

What's Working Responses				Challenges Responses				Suggestions for Improvement Responses				
What's Working	Staff Jan. 30, 2020	Parents Jan. 30, 2020	Students Jan. 29, 2020	Challenges	Staff Jan. 30, 2020	Parents Jan. 30, 2020	Students Jan. 29, 2020	Suggestions for Improvement	Staff	Parents	Students	Community Survey (18) Nov. – Dec.
All students have an opportunity for one-on-one teaching time.	✓			Younger students typically need more help and thus get more time spent with them.	✓							
Individual and grade-inclusive lessons	✓	✓		Students have to travel a good distance to get to school.	✓			Improve internet service	✓	✓		
Older kids often help younger ones if teacher busy helping someone else.	✓											
Our tight-knit community is always ready to help out.	✓											
Individual education plans—self-paced learning		✓		Having time for quiet focusing		✓		Tutoring		✓		
Problems are addressed immediately.		✓		Knowing where kids are		✓		Second Steps pre-testing		✓		
STEM/CTE		✓		Stretched resources		✓		Lumos learning		✓		
Internet limits		✓		Staff can't leave the room		✓		More staffing		✓		
Individualized time with teacher	✓			No access to regular professional help for children with chronic emotional and behavioral issues	✓			Have a professional counselor come out to the school	✓	✓		
Anonymous "suggestion" box	✓			With so few students in the school, the social pressure can be troublesome.	✓			Have a counselor check in with each child individually	✓			
Courses for learning to teach special-needs children	✓							Monthly (?) lesson on mental health and ways to deal with stress	✓			
	✓							Establish a "sister school" to start pen-pal communication and possible visits	✓	✓		
Second Steps		✓		Second Steps		✓		Continue Second Steps		✓		
Must work through problems at school		✓		One person wearing too many hats		✓		Social emotional learning		✓		
Posters, positive words		✓		Kids are outsiders transitioning to Culver—sensitive kids, worried about bullying		✓		Social media/online etiquette		✓		
								Partner with other social groups		✓		
								Online strategies for kids and parents		✓		
Use of books, computer work, and hands-on projects	✓			It is hard to teach grade-inclusive lessons without proper (often expensive) materials.	✓			Continued use of multi-grade projects and trips to reinforce existing lessons	✓			
Field trips to further lesson topic comprehension				Our remote location limits field trip options.	✓	✓						
Our teacher is creative in juggling her one-room school house.	✓			The school is small and rural.	✓	✓		Possible trips to the library for exposure to more reference materials	✓			

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Choice of ELA and math curriculum		✓		Teacher resources and time to prepare		✓		Online elective courses		✓		
Standardization		✓		Music		✓		Art, music, PE		✓		
Advanced classes are hard.		✓						Outdoor play, field trips for PE, PE contractors, cross fit trainers		✓		
Music Monday		✓						Artist in residence		✓		
Lexia Dreambox—supplements well		✓						Home school meet-ups		✓		
								Flagging for TAG after 3rd grade		✓		
								Activity bus		✓		
								STEM/CTE		✓		
								Make school less muddy		✓		
								Clear brush and make lot a useable space		✓		
Brief time during board meetings to discuss solutions to immediate issues	✓			No paid hours for teachers and employees to set aside specific times to discuss pros/cons of week and how to be proactive toward potential struggles	✓			Set aside specific paid time for these discussions once or twice per week	✓			
Our students are well supported in this area.	✓			Parent/teacher conferences		✓		More time to collaborate		✓		
This meeting		✓		Parent homework		✓		Partner with other school districts and small schools		✓		
Classes, workshops		✓		Time networking		✓		Local FT		✓		
								Add non-instructional days to contract		✓		
								Get teacher in professional groups		✓		
Our partnerships with public library, independent music teacher, sheriff's department, and other companies and individuals within the community and county	✓			Our rural location makes it difficult to maintain regular interaction between the school and its partners.	✓	✓		Continue to use grant money as compensation for library, music teacher, and counselor to make the trip out here	✓			
BLM		✓		No outdoor school		✓		Partner with Culver for outdoor school and visitation		✓		
Jefferson County Library		✓		Difficult for self-employed parents to make time for school	✓	✓		Extension Services		✓		
Historical Society		✓						Hancock—family camps		✓		
								ODFW biologists		✓		
								Future kitchen work		✓		
								Classroom in a trunk		✓		
								Local big field trips		✓		
								Add Friday or evening "Kids Club"		✓		
								Provide transportation		✓		
								Longer school day (8–3:30)		✓		

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Students: Having more help than at big schools, having a music teacher, playing in kinetic sand, having access to computers, having Bella to learn to learn with distraction, playing on ABCya, field trips, rock gym—PE activities all day, going to the park, swim lessons, big gym—good echo and room to play, gym equipment, learning sign language			✓	Students: Playing recorder, getting up early—distance to school, getting space from others when you need a break, playing a game and getting frustrated because of multiple ages, having a bad day—getting away from others, math, remembering strategies when someone is being rude, handwriting and spelling (because my hand gets tired)			✓					
								Community Respondents (18)				
								The front steps need a retaining wall.				2
								The kids need a ball field area where they can run.				2
								The plumbing needs to be renovated.				1
								More play areas				1
								Fresh paint				1
								Upgrade restrooms				1
								Deeper bark dust to reduce impact of potential falls				1
								Diverse playground equipment for different ages				1
								Take out sagebrush on south side of gym and install sand track for track sporting events				1
								Bring the buildings up to date.				1
								When asked to prioritize potential repair projects, 11 rated bathrooms the highest priority.				