

**What are your highest hopes for all students as a result of their time in Carroll ISD?**

- Time here productive and meaningful and ready for whatever comes up
- Equipped to have conversations with people and be confident including crucial conversations
- Resilience
- Failure is not failure
- grit/stick with it
- Attitude - it's a choice
- Avg Kids: See a lot of kids wanting to be done with high school (seniors)
- Resistance to see skills that are crossover opportunities ex: math in economics
- Recruiting process between two campuses can be a challenge
- Has seen a change in the demographic - more acceptance of vocational paths
- Out of 700 - 150 kids not college bound (20 percent)
- It is uncomfortable to say we don't got to college
- Balanced - want them to learn how to do that
- Helping them to structure excellence - you don't have to be the best one
- What do we do for average kids; they don't feel successful since they aren't at the top
- You are in GT and don't make all As?
- They need to answer what are their highest hopes (students)
- Confident
- Prepared in whatever they want to do
- Southlake Association of Average Students?
- Want them to feel equipped to take anything on
- Organizational skills
- Here is a rollout with technology but no student or parent training on software
- Parents we are the IT department - no help after hours
- Define the role of technology and the role of a teacher
- Teachers use canvas differently - no continuity

- Raise a good human
- Well prepared
- High standards
- Global connectivity/economy
- Respectful
- Balancing - home and parent responsibility
- Communication - verbal
- Concerns related to global agendas
- Hire and pay the best
- Retaining the best
- Accountability within the
- Concerns about celebrating; educated about difference is ok; difference about accepting and respecting
- We are in competition; we have a dragon brand
- With a \$million buy-in so there will always be a plan
- What do you do - what do you choose not to do.
- Lost focus on what we do really well - consistency and accountability
- Critically important to deliver consistency and accountability and parents can know that they are still getting a foundation that allows their students to do whatever they want to do or they chose to do
- What is the problem you are trying to fix - I can't fix the problem...
- Highest hope to receive an education to prepare them for whatever they chose to do (reading, writing, math, computer science)
- Treat everyone else like you want to be treated
- Back to fundamentals of what we are about and the purpose of what we are about
- Basic core values - treat others how you want to treat
- My hope for students is that they are so prepared for life afterwards - knowledge and skills
- Behavior and value alignment
- District begins to teaching values then you get in the wrong lane
- Everyone graduating from CISD is prepared for the real world

- Teaching them how to think not what to think
- Return on classical
- Language arts
- Multicultural society - maybe this is how approach appreciation/respect of cultures
- Entrepreneurship skills
- College acceptance rate - celebrate but not everyone has to go
- Internships
- Celebrate entrepreneurs like we do athletics and college
- Make sure programs are award winning
- Recognition beyond football -
- Global citizenship
- Students to feel safe and belong
- Critical thinking
- Adaptable
- Collaborative
- Emotional IQ
- Academic rigor
- Coping skills in dealing with pressure and anxiety
- Dragon pride past high school
- Make a positive impact
- Servant leadership
- Work ethic
- Good members of society
- Workload dramatic differently from 8th to 9th grade
- Students motivated and capable to Tier 1
- College counseling not adequate - hire someone to help(there is a gap)
- Because of the transition - you move so many times (came from highland park)
- Counselors don't get to know kids
- Coping skills - anxiety (academically strong but are struggling with the social challenges with anxiety)
- I want my kids to come back to southlake to raise their families
- Every dragon to reach their highest potential
- I want every dragon to believe in him/herself and am confident to

achieve what i want to achieve

- Prepared to do whatever they want to do whether it is a vocation or ivy league school or anything in between
- Leave with the tools and confidence to do that
- Being empowered and inspired to achieve what they want to achieve
- We academically prepare kids - alumni story had 93 and way more prepared than my peers
- If i had known more competitive I was I would have applied to different schools - expand my horizons
- Feel like they are a part of Dragon nation - beyond academics like band, fine arts, athletics. They need to be involved in something and every student a part of something
- Camaraderie of being a dragon. What opportunities can we do to provide those opportunities to ensure they all feel they are a dragon
- Kids want to be involved and kids want to start clubs - it tells us they want to feel involved and their interest served
- Be a good human
- Prepared to handle any type of situation
- Social engagement
- Be able to conversations and feel comfortable
- Self aware
- Socially aware
- The more prepared they are academically
- Prepare for college - the possibilities
- Be a good human; education for all spectrum of learners - equal footing to thrive
- Our students are very prepared - got through college (academically and socially)
- (it's a blend of parent and district; teachers are already harnessing the emotional support for students) Additional guidance with parents related to DARE, etc. provide those tips; empower parents to have

conversations -

- There needs to be a delineation between school and home; establish responsibilities and what are the schools responsibilities.
  - Concerns about enforcement of SCC
  - Opportunities for all students outside of AP. Students with different strengths and academic potentials
  - Offer CTE or other programs for kids to find success
  - Feel confident academically and socially (confident within)
  - Great memories - enjoying their time and making friends
  - Kids be able to take classes and try to explore their passion without penalizing them with GPA
  - Students be willing to try and handle failure; failure can lead to other successes
  - Protecting that kindergarten spirit to explore and try
  - Students leave with an array of opportunities
  - Look back at school and hang their hat on something
  - There are lots of opportunities we haven't created yet for kids and we should try to do that.
  - I want them to feel seen and heard and have the power to do that for someone else.
  - Students look at the world and see how they can use their knowledge and skill to make a difference.
  - The real world is not all a microcosm of what you grew up in - giving a well rounded understanding of what is out there - what is behind that person, behind that culture for understanding and putting things into perspective.
  - Let's not forget about the extracurriculars since that brings opportunities and does prepare students work with others - it produces well roundedness for students
- Moved here for the educational quality - the continuation of the quality of education

- CMA banquet love that; huge degree of pride with these kids changing the world
- Resources and options are tremendous
- Academic standpoint - rigorous
- Middle for Carroll but higher decile compared to other districts; remaining academic excellence is the priority
- District does a good job in how they bump them up.
- Post carroll
- Being accountable, inclusive and empathetic
- Creating more leaders for the next generation
- What other programs similar to CMA to have those opportunities
- Engage and give back
- Communication
- Giving kids the education - the well roundedness to understand others
- Arm students with the mental firepower to be able to lead and understand; far more inclusive experience here in SouthlakePositive learning experience
- Life long learners
- Proud to be a Dragon (prepare her well)
- Feel loved and valued
- Important they feel they are in a safe environment - so they aren't made fun of and can be me
- Opportunities to read and meet about people who are not like them (tendency read literature that is like them)
- Ok to fail since that is where they learn
- Safe enough to take risks
- Coping strategies - it didn't go the way I expected
- See others outside their bubble
- Well roundedness themeSuccessful outcomes for every dragon no matter where they are GT, AP, Spec Ed or middle
  - College and adjusted to college

- Spec ed and be independence (same opportunity)
- World-class opportunities for all Dragons
- More well rounded Dragons graduating
  - You have to pick early to figure out what you do but picking a track in 8th grade and have many passions
  - Colleges looking for well rounded person
- Development of all people (maturity) well roundedness is critical
- Older two loved seen for more the real world; Judged on the whole package and be more developed here from Kinder on
- We name them in our vision but we don't focus on that; we focus all on academics and the rest isn't well rounded
- Focus on the best and forget they are kids and should learn how to fail
- Communication skills - a lot of memorization vs broader real world applications (write more; essays; presentations - this will get them farther by articulating their thoughts)
- See more practicum experiences
- Foundational study skills
- Self efficacy in their study so when they are faced with challenges they can apply those skills, feel confident in using their skills and using their voice
- Want students to be successful no matter where they want to go and do
- Character
- Self-discipline
- Transition well for dragons; on level kids are not as prepared as GT and honors classes (writing, study skills in general, no idea how to study, no idea how to take notes)
- If students are not in the top group, how do we prepare them for the next step in life
- Parental pushback with the struggle in learning - we need them to struggle some

- Coping skills - deal with daily life - setbacks and challenges
- First year college data more important than following years
- Highlight the other paths students can take
- What about CTE to provide more opportunities for students
- Receive a great education but each educational journey will look differently. We want them to be successful, but we don't we may not have success defined
- Well rounded individuals and provide opportunities
- Prepare for the future
- Stress levels and finding away to balance that
- I want every child to feel safe and this is their school
- Happy and feel good about their experiences in CISD
- Well prepared for whatever their course of life is; each child is different
- Opportunity to have different opportunity
- All the talk is college ready but some are not on the that track
- Something new and to try new things (example floral design)
- We are looking at welding next year and we have a lot of interest
- Most of our kids are competitive, which is good since it is competitive, but have sense of pride of where they are from and look forward to raising their kids here because of the experiences and pride
- Given the opportunity to learn lessons and get through it and want their children to have that experience
- Being well organized; track responsibilities
- Grit - how much do they stick with it and fight through adversity; or grit to get through whatever they are getting through
- Communication skills/presentational or just having crucial conversations

	<ul style="list-style-type: none"> <li>● Develop courage.. To follow through, develop to be kind, develop courage to stand up for someone else</li> <li>● Can they assess information; discernment from fact and fiction</li> <li>● Do kids know how to study?</li> <li>● Majority of our kids are in the middle and parents can cast a vision what there is available in high school so we can see as parents their passion and interest and don't know what he needs to do depends on their interests</li> <li>● Profiles of successes so we know all of the things of what they did so people know what to take and</li> <li>● Need for leaders - effective communication; how to connect with others; resolve conflict</li> <li>● We are all focused on the best college and be placed in the marketplace - about being able to determine fact from fiction; assess and make decisions based on risks</li> <li>● Teaching them to be better humans</li> <li>● Empathy and compassion</li> <li>● Hope Squad now Halo? (Spec. Ed and buddies are matched up) DMS <i>purpose of peer to peer model</i></li> <li>● I feel like the programs are 'secret' since I don't know all of the opportunities - why aren't those programs more known</li> <li>● Do we really need to have a program for all of our kids to empathise and understand and be familiar with all children and interact with them. Isn't this what we can do when we cast a strategic vision?</li> <li>● Be more a global citizen since they are working with individuals with different backgrounds</li> </ul>
<p><b>When thinking of your highest hopes and how the world of work has changed over time, what types of knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>● Resiliency</li> <li>● This is a safe place to try new things, but parents don't really want their kids</li> </ul>

**are needed to prepare our children for their future?**

***Think of how your work and career has evolved--- technology has changed communication, careers, industries, etc including professions that haven't been created yet.***

to fail since they don't that - want them to be the best or top performing

- Failure is an obstacle
- Goal setting - short and long term - smartizing them...
- Be willing to receive feedback (challenge with perfectionism)
- Organizational skills/time management
- Student opportunities (culinary, woodworking, etc)
- Financial literacy
- Train when they leave their parents - these are the skills
- Systems issues expressed - different expectations across campuses
- Secret sauce - it's the families that make this community up.
- Hired from research on pacemakers
- Collaboratively
- Finding consensus
- Failure is ok; and learn and grow
- It's okay to no be perfect and the best
- Conflict resolution
- Safety - definable
- Intellectually curious - are we fostering that since we are so prescriptive
- Critical thinking
- Emotional intelligence
- Ability to think and ability to learn
- (rogue learning but not apply)
- With technology world getting smaller: communication, understanding cultures, empathy
- EQ and IQ
- Time management
- Organization
- Adaptable - be able to pivot and have grace
- Resiliency
- Grit
- Persistence
- Perseverance
- Sticktoitiveness
- Ability to learn
- Keep getting better
- Ability to talk to people - communicate with others
- Global communication
- Continuously working

- Innovation - problem solving that can be applied - learn different ways to solve a problem
- Learning in different ways
- Service to others
- Good worker - engaged and want to stay
- People you want to work with
- Those who are collaborative have more resiliency
- Taking resiliency to skill vs emotional health
- Actual skills to improve resilience
- Systems don't match what we want - if a student makes an 80 then they are removed from accelerated courses so how do we teach resilience? We are teaching them to quit.
- Ability to work with others
- Class participation - engaging with others
- (competitiveness breeds working for yourself)
- Global - my college student had to work on a group project with one in NY and one in Egypt.
- Understanding others' background
- Most of her classmates in college aspire to what we have in Southlake and so where do I begin?
- Communication - written, verbal (emails, presentations, etc)
- Typing/keyboarding
- coding
- Take initiative
- For younger generations things have been easier to self starting
- Public speaking
- Communication
- Adaptable
- Critical thinking
- Coping skills (increase in self-harm)
- Well rounded
- Work ethic
- Engage - communication
- Socially aware and confident
- Mentorships
- PALS - love it
- Middle of the pack - key theme;
- Good communication skills

- Leadership
- Balanced approach to education
- School district sitting with parents and share with them the issues and challenges no matter where they are on the spectrum - parent support from the district related to these emotional issues
- People who grind it out, figure it out - grit
- Balanced learner - curious, creative, success of something?,
- Experience failure and then learn from it
- Building of traits... making an environment that fosters creativity
- Environment for second chance
- Students need career exposure
- How to prepare for kids for jobs that don't exist - we look at traits - we can look at those traits
- Good work ethic
- Resiliency - confident
- We have always been doing the same thing the way we have always done it - so we need to change (makerspace - looking for the drive)
- Initiative
- Critical thinking
- Problem solving
- The purpose of failure is to learn - debrief and what have we learned from this
- The CMA gets to internships and no other programs do that
- Here we don't have the people if our district doesn't put funds behind it.
- engagement/communication
- Organization
- Not an avid district but those programs and what they equip students with
- Kids need to be able to interact with adults and their peers (ex. Local toastmasters providing opportunity for clear communication) something similar to provide students those opportunities to put ideas together and communicate them
- Don't waste new things on the buffet,

but just execute what you have

- Getting kids connected
- Stay focused on a few things - no one can do it all so stay focused - don't try to be the pastor. You're role is being a school
- All about preparing them for the next level. Continue to allow students to find their own path - balance of push, push and then let
- Balance of high expectations and then letting kids find their path
- Students are well prepared for college
- At what point do we as a district say we give you all of the opportunities and now it is time for you to make a decision
- Citizens don't know what we all have to offer (need to share that so you know what is available and finding that information and forms) Finding out the expectations of our district so we know.
- 'Buffet here is top-notch
- Balance between parenting and opportunity; expectations
- The need to learn collaboration to the point where they don't pick their best friends. We get ively league but can only work alone. I'd rather take B student who can collaborate. Resilient
- Take feedback
- Collaboration and work as a team to solve a problem and you have a job in that team
- Coping skills - work with others you don't like
- Understand effective communication (interpersonal)
- Initiative
- Self-starter
- Flexibility
- Start something new
- Problem solver
- Reading and writing - no matter the industry they have to do this
- Technology - coding at a younger age need to be experiencing
- Prepare our students for a digital world. Lack of skills in that area

- decision-making/risk assessment are essential
- Appropriate use of technology
- My team is across the globe. Need to have an awareness of global dynamics of cultures
- Basic business acumen (example Thanks, Thx)
- Accountability - kids aren't always held accountable
- Maturity to recognize we make a mistake and apologize
- Our parents prepare the roadway vs preparing them for the roadway ahead
- Build a complete person
- Mindset of failure; we do learn from failure
- Our students have to have a strong foundation of understanding their own culture then it helps you relate to other cultures; fundamentally we are the same
- Communication - write, verbal
- Social skills
- Tech skills
- Find information and research
- Initiative
- Avid like programming for students
- Last year didn't have to study and I have to reteach how to study
- Teaching them how to research/research strategy
- Collaboration
- Empathy
- Grit
- More problem solving and risk taking activities/ this is a philosophy change as well
- Sometimes we don't want our kids to have failure otherwise they are or parents are upset; Teachers are worried about the arguments over a 96 and 98, Teachers don't want to defend
- As parents we don't know how to help their child fail. More opportunities to provide that
- Encourage risk-taking- academic risk/creativity
- Social skills - working well with others/collaboration and providing opportunities to work with others

	<p>outside their direct peer group</p> <ul style="list-style-type: none"> <li>● Recognizing that needing multiple plans are needed in case plan A doesn't work</li> <li>● Marketing yourself (Ivey league are saying hot to market yourself - what makes yourself special/unique, etc)</li> <li>● Ex. community service - it's a checklist versus a plan to demonstrate your passion (ex. medical arena and not volunteering in that area)</li> </ul>
<p><b>When we think about knowledge and skills, what do you think needs to be improved when it comes to the learning experience for all students?</b></p>	<ul style="list-style-type: none"> <li>● Apply material to solve an issue - critical thinking</li> <li>● Teach study skills</li> <li>● Critical thinking</li> <li>● Taking feedback to learn and improve (the importance of critique)</li> <li>● Writing</li> <li>● How to develop their thoughts</li> <li>● Less homework</li> <li>● Projects - teamwork - integration in core classes so it's' not all in those elective courses of engineering, etc.</li> <li>● Organization</li> <li>● Communication</li> <li>● Intrapersonal skills Early exposure to foreign language before 7th grade</li> <li>● Kaegan strategies, making direct eye contact, shaking hands especially after covid</li> <li>● Finding the balance of tech and keeping the social piece</li> <li>● Formal language opportunities</li> <li>● Time to be creative</li> <li>● Life past high school - signature, checking/routing numbers etc</li> <li>● More interaction with different populations - buddy programs earlier</li> <li>● Communication - teaching them how to communicate face to face as human beings; ex. Speech class we had to take</li> <li>● Addressing envelopes - don't know how</li> <li>● Craft an email, letter, address and</li> </ul>

- send it. (we do this in the law office)
- Asserting themselves
  - Teacher/student protocols to get problems
  - Kids here in CISD they don't want to show they don't know something
  - In elementary school start feeling comfortable with these conversations to get help with teacher; this can prepare them for performance reviews with their supervisors
  - Communication is a progressive skill grown over time
  - Financial literacy and needs a class for every child to take (make them to take it at SMU)
  - Economics - required course (we do)
  - CTE - courses (ex. automotive); it would have been better to fill in those classes instead of the fluff. Ex. how to change a tire
  - College tours - resounding message well rounded; we seek out more than academics
  - I want kids to figure out what they love and what motivates them
  - They are at the best when they are doing what they love
  - Vo-tech #1 area of need and upcoming all in vocation and start the business
  - Real world application CMA is great for the 50 who get in. But where is there opportunity for other kids and try to start these ideas at an earlier age.
  - mentioned industry-based certifications - but what can we add with our CMA?
    - Colleges are looking at the certifications that give them a leg up in colleges. Ex nursing school
    - Be mindful of changing technology and certifications
    - What is a Southlake student? We put up on a pedestal but there really isn't any.
    - Shadow opportunities (partnership with chamber?)
    - Computer logic?
    - How do you get kids to take classes

	<p>that don't get 'bump' points?</p> <ul style="list-style-type: none"> <li>● My daughter chose not to be in the top part of the class so she can be in theatre</li> <li>● How does a district help so students can do more than one opportunity and the challenges of the GPA game</li> <li>● How do we have a common sense approach to balance passion and academics</li> </ul>
<p><b>When we think of effectiveness, how do you measure a school district?</b></p> <p><b>Measures outside standardized scores?</b></p>	<ul style="list-style-type: none"> <li>● Satisfaction surveys vs the number of state titles and APs (did they enjoy their experiences as a student)</li> <li>● Athletic - experience survey? Teambuilding, it's about experience as a group;</li> <li>● Rapport in the classroom - don't know how to measure it...Universities accepting our students (CMA academy does that)</li> <li>● CMA is your top 10 percent</li> <li>● Campus and district dashboards</li> <li>● How do you measure being a good human</li> <li>● Core value program</li> <li>● Autonomy - be motivated</li> <li>● Think for yourself</li> <li>● Build confidence that they will be ok; reinforced at school</li> <li>● Teachers need support; administrators need support; parents need support - we all need support</li> <li>● Learning loss - addressing this (master's area) screentime/instruction - processing to application</li> <li>● National merit scholars</li> <li>● Measure of soft skills -</li> <li>● Look at how you advertise this district</li> <li>● What about our kids in the middle - they are in the top anywhere else College formula - can't be at the top since it's so competitive</li> <li>● Counseling - college helping with recruiting and focused on little programs</li> <li>● Tracking of alumni - staying informed with how they are doing</li> <li>● Qualitative measures - what our kids</li> </ul>

are doing five years from now and how do we improve our kids

- How do we make gains - quantitative to where we send - tracking; trend analysis
- Where do they end up careerwise
- Internships for students
- Recognizing character traits for kids (can be with just parents)
- (stress from eoc/STAAR with students)
- Other measures on pen and paper?
- Family leaving southlake (exiting families)
- Emotional intelligence
- Diversity plan - lack of accountability
- (concerns of kids imitating their parents)
- Student survey - what do you want your environment to be like
- How many kids get tutored (mom pages how much tutoring goes on?) GT moms with Cogat
- Exit interviews with students (select milestones ex. Happiness, how well prepared do you feel? How did you do academically? Did you feel included?)
- Graduates
- College going and completion rate
- Accommodate a child who doesn't fit into a college environment - what are we doing for them
- All kids be the best they can be; with an attitude of every child 'you can'
- Opportunities for students
- Undeserving entering graduates on financial literacy; financial symposium for seniors
- Students are not going to take anything that are on level - only AP (offer seminars on issues for students)
- Struggles with technology and students not feeling valued; district put in place regarding use of cell phone but changes in 7th&8th; elementary parents fearing issues surrounding technology use and access
- Hear sooner rather than later on where the leadership wants to take the district.

- Evidence of preparedness
- (threshold of past years compared to this year and continuing to show preparedness)
- Student satisfaction (exit surveys as kids transition within CISD)
- Track graduates
- Accountability to teachers varies across campus (ex. Tutoring expectations) set standards
- Languages of appreciation
- Honing in on strengths so kids can feel confident to grow
- Student and teacher perspective
- Fewer speakers at a Board meeting
- Tracking our seniors (college completion)
- Alumni - where did they land
- Alumni data - share with us how we prepared them (successes and areas for improvement)
- Mental health measure for students & staff
- Feedback from our staff - what they need from us
- Statistics - graduation rates (why we picked the district)
- Data will always be needed but showing that buffet of opportunities and those statistics related to that
- Use stats to prove excellence
- Tracking where our students end up in career paths (ex. scientists) what are they doing once they are in adulthood
- Align courses or classes to graduates career paths
- It is more than tests and in the real world you don't get tested
- Alumni - what is the engagement
- College may not be for all but providing opportunities for trade - look at successful businesses based on those trades just in southlake
- I wish we could do more entrepreneurial - love for my kids to never have to work for anyone else
- Family moving to Keller for other programs since the district doesn't have any other option outside of CMA
- Key performance indicators -

successful on a couple of items - all I am looking for are they are educated to the best of their abilities and three kids have three different abilities. Mastery of course material matched with their ability

- Measurement of any org is retention and morale - happy teachers, happy district. Measure moral
- The key question for former students - did you feel prepared?
- Servant leadership
- Community service hours
- Portfolios of work samples/projects
- Different ways to demonstrate learning
- Looking at student growth
- ESL kids - letting them do something in their own language and showing me what you know
- DRE scores beginning, mid and end of year
- ACE program - measuring those functional skills that help them in workplace environment
- Administrator performance - what are your accountability factors are including principals and teachers (clear and transparent)
- If a parent is low performing we as parents make up for tutors
- Parent feedback to include in the performance review
- Results of actions that get implemented
- Surveys of the parents - measures of customer satisfaction; parent perception (don't be overly complicated)
- How can we give feedback?
- Kids graduated, how ready were they to enter the real world (were you prepared?)
- Middle and end of year assessment (similar to preschool)
- Allow principal to review feedback
- Ex. 7th grade two opportunities where they have to present in class...
- Divide in your mind - the effects vs implementation

**When you think of your highest hopes and CISD's legacy of excellence, what do you think excellence looks like for the next five years to make these hopes come to fruition?**

**What does it look like, how would you describe it?**

- Come back together again
- Balance a checkbook
- Basic life skills - make it an option
- Sick of looking for grades
- Timeliness of grades
- IB
- District wide bragging on a dragon for character/values
- Dragon service
- All dragons - every school is the same
- Concern with teacher moral (safe environment for teachers)
- Teacher support, teacher input,
- Teachers apply knowledge - not just rogue memory of a test
- Setting expectations to help and support
- Real collaboration between schools, community and parents - leave no mystery
- Laptop transition to 3rd and 4th grade (test issues)
- It's okay to share that is okay it's good to be a well rounded and kind person
- A Lot of student put pressure on themselves and help them to find that balance/coping strategies
- Coping strategies need to start earlier than what we think - 5th and 6th grade they are struggling and trying to cope with.
- New staff they have Kaegan training and on the same level with the other teachers
- Foster a more inclusive community
- Consider what our kids have been through this pandemic (today's fifth grade; last normal year was 2nd grade)
- GT labeling - begins in 5th grade since there is no longer pull out. Kids feel less than when they are on-level math
- Parent education courses so parents know it is okay
- Social and emotional and no one takes time to just check in on them to see how it's going

**When you think about high performing cultures, what core values do you want our district to continue to honor?**

- Excellence - having students be their best selves of whatever it is to them
- Place for every dragon
- Teacher retention (losing the best ones); evaluating wages and salaries since we are only good as our teachers
- Sense of community
- Respect
- Integrity
- Service
- Humility
- Understanding you're not always right
- Humble
- Kindness
- Honesty
- Transparency
- Character
- Work ethic
- Grit
- Valuing failure - and learning from it
- Growth mindset
- (70 policy so how do they learn)
- Does protect the tradition demonstrate growth mindset
- Kids are unprepared in having discussions of culture and learning this in college
- Learning experiences in solving an issue - example civil engineer class in college on a reservation and solving those cultural issues as part of the solutions
- Equip teachers to understand
- Everybody feels like they belong somewhere - student opportunities so students don't feel left out
- Students don't feel mediocre within our district since its competitive
- We need to demonstrate and showcase our core values
- How can we instill those values in our students kinder through 12th
- Expect excellence - it makes no difference what it is we don't do anything halfway
- Personal integrity
- Learn from the city they hold multiple opportunities to speak
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- Listen
- Communication has improved; communicate builds trust
- We value every one; we don't agree but we all get along
- Holding our children to integrity/respect
- Academic honesty (concerns regarding cheating)
- GPA - students will not take something they are passionate about since they don't have extra points (he would love to take business courses but there is no grade inflation)
- Celebrate every student's interest; it's okay to be on level
- Students have the freedom to try everything
- Onlevel in CISD is far superior to others
- Everyone is valued
- Recognize when we work hard
- Celebrate our student successes
- Everyone's a dragon
- Communicative
- Organizations that are successful have employees who are very self aware and every top performing organization know their strengths and weaknesses and we are taking action to get better and better
- Curiosity
- Creativity
- Work ethic
- It's okay to not be a CEO and explore different types of careers and opportunities
- Core values are great and encompass everything. I would like to keep them. But how do we model those?
- Excellence was/is the umbrella of the core values
- Maybe just looking at the messaging around the core values
- Excellence may look different
- Well rounded; solid foundation; entrepreneurial
- Emotional flexible in working with others
- Honesty - with honest cultures brings

safety

- Accepted and feel secured
- Clear communication up and down and across the organization
- Clear vision at the top
- Then we give the students the tools with benchmarks to check-in
- Understanding strengths and weaknesses and leveraging that with your teams
- Strong leadership at the top
- Adaptable
- Communicate
- Staying focused on the core mission and being distracted. Address the issues but stay focused on the mission.
- High performing cultures stay on mission and starts with the top and high performing organizations are low drama organizations
- Staying focused on academics has to remain the mission
- Issues were handled efficiently and quickly get addressed to limit the drama
- Not a high performing district in the past 18 months since there was no resolution quickly
- Accountability in moving forward
- Stay focused - preparing kids for their future - to measure that do we go off and make bad decisions - are we preparing kids to make good decisions - not an instrument but outcomes define us
- Hard to discuss careers with a 10th grader since we don't know what the careers are so we need to do that to get to the next step/level.
- Prepare better than educate - prepare to get them to the next level
- Challenges between boards and administration- this is the elephant in the room
- Look at the board - they need to operate in our way to be safe.
- We moved here because we wanted a top-notch experience for our children
- Sense of community - everyone is a

dragon

- Communication
- Opportunity
- Tradition
- Commitment
- Success in different ways
- Celebrate strengths
- Community support for our students
- You have a place here
- Every single child matters; every child is important
- Beliefs from last time are pretty good.
- Be safe and loved vs. feel
- Resiliency
- Character and integrity
- Continuous improvement - implies constant measurement
- Life long learners
- Critical thinking
- If we believe we want our parents to be passionate then we should not penalize
- Culture of accountability of all levels (admin; student)
  - Culture of admin - performance; across the board evaluations;
  - Students - tier level by age
    - Ex if you forgot your homework so they don't call mom and dad - accountability we don't grub hub lunch
    - It work is late, it is late - teachers vary
    - If they fail to meet a benchmark, determine what is lacking and then to grow (unwillingness vs. coaching)
- Open and honest communication
- Wish more of a process - did you have a conference with a teacher, etc. so there is a rapport process
- Consistency across campuses

**When you think about our district's future, what core values should we aspire to have to make our highest hopes for learners come to fruition?**

- Offer vocational
- Providing an outlet for student passions
- Not enough during off-block
- Missing CTE opportunities
- Continue to support and grow the arts (ex. orchestra)
- Teachers feel safe to teach here and teachers will blossom in different ways; attacks on teachers
- Admin to back/support teachers
- Concerns what parents say about us on social media
- Integrity
- Emphasis on the learning as process
- Award assemblies are about grades - do we need to evaluate that to include other honors?
- Time to Define - protect the tradition
- Create the tradition
- Parent responsibility - helpful to learn about kids learning to help parents - brown bag lunch philosophy - different topics each month

**Other concerns:**

- Aligned curriculum across all campuses/pacing
- PD prior to Oct. 8
- Financial - that our teachers were in that top tier of pay
- Urban legend - need to be taken care of - football players aren't preferential treatment
- Allegations of cheating in CMA and not going to a medical field but just to pad the resume
- STEAM academies - we don't need that