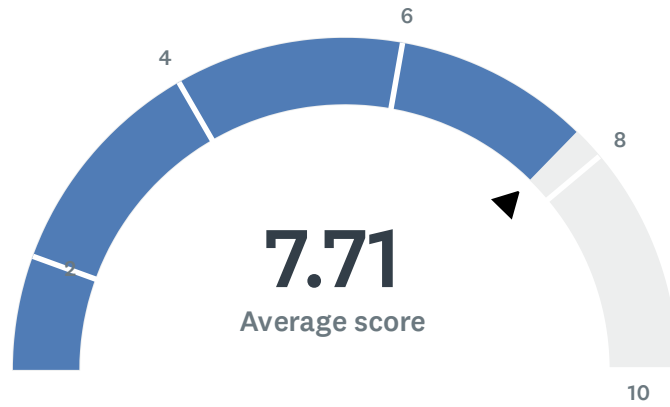
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.33	3.14

Q5 Site administration follows the contract and respects personal rights.

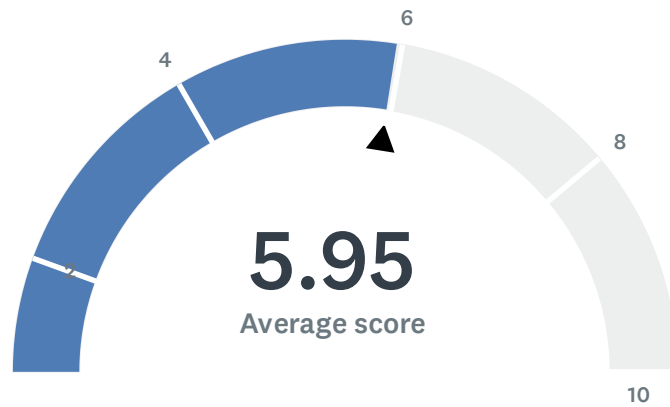
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	9.00	7.71	2.45

Q6 Administration utilizes staff according to their job description (ie. Coaches, APL's, Specialists & Staff).

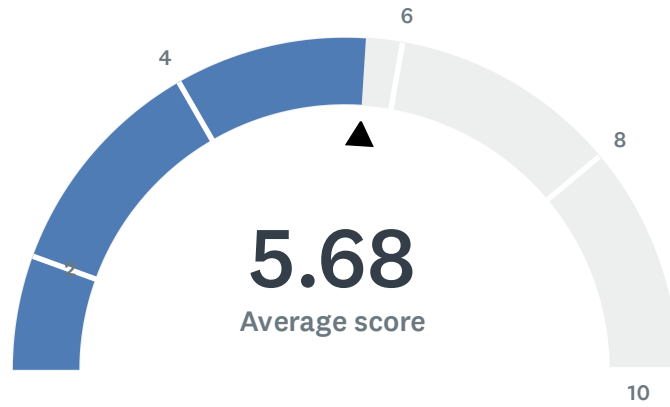
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.95	3.47

Q7 Administration maintains open communication with staff, parents, and students.

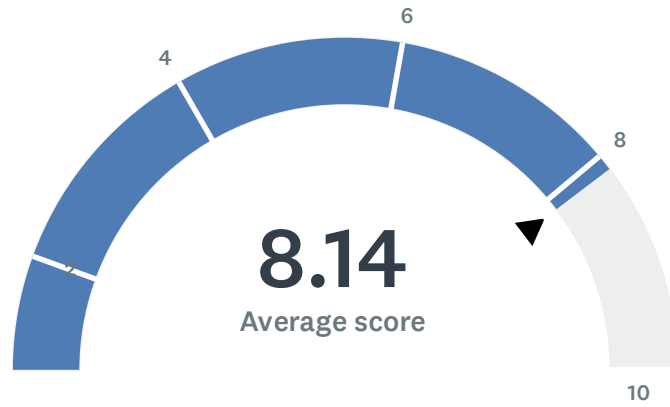
Answered: 19 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.68	3.08

Q8 Administration supports staff against attacks and criticism from parents.

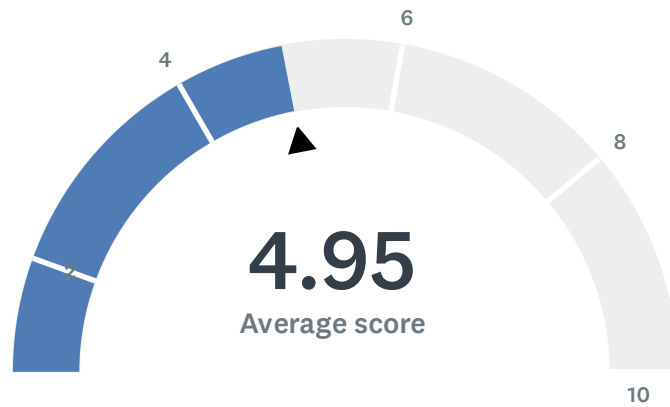
Answered: 21 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	9.00	8.14	2.32

Q9 Site administration treats all teachers equally; there is no preferential treatment.

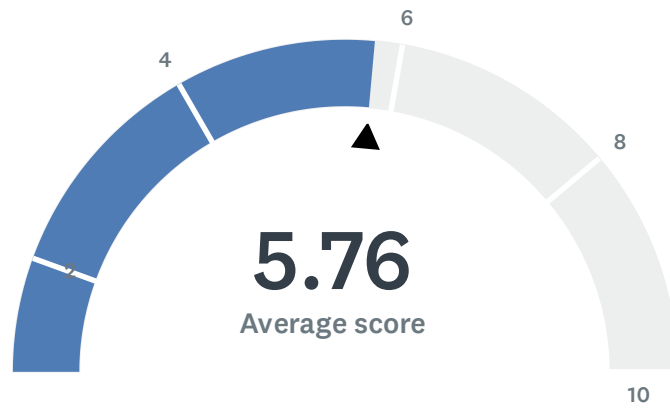
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	4.95	3.53

Q10 Site administration has been supportive and minimizes additional stress.

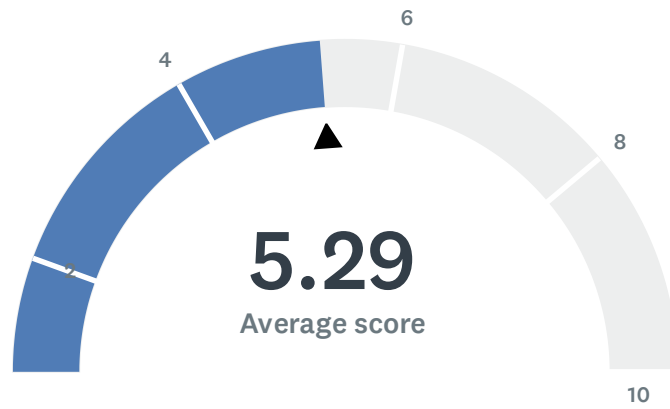
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.76	3.34

Q11 Administration communicates expectations and information in an effective and timely manner.

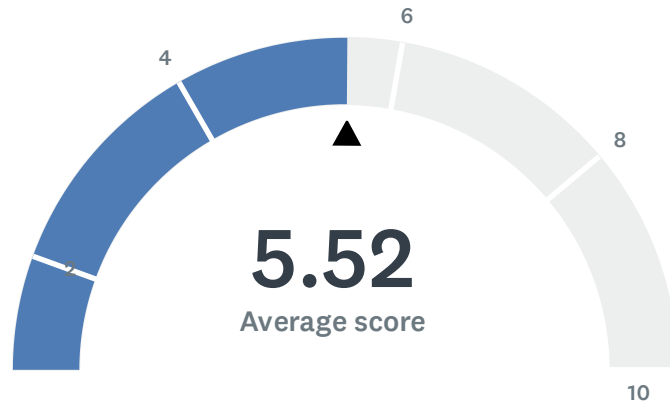
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	3.00	5.29	3.19

Q12 Your site administration ensures positive working conditions at your worksite.

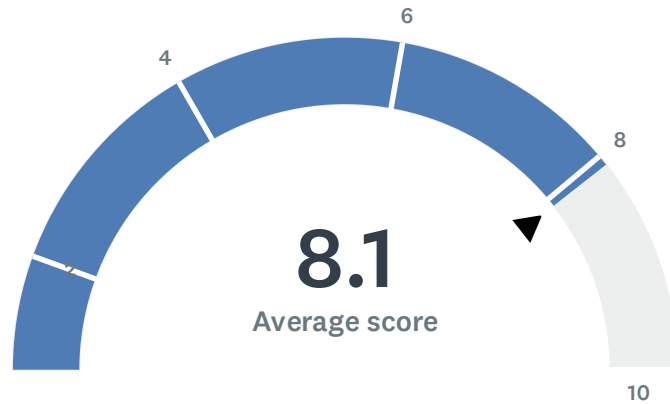
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.52	3.57

Q13 Site administration is thoughtful/smart when calling "Inclement Weather" (rainy day, extreme temperatures, too windy, air quality, etc.) schedule.

Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	9.00	8.10	2.20

Q14 Do you have any comments, thoughts, or concerns about site administration?

Answered: 18 Skipped: 3

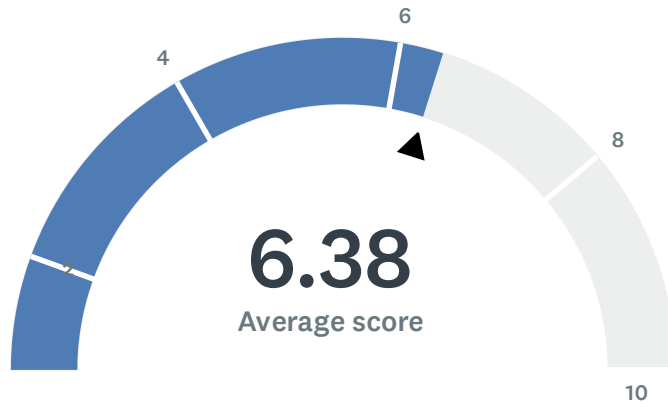
#	RESPONSES	DATE
1	The VP has added enrichment activities during recess, which the students absolutely love. She is a consistent presence on the playground. We are so thankful for our secretarial staff they are so helpful however parents have expressed concern regarding the dismissive and hurried tone of the staff in the front office, both on the phone and at the front counter, which often leaves parents feeling unsupported. There is a perception that the administration is not addressing these concerns and that staff are not receiving feedback or coaching to improve their approach. While the Principal is very personable and approachable, the culture is hindered by inconsistent professional standards. It is difficult for staff to meet expectations when they hear gossip or unprofessional language from leadership, or when their emails go unanswered. The presence of favoritism and unequal expectations makes it hard for the team to stay unified. We would love to see leadership lead by example, providing the same level of professional communication and accountability for everyone. We need leaders who are present and focused on helping the kids. We need leaders who build us up and help us grow.	
2	Site admin overall seems like they care more about data and looking good to the district numbers-wise than truly supporting teachers and students. Admin is overall cold and has hardly spoken to various teachers all school year. VP seems like they put more effort than the principal into supporting teachers.	
3	We have an incredible administrative team. This duo leads with a rare blend of discipline and vision, providing the steady guidance our students and staff need to thrive. By modeling such a united front they don't just manage the school they inspire a culture of accountability and excellence. Their ability to stay aligned while navigating complex challenges ensures that every student and staff member feel supported. With the help of our amazing support staff, the school has never run more smoothly than it has this year.	
4	Site administration can do a better job about communicating. There is confusion often about what is happening at our school or misinterpretation because communication is not always clear. The principal has been better at providing constructive feedback, more professional. The AP communicates in a manner that is unprofessional and demeaning at times. Some training on how to communicate effectively and in a professional manner should be provided to her.	
5	Support staff members have been stretched so thin among the lower grades (K-2) that upper grades (3rd-6th) are receiving minimal support.	
6	They are both great and very supportive! I have full trust in them	
7	Our new VP has been a great addition and she has brought a lot of structure and support.	
8	Leadership here is unprofessional and inconsistent. While the Principal emails us about 'professionalism,' she regularly gossips and uses foul language. Often, the language is within earshot of parents and students. Communication is poor; emails are ignored or feel insincere. There is a lack of presence: she leaves during school hours for personal reasons, such as changing her clothes (unintentionally matching another staff member), yet she spends her time on-site trying to 'catch' staff in mistakes. She takes credit for our hard work while creating a toxic atmosphere where we are monitored and gossiped about instead of being supported. Pauly does not operate as a cohesive team. Instead, the campus culture is fragmented into factions, with certain groups aligned against others. This has created an environment of distrust, surveillance, and fear rather than collaboration. Staff feel monitored and gossiped about instead of supported, and there is a pervasive sense that speaking up leads to retaliation rather than resolution. There is a lack of genuine community-building; the rare attempts feel contrived and lack the Principal's involvement, further distancing the leadership from the staff.	
9	Administration has gone above and beyond with their communication this year. The administration team has been willing to discuss any conversations staff have needed to have.	2/6/2026 11:44 AM

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	Our school is running the best it ever has. Truly enjoy working at Pauly.	
10	The administration demonstrates commitment to the school through consistently being present, reflecting on data and by hiring consultants that support staff learning and professional growth. However, there are ongoing challenges that impact staff effectiveness and morale. A lack of consistent planning and clear direction has made it difficult for staff to feel prepared and aligned. Communication is often unclear or delayed, leading to confusion around expectations and decisions. Opportunities for collaboration are limited due to infrequent staff meetings. Maintaining a more consistently professional and solution-based tone, as well as professional boundaries in conversations, along with transparent and equitable decision-making, would help build trust and reduce perceptions of favoritism among staff. With focused growth in these areas, our site administration has the potential to become a stronger and more effective leader who positively shapes school culture and student growth.	
11	Administration lacks empathy.	
12	This site administration has created a hostile work environment. There is no trust and collaboration among administration and staff.	
13	Our principal talks negatively about staff members to other staff members. There's a lot of favoritism and staff members that are known as being "untouchable". Meaning, it doesn't matter what they do, our principal will protect them. Communication with staff and parents could improve and feedback isn't given after classroom visits.	
14	Our administration is almost nonexistent. We have very little information about what is going on at our school and do not have the opportunity to have any input. The climate has continued to decline and staff feels hopeless that it will improve.	
15	Site Administration lacks leadership skills. There is no communication, no respect as the gossip and talking behind people's backs starts at the top. We have said this for years on this survey and the only thing that has happened is that its become worse! Pauly runs because us teachers and classified work together for the kids. Support Staff can't be trusted and talk negatively about good people who are working hard for students and teachers. Support Staff needs training to be more effective in their roles.	
16	Principal and AP are a great team. AP has been a great addition to Pauly. Work environment has improved and it feels like we are all here for the kids.	
17	Our principal and assistant principal make a great team. Whenever I need a solution, I am met with support and understanding. They value me as a person in addition to my position at the school site as a support staff member.	
18	During inclement weather, phone calls have to be made to have someone cover classes for teacher restroom breaks. Admin has never left feedback for classroom visits with any of my grade level team.	

Q15 Site staff is involved in setting school policies and budgetary priorities.

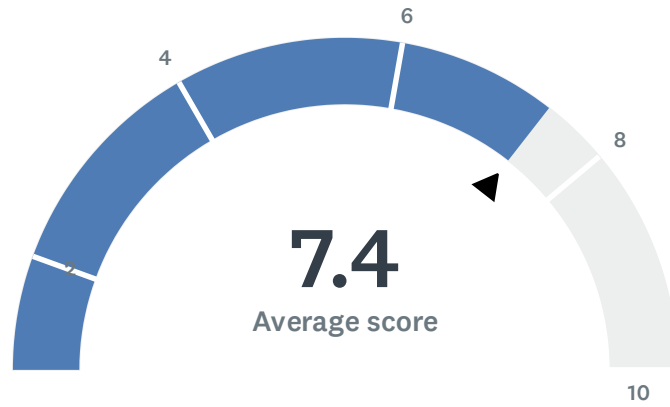
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.38	3.30

Q16 Site meetings are productive and not excessive.

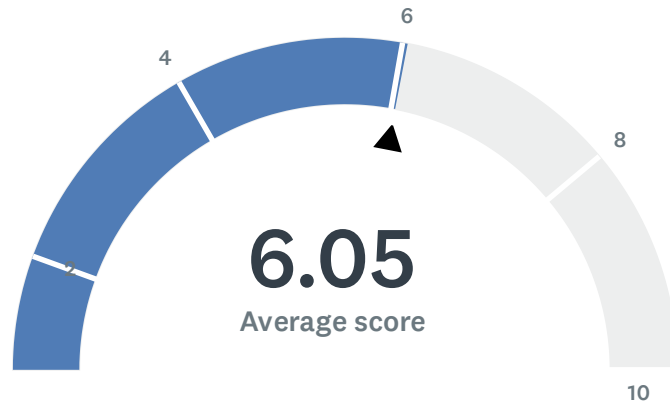
Answered: 20 Skipped: 1



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	7.40	2.96

Q17 Meetings, 504s, and/or IEPs scheduled outside of contractually guaranteed planning/preparation time?

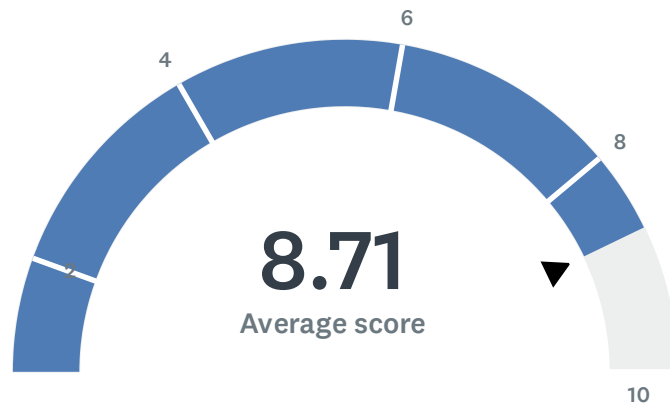
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	6.05	2.97

Q18 My site receives daily, consecutive, uninterrupted planning/preparation time. (30 minutes / 40 minutes)

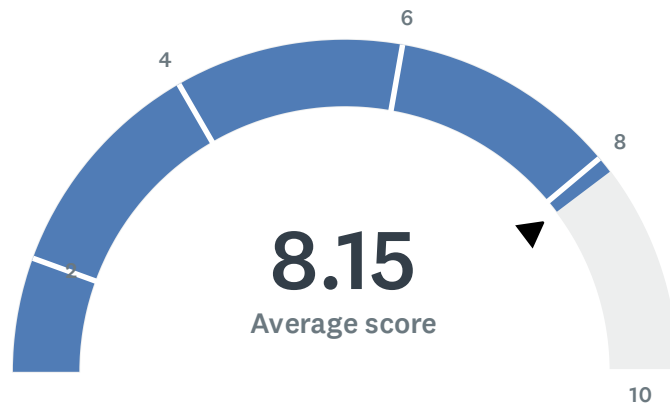
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
5.00	10.00	10.00	8.71	1.69

Q19 Staff is given time (on duty) to input district-required data (i.e., Benchmarks, Dibels, CFAs, Report Cards, etc.).

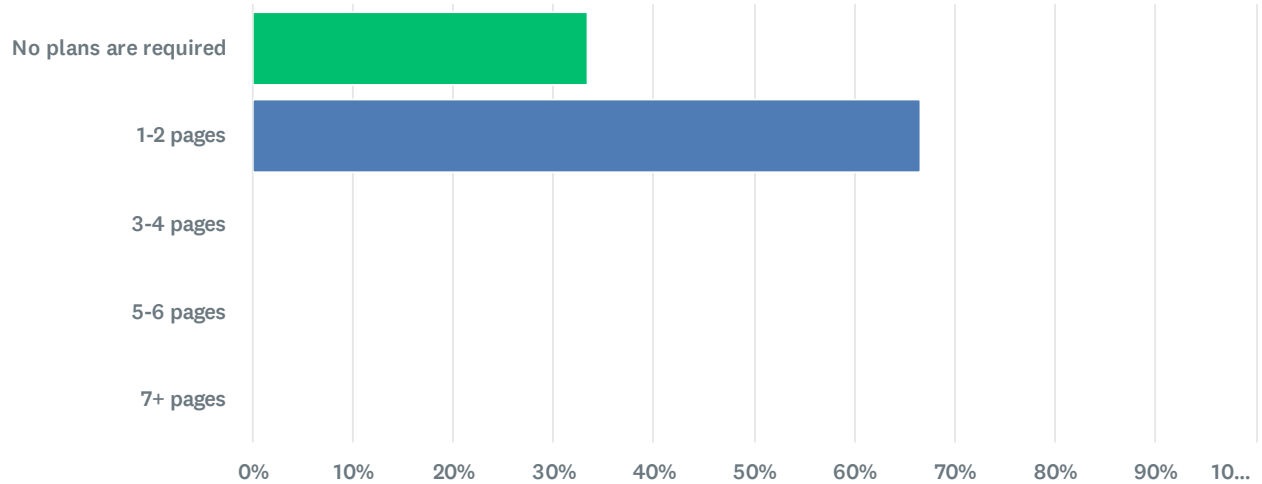
Answered: 20 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	9.50	8.15	2.43

Q20 Teachers are required to submit complete, but not excessively lengthy lesson plans.

Answered: 18 Skipped: 3



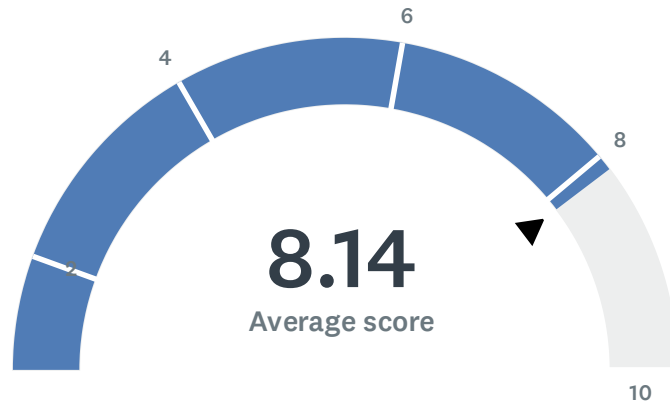
Answer Choices	Percentage	Responses
● No plans are required	33.33%	6
● 1-2 pages	66.67%	12
● 3-4 pages	0%	0
● 5-6 pages	0%	0
● 7+ pages	0%	0
Show comments		
Total		18

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#	COMMENT	
1	No lesson plans are required. We do not review Star benchmark data or use it in any way. Meetings are few and far between. Little to no feedback is provided on lessons from the administration. IEP responsibilities for teachers are confusing.	
2	There is no requirement for lesson plans, and the Principal does not provide timely feedback or meaningful academic guidance. Meetings are few and far between, and meetings are frequently cancelled without notice or not scheduled at all. We don't use the STAR for anything. I'm not sure why we do it.	
3	No communication as there are no leadership or staff meetings. If we hear anything its because someone in support staff mentioned it to someone else.	
4	Most IEPs have been covered by substitutes; however, that is not always the case and many meetings like this have occurred from 2:15-3:00 with no time given back. Lesson Plans are required but no feedback has ever been given.	

Q21 Staff (teachers and/or coaches) have recess duty.

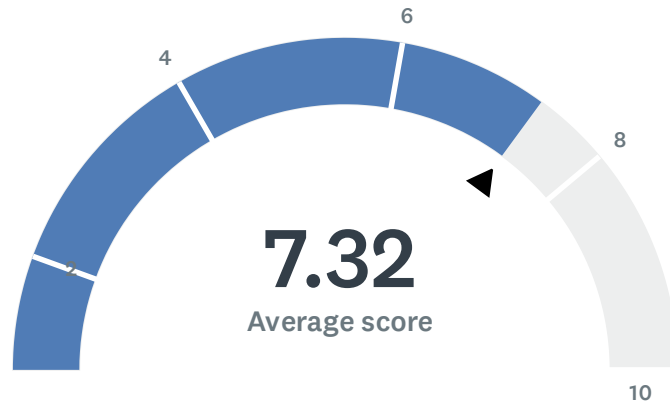
Answered: 21 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	10.00	8.14	2.42

Q22 Staff (teachers and/or coaches) have bus (arrival/dismissal) duty.

Answered: 19 Skipped: 2



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	7.32	3.21

Q23 Do you have any comments, thoughts, or concerns about site operations, duties, and responsibilities?

Answered: 11 Skipped: 10

#	RESPONSES
1	Support staff share the load of arrival and dismissal duties to that teachers have their prep time.
2	The support staff is great, with the exception of one that is TOXIC she has attached to grade levels and made them toxic also...
3	It's frustrating to see the Principal, BIS, and intervention coaches hanging out in the office or walking together talking. It feels like some people get to take breaks while the rest of us have to stick to a strict schedule. We need a system where everyone does their job, and the behavior team works harder to connect with kids. In the past, the BIS stopped servicing students in April. We have been seeing great results with CICO and the small groups that the BIS provide. The students really benefit when it is available. We need to maximize that time and support students through May to ensure we serve them until the final bell! The Campus Supervisor is great to have around because he is high-energy and the students really like him, but we need more help with discipline. He needs to document incidents consistently and provide clear consequences to hold kids accountable. He should use a calmer approach, as a raised voice can be intimidating for some kids. Our psychologist is collaborative and responsive. She supports the classroom with visuals and social stories, provides direct, one-on-one student behavior and social-emotional support, and offers teachers support when implementing interventions. She is out and about on campus, making it easy to find her and get support when needed.
4	Overall, I appreciate that yard duty is spread out throughout teachers. Placement and frequency amongst staff members could be a bit more fair. I also appreciate time given during duty hours to complete report cards, CFA data, etc.
5	This year I feel that all staff is doing a duty. Morning duty, recess duty and dismissal duty. Every staff member is supporting.
6	Operational structure is lacking; for example, the Pauly Handbook provided by the VP at the start of the year remains unfinished, leaving staff without clear guidelines or procedures. The VP has been consistent in conducting safety drills, a significant improvement over last year, when they were neglected. Teachers are held strictly accountable to their schedules, yet the same level of accountability does not appear to be applied to the BIS or intervention teachers who cancel groups on a whim. While teachers are expected to provide consistent, daily instruction and support, the BIS and intervention teachers are not held to that same standard. This lack of consistency raises concerns about equitable expectations and student support. There is no clear referral process for students falling behind, and the supports are poorly defined, so no one knows who is responsible for what. We hardly ever have meetings to review data or discuss student progress, and as a result, academic interventions for older students weren't provided for two whole quarters this year. When the team finally started new intervention groups in January, they waited until the second week of the quarter, and they formed the groups without any teacher input. The Academic Coach only supports select teachers. You can find her consistently in the same classrooms day in and day out. The Intervention teachers frequently hang out in the IMC with the APL and clerk in the afternoon. The APL is always in the IMC on her computer. I am still unclear about her role and responsibilities. The Reading Specialist on the Pauly campus has been a wonderful addition. She has a vast knowledge base and is truly student-centered. She plans effective PD and collaborates with teachers to provide evidence-based literacy instruction. We have seen significant student growth in just a few months because she delivers intervention consistently and with fidelity. She is a true leader whom the staff trusts.
7	All of us here at Pauly have contributed to how well it has been run this year. When one person is out, the others cover for recess duty, morning duty, afternoon duty, and all in between. IEP meetings have not been overwhelming this year, adequate substitutes to cover classrooms for

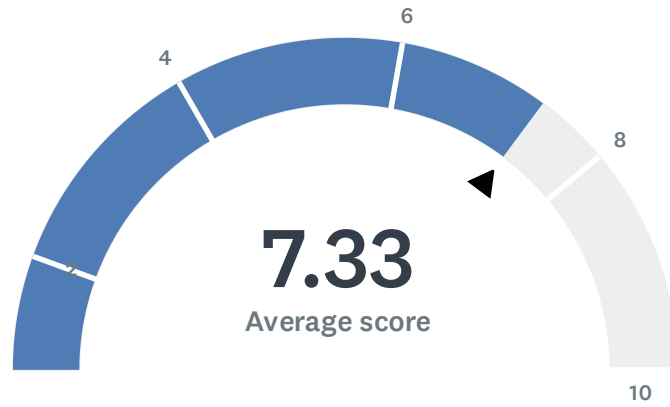
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all IEPs and 504's. The substitute days have made it easier on all staff so that no coverage is needed. Very organized year.

8	The site administration has created an environment where there is backbiting and suspicion are the norms. There is no genuine professional relationships that flourish. BIS are given the exclusive leadership to say and do as they please. Literacy coaches cancel groups and are unavailable to support teachers. The academic program leader does the bare minimum. There is obvious favoritism regarding the support staff. The administration attacks positive hard working teachers.
9	The site runs smoothly because Campus Supervisor cares about kids and this school.
10	Principal utilizes support staff for arrival and dismissal duties so that teachers have their planning time. Teachers rotate through recess duties monthly. The process is fair for everyone.
11	Teachers have recess duty approximately every other week. At dismissal teachers have to walk all kids to their assigned locations for pick up or bus.

Q24 Staff and students feel safe.

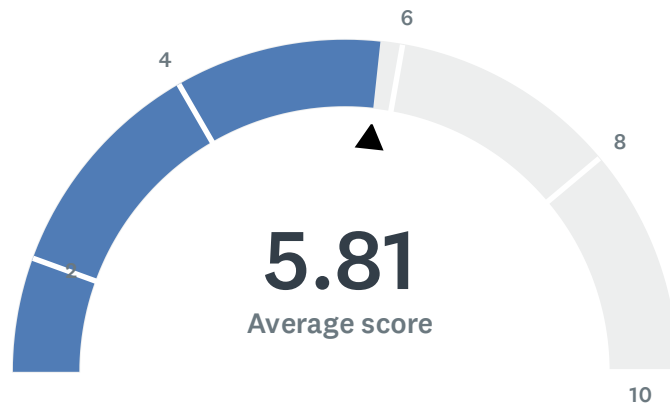
Answered: 21 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	8.00	7.33	2.78

Q25 Administration has been helpful and supportive regarding student discipline.

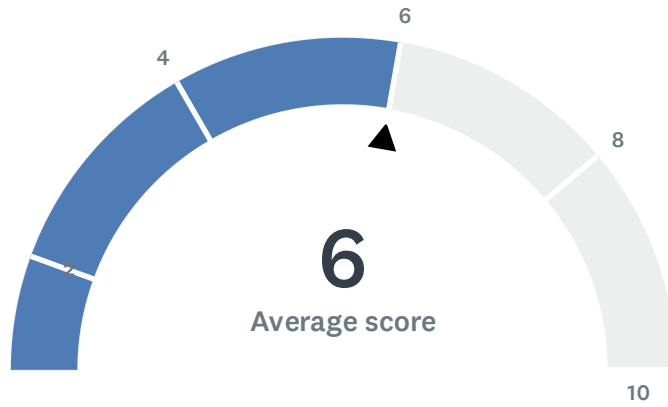
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.81	3.06

Q26 Teachers have been given or trained to use effective tools to improve behavior.

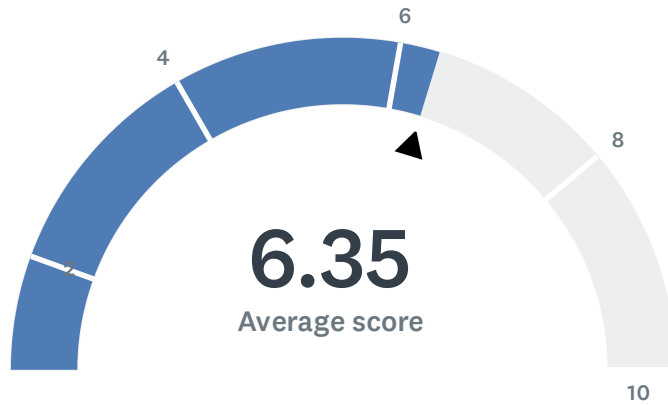
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	6.00	3.15

Q27 Administration supports classroom discipline procedures and follows District discipline guidelines.

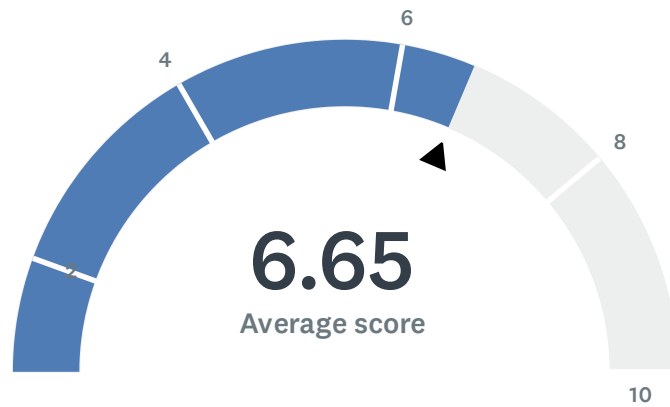
Answered: 20 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	6.50	6.35	2.82

Q28 When ODRs (office disciplinary referrals) are written, the teacher's word is valued and trusted.

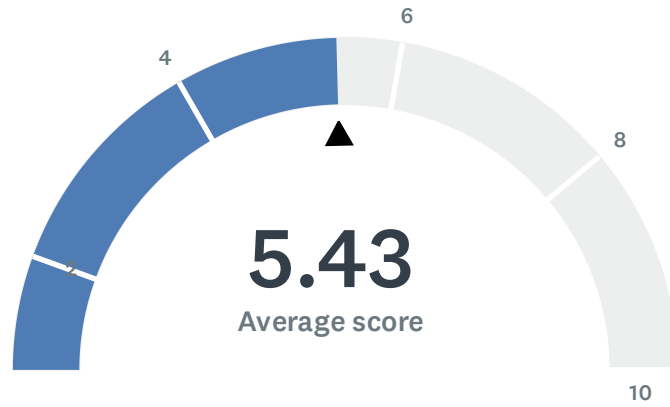
Answered: 20 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	6.50	6.65	2.76

Q29 My site has a positive atmosphere.

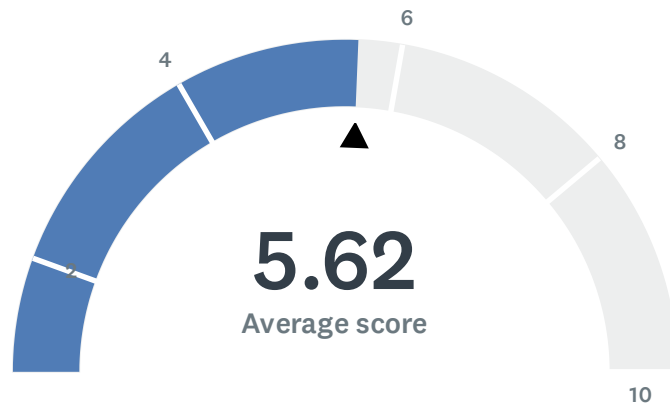
Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.00	5.43	3.09

Q30 I would recommend my site to other employees and prospective teachers.

Answered: 21 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.62	3.29

Q31 Do you have any final comments, thoughts, or concerns about PBIS, Discipline, and/or Site Atmosphere?

Answered: 14 Skipped: 7

#	RESPONSES
1	Students are not well supervised during recess. Lots of hands-on behavior. Not enough support staff. CPALs are frequently on their phones or not watching the kids. The intervention process is confusing. We need to know exactly how to ask for help and who is responsible for providing it. The interventionists lack accountability. Kids are picked up late and dropped off early, and groups are cancelled. We need more meetings to review data so students don't go months without support. It is frustrating when intervention groups are put together and teachers are not consulted. Sometimes it feels dangerous to work here because many of us have witnessed other staff members being spat on, hit and scratched. I'd love to see more frequent opportunities for team bonding.
2	School site can do better and giving logical consequences to students for their actions or when receiving referrals whether they're minor or major. Teachers have to push for students to receive consequences. Campus supervisor is usually supportive and proactive when it comes to disciplining students. He is usually way more helpful to teachers than both admin.
3	Our school atmosphere is positive and supportive. The staff is always helpful, a pleasure to be around and always there when needed.
4	Discipline is not consistent. Favoritism is exhibited sometimes amongst the students by the AP and Campus Supervisor. Tier 1 practices are not enforced. Students complain about not having a PBIS store and are not happy with the new system in place. The system is not equitable. Overall, I feel safe on my campus.
5	Discipline is way to relax, many instances students should be held at a higher expectation and instead are somewhat rewarded by given the opportunity to go into another classroom of their choosing and or getting to walk the track when they should be in class.
6	I feel supported and heard at Pauly.
7	A lack of support and consequences for students has led to more frequent physical fights between students while CPALS watch. I feel unsafe at times. I have witnessed multiple staff members being the victims of physical aggression from students, including being scratched, hit, or spat on. Reporting workplace violence seems futile, and staff do not receive support. It appears to be discouraged by the administration or not talked about. The Campus Supervisor is a reliable presence on campus. He is enthusiastic about supporting extracurricular activities and is creative at promoting and working with at-risk youth. He's great at building relationships and connecting with students, but there's a real lack of follow-through on discipline. He doesn't consistently document incidents or hand out consequences, leaving a significant gap in accountability. It's hard to stay on top of behavior when there's no paper trail or consistent discipline. He relies on a domineering presence and a booming voice to interact with students, which is intimidating rather than supportive. Our current school support system is struggling because behavior interventions often don't match students' actual needs, and there is a lack of collaboration among staff. The PBIS approach has become reactive, focusing on "putting out fires" rather than having the BIS present in classrooms to provide proactive support. This means interventions aren't always happening; for example, a promised fall social skills group didn't start until January, and many PBIS incentives and social-emotional tools have been abandoned entirely. The BIS spends a lot of their time socializing in the front office, doing yard duty, shopping, or in their office, rather than working directly with students or teachers. There is a real lack of accountability from the admin. Teachers are required to navigate numerous procedural hurdles before receiving support from the BIS. The BIS often begin interventions late, implement them inconsistently, and then end them prematurely. Students are still struggling in May, yet groups are discontinued in April, effectively giving them the month of May off from intervention services. Additionally, it is unclear why groups cannot be run every day of the week when there is a demonstrated need, or why an entire day is reserved solely for paperwork rather than direct student support. When "implementing" an intervention, the BIS do

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not help with implementation; they simply hand it off and expect teachers to fend for themselves and know how to implement it without guidance. Even when the BIS are called for support, they try to leave the classroom as soon as possible. The BIS do not always attempt to build positive relationships or de-escalate situations with students; they have been observed arguing with students as peers rather than professionals. Our school psychologist frequently manages behavioral interventions alone, without support from the BIS. She is reliable; I find her consistently available and responsive. Instead of working in classrooms, the BIS often act as "pseudo-admins," spending their time in offices or monitoring staff rather than collaborating with teachers.

8	Our BIS's help where needed. They are caring to the students and tough when they need to be. They are available to help out whenever there is a problem or just a student who needs that extra smile. Discipline is handled quickly, and our site is open to any suggestions teachers and staff have to make things easier on everyone.
9	PBIS support is not provided consistently.
10	The campus supervisor handles student discipline with fairness and care. The academic coach works hard and does a lot of the workload. The FACE liason works very well with parents and teachers. The literacy specialist is passionate about her role so she works with one on one and with struggling students.
11	The only behavior tool we are told to use is a sticker chart. We have to document daily behaviors in Aries for weeks and then nothing is done. Our site atmosphere has gone downhill every year since our current principal started. Pauly used to be a great place to work at. Staff and students felt respected but not anymore. There are still a lot of teachers that work really hard and are there for students, despite the environment we work in.
12	There is not a consistent discipline system.
13	There is no clear discipline plan and we as teachers do not get support from BIS. They act as a single position and only help the students they want to when they want. We have asked that they be seperated and actually walk through classrooms and help struggling students turn around behaviors within our rooms. Pauly use to be such a warm, positive place to work- we miss that environment!

Q32 Do you have any overall comments about your site and/or its administration?

Answered: 15 Skipped: 6

#	RESPONSES
1	Teachers must follow their schedules precisely, but the BIS team doesn't appear to have a set schedule. When we seek their help, they often arrive for a few minutes and leave as soon as possible. We need them to stay in the room and demonstrate how to help the kids. The APL oversees the ELPAC, but her other responsibilities are unclear. The teachers who work with the Academic Coach have great things to say! We'd love to see her freed up from paperwork and her administrative tasks so her support can be spread more evenly across the entire campus. The Reading Specialist is awesome. She's great with the kids. She helps the teachers in a way that makes the kids better at reading.
2	Academic coach is extremely helpful. She is spread thin and takes on so much around campus, but she still makes it a priority to be there for teachers. APL is pretty helpful as well. Support staff like our 3 intervention specialists, APL, etc need to do a better job at being aligned when it comes to student goals and what they tell teachers to do. It seems like there is a power struggle and awkward dynamic amongst them that teachers feel the effects of. We have two BISs at our school site and honestly I'm not sure why. Teachers are told they'll run SEL groups, and sometimes they do but never follow through. Out of the 8 weeks blocks they say they'll run groups, students only get pulled for 2-3 weeks. They're always together just walking around campus or getting their steps in on the playground track. The budget for the second BIS would be way better spent somewhere else where students will actually benefit from.
3	Our support staff does an outstanding job managing their own responsibilities while also seamlessly stepping in to support one another whenever needed.
4	The principal can be more proactive about situations that arise on campus. There are staff on campus that are not working to capacity nor are they working for our kids but other adults.
5	Overall, the site administrators are doing their best with what they can. But, students have no real sense of authority or respect.
6	There has been a lot of growth in administration this year. The effort and changes being made are appreciated. Communication is better but still could use some improvement.
7	Rather than focusing on teacher and student support, the Principal, BIS, and intervention coaches have turned the office into a social hangout space; I have personally seen them lying on the floor and on the new couch in the principal's office, chatting during the workday. Recently, they have been spending their time walking the track multiple times a day or sitting on the picnic tables on their phones. They only show up to 'put out fires' once a kid has already hit a crisis point, rather than working with us to prevent it in the first place. Additionally, BIS are perceived as receiving preferential treatment by being able to take extended time off for celebrations or vacation privileges that are not afforded to other staff, which contributes to morale and equity concerns. To make matters worse, the Principal, BIS, and Intervention Teachers are all close friends, so there is no accountability. Nothing happens if they don't provide the promised interventions. They spy on the teachers and then report back to the principal. It feels like a clique where complaining or asking for help does no good because they just protect each other.
8	An added full-time staff member, our YSS has helped out immensely this year. They have been willing to take on extra students and add meetings when needed for the students. The Black History event was incredible, and the amount of effort the YSS has put in to make sure students feel cared for is commendable. The YSS has made a huge difference not only in the amount of engagement but also in the amount of overall work they put into our school.
9	The atmosphere at Pauly had changed. It used to be such a great happy place. Now it's a place where you're afraid how your words are going to get twisted and what is being said

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	behind your back.	
10	This school is permeated by dysfunction, lack of encouragement, minimal recognition for achievements and pervasive criticism. We have some horrible people in our administration. They put on a real good attitude in public like they are dedicated people invested in our student's futures.	
11	Pauly has some really great students and teachers. It seems that any new staff member that tries to make positive changes and hold people accountable to do their job, gets ostracized and then they leave.	
12	Administration is not very involved.	
13	There is a huge divide between the Principal and HER Support Staff and the rest of the school staff. They should be supporting the school and teachers but the culture is that they gossip and do not work within their job descriptions. Principal listens to people she likes not people who have the right answers for kids. Principal has created a toxic environment where teachers do not feel comfortable bringing anything to her as she will retaliate and talk about you to other people.	
14	Admin does what they can but some teachers at this site choose to follow someone who is not even an administrator; causing a huge problem with work place flow. Teachers often go rogue because they have been used to being allowed to do things for such a long time. It causes confusion and frustration for everyone.	
15	There have been major issues and unnecessary drama caused by our LCRSET this year. I feel like our admin have recognized the problems and have done everything they can to put out unnecessary fires caused by this individual.	