

2015 Stakeholder Input Organized by Exit Outcomes

Students will become self-directed learners, self-disciplined, and autonomous workers, while being critical thinkers with a drive for innovation and problem solving

- Critical thinking
- Place creative and innovative teachers above new technology
- Strive to be above average

Students will demonstrate proficiency of core academic standards by meeting or exceeding developmentally appropriate benchmarks for academic competency

- Well-rounded in all subjects and competitive academically
- Running good programs and ensuring a good education
- Ensure each student is challenged to excel to their highest potential - ensure students are academically challenged - provide the best possible education
- Keep traditional common-core classes
- More focus on student academics, less on sports

Students will have the opportunity to pursue expertise in areas of personal academic or career interest

- Focus on the areas that they are gifted in
- Bilingual
- More academic opportunities such as Knowledge Bowl, USAT, Debate, more arts options – more foreign language opportunities
- Meet the needs of those that will not be attending college
- Bring back Gifted & Talented teacher
- Continue music and choir opportunities
- Diversity (fine arts/sports/clubs)
- Work skills / Trade skills

- Local internships with more local businesses, vocational instruction classes (including internships)

Students will effectively collaborate and communicate using an array of media

- Stay on cutting edge of technology
- Communication skills, including public speaking
- Cursive
- Keyboarding
- How to transition from one learning setting to another (technology vs. no technology classes), learn multiple studying skills, based on learning styles

Students will demonstrate the ability to effectively apply life skills

- Learn interpersonal skills, away from technology
- Time management skills
- Conflict/resolution and problem-solving skills, how to deal with difficult situation, social skills and ethics
- Understanding the importance of school for themselves, now and later
- Basic job skills – interviewing, resume-building, understanding employer expectations, preparing for life after high school (college/trade school/job)
- Basic life skills: balancing checkbook, credit cards (budgeting), personal finance skills
- Respect for others and authority
- Flexibility for changing family lifestyles

Students will effectively use technology to function in a knowledge economy

- Teaching with technology
- Internet safety
- Keep pushing the envelope in technology – continue with innovation, such as Robotics

- Keep up with technology
- Teach us to respect and appreciate that we are an Apple school

The district will properly maintain up-to-date school environments where students are physically and emotionally safe and secure

- Keep improving facilities
- Comfortable temperatures in rooms for students to learn in
- Maintaining the buildings
- School pride
- Maintain reputation
- Leadership opportunities with quality staff development
- Safe schools to attend / work at

The district will maintain the financial integrity of the school district

- Strategic plan / long-term financial plan
- Yes, as long as the district is providing diverse extracurricular programs
- We need more than just staff and board members promoting Vote Yes – we need parent involvement
- Because it is the future of this city
- My parents want to support all of the program I like
- Fund all sports or after-school activity
- I would pay more so all kids could eat a meal
- Financially responsible
- I'd rather just give a monetary donation than have fundraisers
- My parents would continue to support if they knew we were happy
- I would be willing to give more if I understood what the money donation was for (more education)
- Because it takes money to operate the school district at full potential
- Encourage open enrollment into our district
- Provide funding for quality resources and faculty

Administrative Means

- Don't lose sight of looking at the whole student, that they are not just a number
- Understand the viability of SHERCO
- It's hard to say no when questions are framed responsibly
- Keep students engaged
- Develop good relationships with state reps
- More opportunities in engineering fields
- Web-based options
- More opportunities for 1:1 teacher help
- Have bulletins posted for activity sign-up
- Shorten math classes.
- Supplement transportation
- Provide more opportunities for students to meet with various recruiters for colleges, trade organizations, military, prepare students for college (what to expect and how much it will cost), host college fairs
- What can we glean from schools such as Montessori, STEM and Charters? We need to stay competitive.
- Purchase new solar panels.
- Reconsider tenure.
- MN State Standards.
- More club options (BPA, DECA)
- Offer exceptional opportunities
- Special educational opportunities for young parents
- College entry requirements
- Communicate clearly and be consistent with expectations for staff and students
- Offer teachers a platform to speak regarding student performance (not just what the data shows)
- Common-core basics: math, reading, writing, and science.
- Offer a student paper / website (like Twitter for Student Council?)
- Provide quality teachers/staff, who possess high standards
- Help teachers supplement student needs, instead of it coming out of their own pocket

- Keep class sizes small
- Offer more clubs and information on how we can form a new club
- Valuing district employees and expressing it, recognize teachers for “above and beyond” performance, “Attract / Retain / Recognize”
- Improve the lunch program
- More language options, and offer at a younger age
- Less government involvement
- Staff development for all groups, not just teachers
- More study time
- Changing block schedule might help improve student performance and offer an opportunity to explore more subjects per day
- Return to the “art” of teaching (basic joy of teaching and learning)
- Provide a safe atmosphere /environment (physically/mentally/emotionally), more focus on mental health
- Not take a stance on social or political issues
- Teachers be given freedom to be creative and not focus on teaching for the standard tests
- Student input for teacher evaluations