

Listening to Our Community: Participant Feedback Summary

James Baldwin ES | March 26, 2026



What Is Going Well

Summary:

Participants identified strong educators, inclusive school cultures, social-emotional supports, and improved communication from district leadership as meaningful strengths at James Baldwin ES and across SPS.

Key points raised by participants:

- Students generally feel safe and supported at school
- Teachers are viewed as caring, qualified, and deeply committed
- Strong connections between families, staff, and neighborhood schools
- Inclusive environments with attention to diversity and belonging
- Social-emotional learning is improving student behavior and wellbeing
- Dual language and language immersion programs are highly valued
- After-school programs, arts, athletics, and enrichment are seen as strengths
- Superintendent communication and presence are viewed positively

Example quotes (from posters):

- *"Kids feel safe at Baldwin."*
- *"Teachers are engaged, well-trained & trying to do well."*
- *"Strong social emotional learning results in ↓ in behaviors."*

What Is Not Going Well

Summary:

Families raised concerns about inconsistent communication, excessive screen time, uneven equity and supports across schools, large class sizes, and unclear or changing district processes.

Key points raised by families:

- Too much screen time replacing hands-on learning and physical books
- Inconsistent policies related to technology, cell phones, and AI use
- Over-testing and instructional time lost to devices
- Poor differentiation and insufficient rigor for advanced learners
- Lack of academic support for students who are behind, especially in literacy and math
- Class sizes are too large

- Equity is discussed but not consistently experienced across schools
- Support and resources are uneven between Title I, neighborhood, and HC pathway schools
- Volunteer processes are onerous and hard to navigate
- Families find district systems and enrollment processes confusing

Example quotes (from posters):

- *“Too much screen time in school.”*
- *“Class sizes too large!”*
- *“Title I and alternative schools disproportionately impacted by budget instability.”*
- *“Equity is discussed but not clearly communicated... doesn’t feel like the district is actually honoring it.”*

Ideas for Improvement

Summary:

Participants offered practical, student-centered ideas focused on clearer communication, balanced technology use, stronger academic supports, and intentional investment in programs that help schools retain and serve families well.

Key points raised by families:

- Improve and consolidate communication platforms; “redo” district websites
- Clearly explain decisions, processes, and expectations for families
- Establish consistent policies for screen time, AI use, and cell phones
- Invest more in play-based learning, arts, music, and PE
- Expand tutoring and academic supports, especially for math and literacy
- Strengthen differentiation and rigor without lowering expectations
- Ensure equitable access to programs and resources across schools
- Simplify and improve volunteer screening and outreach
- Be intentional about programs that drive enrollment and family trust
- Preserve programs across levels, even if consolidation is needed over time

Example quotes (from posters):

- *“Limit technology use.”*
- *“Break the vicious cycle.”*
- *“Consistency small K class sizes.”*
- *“Provide clear rationale for decisions and close the feedback loop.”*