



World Café Summary Report

Colorado Springs School District 11

February 2019



Prepared by:

Transformations System, LLC

9 Emerson Rd, Black Mountain, NC 28711

Phone: (647) 348-0516 Email: pam@tslteam.com



Colorado Springs

SCHOOL DISTRICT 11

The world is changing. Meet the future.

Community members, parents, students, and staff were invited to attend one of eight School District 11's World Cafés to provide input to the strategic planning process. Following the Cafés, the questions were posted online for broader community input. This format for input was available from February 5th through February 11th.

Five questions were posed:

1. What are the qualities and skills that you would like to see in a graduate of our district?
2. What do you really value about our district that you would not want to see change as we plan our future?
3. What are the greatest untapped resources of our staff and community that will contribute to the success of our students?
4. What do you believe will be our greatest challenges, as a district community, in the coming 3-5 years?
5. What do you believe will be our greatest opportunities, as a district community, in the coming 3-5 years?

Cafés were attended by 313 community members. Twelve hundred and eighteen people responded to the online questions.

Online respondents were asked to identify their different roles. These included:

- D11 Current student - 86 (8%)
- D11 Graduate/alumni - 184 (15%)
- D11 Current/former parent - 667 (55%)
- D11 Resident - 426 (35%)
- D11 Employee - 674 (55%)
- Non-D11 Resident - 69 (6%)

Note: percentages exceed 100% as respondents identified multiple roles.

It is important to recognize that although a total of 1531 individuals participated, each person had the opportunity to give multiple responses to each question. Major themes emerged in the responses to each question, and they, along with miscellaneous responses are reported in the summary of findings. Percentages are rounded, resulting in totals ranging from 98-102%. A category of "miscellaneous" has been used for comments that are unresponsive or do not fit a clear theme.

I. What are the qualities and skills that you would like to see in a graduate of our district?

Seven (7) main themes emerged from a total of 2,327 responses. One (1) percent of all the responses were not categorized into a theme.

❖ Verbatim examples of responses

Real-world, life skills (34%)

- ❖ Life skills needed to prepare these young adults to enter adulthood. Such as, making a budget, balancing a checkbook, cooking, hands on skills, applying for jobs, resume building, etc.
- ❖ Communication skills, real world financial applications, such as how to do taxes, apply for a loan, save
- ❖ The ability to either go on to obtain a college degree or pursue a trades career.
- ❖ Skill/Trade ready. Ready for the real world, for some that does not always mean university bound. We have great kids that are talented and can excel in many ways. Solid foundation knowledge - core knowledge everyone needs to know
- ❖ Not only the basic fundamentals but real world skills in technology and communication.
- ❖ The ability to acclimate to college well or opt into a trade program/internship. Great writing skills and the ability to solve problems based on real world experience.
- ❖ I would like to see them academically ready for college, along with the tools they need to succeed in the world.
- ❖ Money management
- ❖ Time management/organization
- ❖ Well rounded education.
- ❖ Independent Living skills
- ❖ Life skills, skilled labor training, as well as college preparation
- ❖ Strong stem skills and basic economic knowledge
- ❖ Making good life choices and knowing how to work on a budget.
- ❖ Life skills-financial literacy, communication skills, math, reading, technology, and problem solving.
- ❖ A well rounded person who is respectful and prepared for the world beyond high school.

Miscellaneous Responses (1%)

Global awareness and understanding of own role in community (9%)

- ❖ Good citizen, sense of community
- ❖ Firm understanding of civic responsibility and how our government works and how they can/should participate
- ❖ Vision for a better world, how to bring it about
- ❖ Outward thinking - social responsibility
- ❖ Global citizen - understand, embrace, accept others

Strong sense of character (9%)

- ❖ High integrity, honesty, character traits that add to society
- ❖ Ability to push through challenge
- ❖ Strong work ethic
- ❖ Ethical-well developed value system
- ❖ Emotional resilience

Strong sense of self/identity (14%)

- ❖ Self advocacy + self confidence
- ❖ Individualism
- ❖ Aware of passions/interests/talents
- ❖ Self-advocacy, self-efficacy, agency
- ❖ Find what they're passionate about and do it
- ❖ Be able to express oneself confidently
- ❖ Sense of direction
- ❖ Strive to achieve their goals - whether it's going to college, a trade school, or learning to navigate life after 18 and graduated.

Critical and creative thinker (13%)

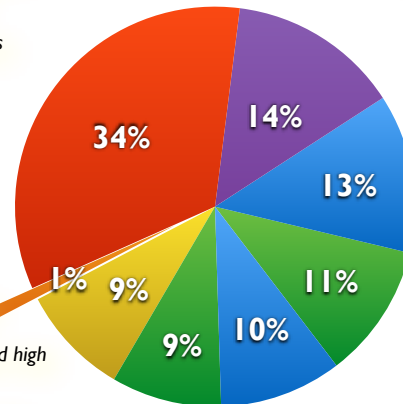
- ❖ Critical thinking- questioning the status quo
- ❖ Challenge ideas respectfully
- ❖ Independent thinker
- ❖ Innovative problem solvers
- ❖ Less emphasis on use of tech and more on critical thinking
- ❖ To be able to critically think and plan outside of the box. to have a process if not a plan to create their own future.
- ❖ Critical thinking, application of theory to real-world context, creativity

Adaptable life long learner (11%)

- ❖ Able to assume different roles in different settings
- ❖ Sense of curiosity
- ❖ Knowledge to know how to learn in general - ability to evaluate all opportunities - lifelong learner; follow-through with their paths.
- ❖ Ability for independent learning & research
- ❖ Tenacity, eagerness and love of learning, problem solving, reflection on successes/failures, willingness to try new things
- ❖ The ability to adapt to new learning and skills

Good interpersonal skills (10%)

- ❖ Listening & communication skills (especially face to face)
- ❖ Finding common ground to work with others-Empathizing
- ❖ Graduates that are prepared with technology but that are still connected socially to the needs of the people around them.
- ❖ Social skills - confidence, interaction with others - how to make & keep appropriate friendships; Team Player
- ❖ Ability to work with others that are different than them, good communication ability, passion and forward focus.



2. What do you really value about our district that you would not want to see change as we plan our future?

Seven (7) main themes emerged from a total of 2,342 responses. Three (3) percent of all the responses were not categorized into a theme.

✦ Verbatim examples of responses

Educational programming options /choice (24%)

- ✦ Focus on trade programming and wide variety of choice
- ✦ Personalized learning!
- ✦ Excellent curriculum and programs such as robotics.
- ✦ Comprehensive programs to meet a wide variety of students at as many campuses as possible. Good electives like arts, physical education, career education, upper level programs like CU Gold and AP, etc.
- ✦ College credit opportunities (AP, CU Succeed, CU Gold, IB)
- ✦ Gifted Education/special needs services
- ✦ Options-vocational, online, Night school, odessey Early College, Adult Education
- ✦ STEM based learning
- ✦ School choice
- ✦ Concurrent enrollment & certification programs
- ✦ NextGen - personalizing learning, learning to apply knowledge
- ✦ School choice within the district

Miscellaneous Responses (3%)

Facilities/district resources (9%)

- ✦ Neighborhood schools. Allow school choice but strive to make the nearest school attractive to students and parents.
- ✦ Wasson campus repurposing - innovative & practical
- ✦ Food Banks in schools
- ✦ Community gardens and produce used in schools meals
- ✦ Mental health services

Enrichment and extra-curricular programming (9%)

- ✦ Team + individual sports
- ✦ Field trips-Catamount Institute, Fine Arts Center, Nature and Science M., PPLD
- ✦ Creative options for involvement and specialties (ie, GMP program, PBL, IB, after school skate city, after school swimming lessons...)
- ✦ I appreciate the value placed on the extracurricular activities offered at my child's school. Sports, clubs, art, music, etc. There is literally something for every student.
- ✦ Volunteer program - Grandfriends

Leadership commitment to improvement (11%)

- ✦ Empowerment for schools to utilize site-based decision making
- ✦ Being open to change.
- ✦ Strong leadership at all levels has been prioritized for a long time and I hope this doesn't change. I also want to hear from students along the way - being inclusive of all student voices is critical.
- ✦ New leadership (open dialog)
- ✦ Willingness to professionally grow

Valuing community engagement (18%)

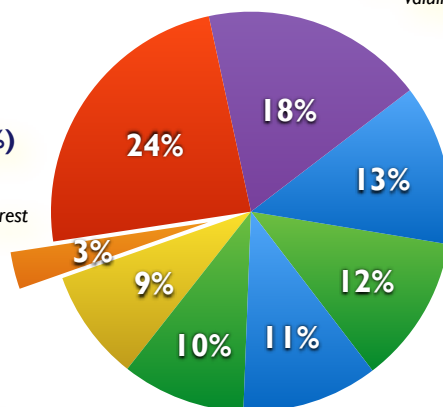
- ✦ The feeling of community. That we are all partners in providing the best education possible for each and every student.
- ✦ Community partnerships
- ✦ Openness to hearing the community voice over the last few years
- ✦ Building community partnerships - Catamount Institute partnership; community input events - like this
- ✦ New leadership is getting more opinions from the community and employees
- ✦ I really value the community mindset and wanting the best for our students.
- ✦ Helping parents to know what community based resources are out there
- ✦ Community resources - military
- ✦ District 11 is truly a community of learners, staff, and community members. Valuing, maintaining, and enriching our community is important moving forward.

Talented and committed administrators/ faculty/staff (13%)

- ✦ Teachers that are invested in the students success. Growth mindset
- ✦ Tutoring centers-empowering students to help fellow students
- ✦ That we keep our LTTs, ESP, and teachers around because our future is growing and evolving in all aspects
- ✦ The importance of Educational Assistants to the success of our special needs children.
- ✦ Teachers - aides - supports
- ✦ Staff dedication to students and education
- ✦ Quality staff who want to work with students equitably, professionally, and creatively

Valuing differences/ being inclusive (12%)

- ✦ The many different faces, races, social classes, inclusion of gender diversity, acceptance of everyone.
- ✦ Having exchange students > continue representation of other cultures
- ✦ Willingness to be socially responsive to the needs of our students including the treatment of minorities/LGBTIQ students
- ✦ Tolerance and kindness in schools - inclusivity
- ✦ Diversity of students learning to contribute to the community
- ✦ Equitable resources provided to all - independent of what school/neighborhood/family you come from
- ✦ Inclusivity and Diversity is embraced and valued



3. What are the greatest untapped resources of our staff and community that will contribute to the success of our students?

Eight (8) main themes emerged from a total of 1847 responses. Two (2) percent of all the responses were not categorized into a theme.

❖ Verbatim examples of responses

Partnerships with the larger CS community that contribute to our students' learning (24%)

- ❖ Connection with local resources to inspire kids (e.g. engineer, artist, olympian)
- ❖ Alumni association- their experiences and stories
- ❖ Retirees/Senior Centers
- ❖ Human resources in community - the smart people professors, professionals, etc. Zoo docents, published authors, - use volunteer services better!
- ❖ Mental health services
- ❖ Engaging in community partnerships (e.g. faith community, business community, and higher education)
- ❖ Strong relationships w/elective offices
- ❖ Bring in community/business members to teach students how to interview/ what their job entails
- ❖ Community members coming into talk about careers
- ❖ Military, local colleges/universities, local philanthropic organizations, variety of businesses involved in technology, systems development, non-profit organizations.
- ❖ Partnering with local businesses and mentors

Miscellaneous Responses (2%)

Engaging our students more fully in their own learning (3%)

- ❖ Input of students when starting or changing programs - input from the people you want to participate in program

Engaging our parents more fully (5%)

- ❖ D I I Parents - learn their strengths and talents - make alliances
- ❖ Tap into parents, grandparents to interact @ schools
- ❖ Parents offer their specialized skills

Increasing the efficiency and effectiveness of what we already have (9%)

- ❖ Communication - so many issues due to communicating
- ❖ Open up schools after school for after school/evening programs for students and adults. Let the school be a community center.
- ❖ De-silo schools to exchange ideas
- ❖ Manpower/people in D I I community could be invited to share knowledge instead of reinventing the wheel
- ❖ Not using our current resources to their best - i.e. Wonders tech piece - ST Math - Britannica/EBSCO, Etc.

The talents & commitment of D I I teachers, administrators and staff (22%)

- ❖ Unique programs that are teacher sponsored, ex: battle of the books, kids on bikes, clubs, arts - Possible stipend/ funding for programs
- ❖ Are we tapping into all the expertise of our teachers/staff?
- ❖ Life experiences of staff: engage and enlighten students through human connection
- ❖ Supporting teacher assistants, tutors
- ❖ Our teachers having a larger voice in decisions.
- ❖ Empower in-school staff to consult/facilitate in their areas of expertise (including ESP) rather than "not-in-schools" personnel--would allow for more fiscal responsibility for the district.
- ❖ Internal capacity within our own staff (all D I I) not just building level or using external consultants

Reframing our approach to learning (13%)

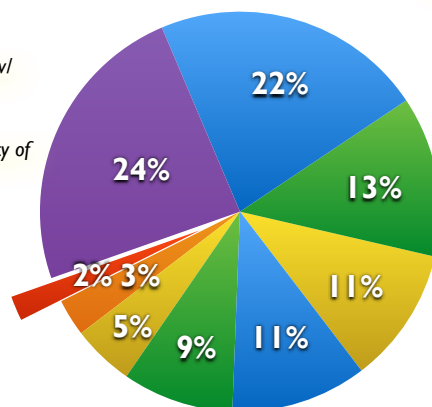
- ❖ Experiential learning; Learning outside of the classroom
- ❖ Social and emotional health for all grades
- ❖ Willingness of staff to move beyond parameters of testing culture
- ❖ Allow for creativity + innovation that is good for kids
- ❖ Integrate "Life Skills"
- ❖ Give the teachers freedom to teach the way our children learn. Reading, writing, math is important. A love of learning and being a well rounded person is most important.

Community programs and resources that enhance our students' learning (11%)

- ❖ Relationships with colleges
- ❖ Internships within community
- ❖ Community Arts resources - huge list of potential partners
- ❖ Apprenticeships, internships, hiring d i I graduates - working w/ counselors to promote places that work w/us
- ❖ Non-Profits - provide students an opportunity to get involved
- ❖ Business partnerships for training, career path ideas, presentations that match/enhance curriculum

Building an inclusive and supportive community of learners across D I I and the community (11%)

- ❖ Sharing voices of employees and community
- ❖ Opportunity for teachers to share with other teachers
- ❖ Working together/collaboration of staff/community
- ❖ Sharing information between the schools. Increased engagement. Use the data.
- ❖ Collaboration between buildings
- ❖ Continue working together, communication, being consistent and everyone on same page.



4. What do you believe will be our greatest challenges, as a district community, in the coming 3-5 years?

Seven (7) main themes emerged from a total of 2,188 responses. Three (3) percent of all the responses were not categorized into a theme.

❖ Verbatim examples of responses

Funding/resources/infrastructure (19%)

- ❖ Building maintenance - keeping up - better use of facilities
- ❖ Budget/ Resources- SPED, Social Workers, Community Resources, Speech Pathologists. Can't afford if budget keeps getting cut
- ❖ Budget cuts
- ❖ Aging buildings/facilities
- ❖ Condition of facilities upgrading & making more attractive
- ❖ Funding shortages, ability to give equal resources to non tested subjects, aging communities with less student enrollment
- ❖ Over sized schools, poor condition of the buildings, not capping choices in kids, when enrollment has hit a reasonable limit
- ❖ I believe that funding of course will always be one of the biggest challenges, supply of teachers and supplies also technology is always going to be a challenge .

Miscellaneous Responses (3%)

Competition from charters and other districts (7%)

- ❖ Being a public district w/competition of choice schools
- ❖ Housing outside the district drawing younger families
- ❖ Negative perception of public education and idea charter schools are better

Maintaining our committed, talented workforce (10%)

- ❖ Competitive teacher compensation
- ❖ How do we recruit a diverse workforce
- ❖ Retaining quality staff
- ❖ We need to recruit and retain good staff
- ❖ Investing in professional development of teachers, staff, leaders.

Developing a strong identity internally and with our community (13%)

- ❖ Changing public perception about DII - we have great teachers, programs, etc
- ❖ Rebranding and marketing
- ❖ We need a culture change in the DII internal system
- ❖ Perception Issues - control the messages that are out there! - Capitalize on the strength behind what some may conceive as negative - Increase communication on our strengths & programs - Utilize social media better
- ❖ Building Buy-in to what we are doing and where we are going
- ❖ Marketing what we do well @ the district level. Schools are doing great things, but people don't know.

Adapting to the changing structures for learning (17%)

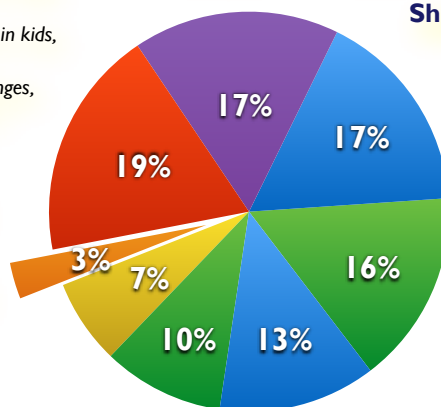
- ❖ Curriculum/pedagogy updates
- ❖ How do we use technology Responsibly?
- ❖ Entrenched mindset ("this is the way we've always done it") vs. a willingness to change, learn, etc.
- ❖ Finding other ways to evaluate students abilities and growth
- ❖ Need to be innovative while honoring some traditions
- ❖ Bringing schools and teachers up to speed with using technology as a beneficial learning tool and equipping schools with those tools
- ❖ Ability to keep up with technology challenges
- ❖ Keeping up with the changes of the times, coming up with unique solutions for this changing society

Shifts in population/enrollment (17%)

- ❖ Declining enrollment
- ❖ Gentrification of neighborhoods (pricing out families)
- ❖ Reduced student population within the district
- ❖ Changes in area's demographics
- ❖ Declining enrollment What do we do to bring them back or keep them?
- ❖ Older populations of homeowners that don't have kids in the district anymore
- ❖ Changing demographics, declining enrollment, possibly more at risk children and less resources...
- ❖ Growing population, broken families, crime
- ❖ The growth of our city will be a big part of the challenge, more people moving here will constitute a need for more schools, or expanding existing schools.

Meeting students needs (16%)

- ❖ School safety and security
- ❖ Inequity between buildings/neighborhoods
- ❖ Hyper-focus on individual student performance independent from the context they live in
- ❖ Mental Health-Support for students (Colorado Springs as a Community)
- ❖ General social emotional conditions of students *mental health, substance abuse, ACES.
- ❖ Diversity, health and physical education. Kids are getting less and less healthy, so this should be a top priority going forward.
- ❖ Working with children who have a history of trauma in a trauma informed environment
- ❖ Keeping up with technology, languages and school safety.



5. What do you believe will be our greatest opportunities, as a district community, in the coming 3-5 years?

Six (6) main themes emerged from a total of 1,877 responses. Four (4) percent of all the responses were not categorized into a theme.

* Verbatim examples of responses

Developing programming that meets our students' needs (31%)

- * Implementation of programs to aid in student advancement
- * Personalize learning
- * Fully utilizing the ways the technology can enhance/ support kids learning pathways
- * Wider variety of classes in all schools- personal finance, life skills
- * Specialized schools? Science, Math, Arts
- * Competency based learning
- * Opportunities to think about learning in a different format (ESP in HS)-instead of different class periods
- * Expand concurrent enrollment to all schools
- * Increase value of PWR opportunities & perceptions of trades - empower Middle Schools as exploratory
- * More flexibility in education paths
- * Project based learning
- * Vocational programming
- * Opportunity to learn a foreign language at the elementary levels
- * RJWAC - model as non-traditional campus opportunities/CTE - expanding workforce ready - alternative opportunities
- * College credits being earned in high schools is an amazing opportunity for all students.
- * Setting the standard for every student to attain the education that is most relevant for their needs and abilities.

Miscellaneous Responses (4%)

Sharing the "new" DII story (10%)

- * Market our schools in our districts, and what our schools have to offer
- * New "D-II way"-refocus lead direction to move forward not follow
- * Communicate more about the achievements of DII schools
- * Change our image-rebrand ourselves
- * Telling our story - staff share their personal experience, kids attending, success stories

Supporting our committed and ambitious Team DII (16%)

- * Creating vision and a mission, and providing a positive path in the future of our district
- * Ways to better communicate teacher to parent. Utilize them - build teacher loyalty and support.
- * Hiring and retaining outstanding teachers Educational equity Teaching civil dialogue
- * Leadership that is willing to listen and be open to new ideas
- * Building trust/respect within the ranks so that everyone is participating in a growth mindset that will be the change agent for student outcomes.
- * Leadership changes that allow us to move away from "way always done" to what could be done
- * Strategic Plan for district is a huge opportunity to remove barriers, to open doors & windows, think in new ways

Engaging our diverse community (15%)

- * Our diversity!
- * Great opportunities for community/civic engagement
- * Alumni - community give back; in the classroom; stories
- * outreach programs to the community
- * Outreach, programming and support in the community.
- * Use our diversity in our populations' experiences and cultures to become stronger.
- * The greatest opportunity we have is to embrace the voices of the students. They constantly communicate to us what they need and what is going on.

Establishing strong community partnerships (14%)

- * Community partnerships with vocational training/ apprenticeships
- * Emphasize opportunities for internships
- * Creative uses of our buildings w/businesses, etc after school to become a community "hub" - Community laundry at North for example
- * Strengthen connections with business community military bases+ military parents/ retirees/civilians, post-secondary educational institutions (fine arts center)
- * Tapping into the skills/services to our schools/district from businesses - internships, community services
- * Build meaningful collaborations with post secondary institutions in our community

Innovation/revitalization and growth (11%)

- * Growth, technology, and community
- * District restructuring of schools is needed, remodels or new buildings especially
- * To beautify our schools and make them colorful, engaging, and welcoming.
- * The ability to reimagine how we do business.
- * The greatest opportunity is for the district to reinvent itself to what the future students want out of their education.

