

Notes from subgroups:

Community Engagement

Reach out to Realtors. First point of contact for many new residents.

High tech partnerships with district. How do new businesses help impact the schools?

Communicate the value the school system bring to the community, at the corporate level.

Tell our good story – tie measures to story and engagement.

Size is a factor in perceptions. How to make that a positive.

Tell the success stories to build support and raise image.

Focus beyond the residents with kids in school.

Community buy-in and investment is key.

Measure engagement success.

Always know our agenda with different partners.

Data trends with graduates and tapping into past parents.

How do you measure success? Beyond the typical measures? Individual preparation.

Market strengths and weaknesses.

Knowing impact of voice when listened to.

Cutting through the clutter – say something 1,000 times!

Community is broader than the business community or external stakeholders

Engage homeowner associations

Raiser image and perception:

- Define community involvement

 - Create a wave of possibility

 - Understand your support

 - Understand the 70% (who don't have kids in Lakota)

 - Agenda for businesses and Chamber

 - Pass the levy attitude – based on achievement

Invest instead of spend to change the perception.

Survey students in school

Graduates within five years of graduation

Survey what do parents hear at home

Internships – prepared after graduation

Leverage social media networks – measure long-term success

Go where people are – don't rely on them to come to you.

Quantify success to “tell a story”

Communicate facts of impact to schools of community changes.

Know your audience to make relationships mutually beneficial.

See district more as a “giver” than an “asker”

Fiscal Responsibility

Don't let up – continue good work

Growth vs. decreases in students

Return on investment

Communicate clearly – next levy, balanced budget

Still spend/invest enough to get the best teachers and professional growth

Spend on quality

No is the right answer sometimes.

Working with other government entities

Exposure at a young age

Internships at better than Mason's.

Perception of education and financial responsibility.

Invest in results

Review budget yearly to extend 2020.

Seek grants.

Total community value. 70 percent of community doesn't have a stake in schools

Strategy for growth, most bang for the buck

Compare to CPI and inflation

Perception of education and financial responsibility

Operational effectiveness and efficiency

Productivity

Operational measures

Measure the relative effective property tax rate (relative to other school districts)

Prove how school investment helps the whole community (including non-parents)

Happens if we trust the district's plan

Add systems to track productivity

- how you make decisions
- track data over time
- seamless transition

Hold people accountable in daily operations – lead to operations measures

Fiscal and operational sustainability

Financial communication

Good principals who can organize/manage

Maintain continuity to keep great staff – invest in people

No surprises

Maintain integrity/trust

Seek alternative revenues

Consider hiring a grant writer

Have a balanced budget every year

Invest in quality staff

Provide quality environment

Work towards balance, not too much cash

Create a foundation

Report-out on spending

In-house internships

Longer-term budget forecast – up to 10 years

Retain investment in professional development

Look at total property cost (house price, income taxes, effective rate)

Instructional Excellence

Passion for teaching

Bridge the gap between school and jobs – create well-rounded students (Renaissance, humanities) who are prepared for workforce

Survey teachers – needs assessment

Teachers – come alongside – guide, advocate, role model

Team concepts, participation

Understanding how to participate – role on team

Team members all-in, invested

Investing in quality teachers, professional growth

Challenges with work time

Career skills

- Business awareness

- Financial literacy

- Life skills

Survey students on teacher consistency

Diversity of courses

Grade protocols

Positive attitudes about my teachers

Academic integration vs isolation

Practical vs. theory

Character education – morals, judgment, relationship with teachers, maturity

Academic clubs

Negative per-pupil spending, educational support

Problem solving matters – open children's minds, fine arts get only limited exposure

Students are the customer

Quality teachers – maintain and improve performance

Make learning fun

Job skills – career readiness, IT, skill careers, trades, manufacturing

Additional offerings 7-12

Global environment – cultural literacy, language development, global marketing

Don't be a center of attention – be a team player

Quality of teachers

Pay – retention

Environment

Leadership development

Get rid of poor teachers

Principal should lead, encourage excellent teaching culture

Overcome Butler Tech barrier, career tech is necessary – awareness, need inventory

Not every student needs college

Invest in principal training, assistant principals, team leaders

Why do kids need management training after high school and college? Request management skills

But what is the role of the parent? Is this beyond teachers?

The academic bubble – relationship gap between pros and students

Relationships with teachers is key

Inviting

Open

Bring them problems, your philosophy

Not a lecture...facilitate the kids

Change perception of our excellence – Realtors, Business

Notes from all groups together:

General:

Get the right comparison districts (not Mason)

What are the limits on us?

Diversity/real world experience is our strength

Tape graduates' success stories

“Sometimes higher taxes are a good thing” (from a local business person)

We are an aging (community)...what will we look like?

What is our change narrative into the future? What is the district's role?

Ideal scenario is a compelling vision – our identity might help get that

This is still the new era

- Market that
- Five years since the deficit

Show the story of the future, and our strengths into change/future

Needs

- Ready to enter work force

Wants

- Endless

Find partnerships for wants

What is the core – measure that

Keep fiscal balance

Can't be exceptional in all areas

Need to know our identity to know needs vs wants

Figure this out, then figure a way to deliver

What do we want, and what are we willing to pay for?

Community Engagement

Better share story

Reach the 70 percent

Diversify messaging

Stress mutuality between schools and community

Focus on positive outlook

- get on tip of everyone's tongue

Instructional Excellence

Know the difference between wants/needs, to keep the good staff

Have a diversity of options in regard to career readiness

Renaissance – well-rounded students with character

Students are the customers – keep them ready

Leadership training to create a culture of excellence

Together on a journey

Prep for workforce – real-life experiences

Fiscal Responsibility

Seek out alternative resources (revenues)

Investing vs. spending

Competitive strategy to other districts

Operational measures

Invest in staff and in retaining them

Invest in the right areas

Really understand the whole community – know the audience – mutually beneficial

How I/We can help community – more ideas

Don't just read about us - market

Cycle –

Funding/Investment → Change (instruction) → Feedback → Funding/Investment