

## **Policy Governance**

### **Feedback from Community Engagement with the DAB Site Improvement Teams February/March 2007**

#### **What do you hope our children can achieve?**

##### **Linton:**

- Our children should come out of K-12 education capable of competing for entry into the nation's best universities and colleges. They should develop a strong work ethic of completing what they start. They should be prepared to have a world view in their chosen field of study and then be able to compete for jobs in that field. They should also be able to come out of K-12 education as a balanced, well-rounded individual with many talents and interests.

##### **Riffenburgh:**

- Retention of what child is being taught.
- Improvement on attitudes toward math; reading is supported in schools through student incentive programs, but math is not; this would help students see that they can do math.
- That children are competitive with students from other schools and school districts and that they can go to "the next step" of their lives.
- Self-confidence.
- Opening possibilities as students get older.
- Balance . . . kids need time to climb trees.
- Balance among learning facts, discovering concepts, creating new ideas and understanding how to get along and work with others.
- Schools need to prepare our children by teaching them the skills needed (note taking, paper writing, working in groups) as well as keep them excited about continuing their education.

##### **Kinard:**

- Inspiration for lifelong learning
- Organization, note taking, time management.

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- Cultural literacy functioning human building.
- Problem solving.
- Critical thinking skills.
- Cooperative group skills.
- Skills for healthy relationships.
- Understanding and acceptance of differences macro and micro.
- Well-rounded education including history, arts.
- Larger view of what the world is (not just sound bite view)—complicated answers to questions.
- Understanding of self-strengths and weaknesses.
- Means to achieve potential in life.
- Opportunity to take advantage of all options out there—keep options open.
- Opportunity to explore academic and non-academic interest.
- Maslow's Hierarchy of Needs achieved.
- All students have all of these opportunities.
- Standards based knowledge.
- Strong work ethic.

**Zach:**

- Well-rounded education. Students will learn all subject areas offered and excel in all subject areas. Be able to apply the learning to real life.
- Respect others' opinions and to take input and make an informed opinion.
- Lead independent lives. Be successful as adults.

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- Achieve level of confidence to get out and contribute and get involved.
- Want child to be able to write. Put down thoughts on paper so whoever reads it can understand it. Communicate effectively through writing.
- Compete in global society.
- Fluency in second language.
- Earn a high school diploma.
- Opportunity to experience non-academic subject matter. (PE, music, arts, etc.) Have an experience and exposure.
- Children to be prepared for real world...study skills, time management, organization, etc.
- Be global citizens. Know what is happening in the world.
- Exposed to community service, volunteering, giving back to community.
- Balance a checkbook.
- Highest test scores possible for a student's ability. (SAT, CSAP, etc.)
- Experience at goals setting and achieving that goal.
- Work hard to earn things.
- Some level of self-discipline.
- Make sure kids know all the opportunities available to them.
- A passion for learning.
- Lifelong learning.
- Provide more support for typical, shy, sweet kids at junior high.
- Sense of community in the school.

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- Kids to have a sense of confidence.
- It would be nice for students to have real world experiences such as internships.
- Some form of programs that keep kids involved that don't make a team, for example, intramurals.
- Exposure to technology.

**Kruse:**

- To be able to get out of the house and be independent and support themselves.
- Literate—books & media.
- Love of learning vs. just achieving/performing.
- To be able to graduate.
- Be prepared for college.
- Be productive citizens whether in trade school or college.
- Achieve their potential whether trade school or college bound.
- Be able to form independent opinions and articulate why they have those.
- Higher order thinking skills including literal thinking/questioning vs. inferential thinking/questioning.
- Be happy (learning has become too competitive/stressful/driven by too much testing/CSAP focus/too much homework).
- Knowledgeable in Arts, Music, Drama, PE.
- Understanding how to collaborate/teamwork/work together effectively.
- Be able to show compassion, empathy, integrity, honesty.

**Poudre High School:**

- Children need to meet the standards set by the district and state. They need to, in turn, generalize what they have learned to the “real” world.
- We need to achieve that a growing percentage of our kids will be qualified to take either AP or IB courses.

**What do we need to change about the results PSD is achieving?**

**Linton:**

- More emphasis should be put on math and science curriculums, particularly as they apply to the issues of today; energy use and conservation, alternative fuels and global warming, human health. There are also political, economic and business aspects to these issues that are far reaching for this country and for the world. PSD has already paired with the city and CSU to become the prime area in the nation for researching and developing solutions for these issues. PSD is already at the forefront of building energy-wise schools. These schools are what should become the next generation of construction techniques for all buildings. Move forward on this trend to expand science and math education.

**Riffenburgh:**

- Less driven by test scores; not always a measure of achievement.
- More science and foreign language instruction.
- Need more consistency in Spanish instruction.
- More PSD investment in existing schools.
- Need more funding for Spanish teachers.

**Kinard:**

- Measurements directly related to above.
- Decrease dropout rate.

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- Increase ethnic minorities in higher level classes.
- Intentional focus on transitional needs and times.
- Bridge the gap, raise the bar.
- Change the priority so that more than just K-3 and graduation get priority,
- Testing coordinator(s) by feeder, e.g., CSAPs, etc., so current staffing can focus on students and ensure consistency.

**Zach:**

- Achievement gap at transitions.
- Improve our science scores.
- Add, modify, or improve vocational programs/opportunities.
- Meeting or exceeding individual plans for students.
- More individual computers.
- Share achievement data among schools to help improve.
- More pre-K programs in the community.
- All day kindergarten, free of charge to all.
- Full availability of all college prep courses.
- Would like to see the district set higher goals for itself. (Something other than comparison to the state.)
- Look at reconfiguring the academic year and possibly lengthening the day and year.
- Maximize dollars going to kids. Minimize dollars for overhead.
- It is time for the district to redistrict into sub districts by geographical areas.

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- Summer classes that are not remedial.
- Allow the district facilities to be used in the summer by the community to enhance funding.
- Education becomes so important that multiple people vie for seats on the school board.
- Consistent guidelines for site-based decision-making.

**Kruse:**

- Emphasize CSAP analyzer to guide instruction/de-emphasize the performance aspect of CSAP.
- Add more service learning—at both elementary and junior high.
- Add more collaborative learning.
- Start using grade card focused on standards vs. letter grades.
- Reduce dropout rate (PSD 8<sup>th</sup> grade dropout double the rate of state average).
- Change requirements for entrance to 10<sup>th</sup> grade (or put remedial reading in 10<sup>th</sup> grade).
- Keep kids and teachers/staff enthusiastic/passionate about learning.
- Raise the question of assessing love of learning/strong character—how do we know, how do we measure this? (Suggestion: look at drop out rate as a measure).

**Poudre High School:**

- Do not go to the Policy Model! Putting major decisions in the hands of one person is never a good idea.
- Math results must be improved by possibly starting to teach math everyday at the secondary level instead of alternate days under the block schedule method. We also should require more math in order to graduate.