

**Lakota East (Side) Staff
Community Conversation
March 18, 2013**

PROCESS

People felt comfortable

Fear of speaking freely
Intimidating to push up-stream

Past staff involvement wasn't utilized
Literally thrown out
Poorly planned how to use staff work

Administration can't really appreciate the challenges of staff
So administrators should shadow or sub with/for teachers

Better common assessments
Clearer picture of what staff is being asked

More conversations between staff and administration
Ask how staff is doing

Local principals listen, but central administration doesn't seem to listen

The link between central office and school buildings is weak

Central office makes authoritarian decisions that impact individual buildings but doesn't seek input before hand

Lakota bows to parents but treats us as servants
e.g. – 35 Community Conversations vs. 4 after the fact with staff

Too many changes too fast and without on-the-ground reality check

Expectations to keep juggling balls
We need to prioritize which balls are most important

Need better resource system to adapt to changes and the future

Partners not peons

We need a relationship with central office
Come to buildings more

Build trust

Better communication

Principals need freedom to lead

See the superintendent more often
Integrity to show up

Use professional learning communities
Get mission and goals
Check off
Bring community to staff to partner with staff

Accomplish something together

District needs to prioritize

Address demographic shifts
Increase an awareness between communities
Be a welcoming district to all community members, especially low S.E.S.

Everyone needs to be equally represented in the “retooling” work

Sympathize with the central office
They have pressure too
Education is stressed
Need a relationship to do this

KIDS NEED

Lost human touch – Too much on testing

Ask kids what they need
Involve them in setting their own paths

Kids need time to learn
Play with an idea
Down time
Experiential time
Community as class
Time to be a human

Teach the whole child
Art music
Not all will be a scientist
Provides confidence

Skills are taught

Keep grades up

Manage time

Teamwork

Practice

Socialization

Kids need fun

Play well with others

Love to learn outside the building

See their own value in the school community

See each child as unique

Options to develop their own gifts

Start at their developmental levels

“More” math/etc. is not always better

Quality

Varied experiences with time to process

Educators flex with changing world

Teacher training

Better technology

Student partner

Stop doing some stuff

Students need to be independent thinkers who can collaborate

Big Themes

Time

Options/variety

Individuality

Quality

Whole human

Balanced methods

Independent problem solvers that can collaborate

Deeper partnership between parents and staff

Deeper partnership between teachers and students

Partnerships between teachers

Teacher placement stability

Create systems for partnerships to develop on all these levels

Challenge highest learners

Group them and let them go

A real gifted program

Student leadership

Opportunities

Experiences

Strong foundation with lots of “looks” at it