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Feedback on proposed update to the Ends Statements

All students develop the workforce readiness knowledge, skills, and character to ensure performance at their highest individual potential in a safe, accessible, thriving, and welcoming learning environment, at a cost that demonstrates good stewardship of resources.
1. Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living.
     A. Students graduate with cognitive skills, digital skills, and civic responsibility.
2. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become a contributing member of society.
     A. Students will be empowered to build upon their individual strengths, including their mental health, social needs, and emotional needs

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SUMMARY
- Critical thinking instead of cognitive skills
- Workforce readiness should not be in the first sentence
- "Individual" ability incorporated
- Match the words in the vision in statement 1.
- Mental health was well-received
- 2A was very popular as worded
- They want the resources to match the ends
- Desire to add military
- "Become a contributing member of society" was popular (might be duplicative of civic responsibility

Summary Points (Kaylee)
- Need something addressing self-regulation/grit/resilience/self-advocacy
- "Appropriate to age" should instead be something like "proximal development" or "individual ability"
- Addresses the "everyday" student and not those who may fall outside the norm
- "Critical thinking" instead of cognitive skills
- Workforce readiness - move that to a different part of the sentence
- Liked:
    - 2 and 2A wording
    - "contributing member of society"
    - "safe, accessible, thriving, welcoming"
- Have 1. match the vision pathways

Rotation #1:

- Cost - is that related to finances?
- What is "appropriate to their age" getting at? - can be loaded
    - May not be best word choice - some kids, depending on disability - appropriate to their "individual ability" is more appropriate
    - How do we put that for students that are at this end and not at this end
- Workforce readiness knowledge - is it also workforce readiness skills?
- Higher levels of learning is not just college
- Like the description of the learning environment: safe, accessible, welcoming, and thriving
- Like that mental health is addressed - that is one of our biggest challenges to education, mental health w/ our students
- 2A - worded very well
- Missing - Grit or perseverance or resilience - ok to challenge and struggle but if you can hang in there, those behaviors/habits are important
- Soft skills is missing - ability to work in a group, collaboration,
- Independent accountability - how to help students understand and learn accountability - is that embedded in civic (voting, etc)
- Is 1 describing the hierarchy of life or the different pathways after graduation? Call them out as pathways if they are pathways "and/or" Make simple, concise, vague is Ok. Pathways could be listed as A, B, C - what does that look like. The A, B, C leads up to working toward that goal
- Skills in A fall under independent living
- Skills are in there a lot - skills are the tools we have to understand a great concept/goal - I see the skills part but not the bigger/conceptual idea. Skills are very specific, focused. Skills needed to get to the larger goals
- The world we're sending our students into is challenging and scary at times, the jobs haven't even been invented yet, soft skills, idea to make a difference, invent, be curious, bigger picture
- It's not regurgitate and forget, they can look things up - we need to be more focused on are we giving you skills that you can create your own job
- College should make sense on what job you're getting after
- Critical thinking - ability to problem solve

Rotation #2:
- Teaching 3rd grade - looking at how they graduate…
- Students aren't as resilient as they used to be - that's what they're lacking; students want things given to them, they don't like the challenge - Grit
- Kids say "we don't like Wonders" - that's not the point, we still have to do it, we are trying to get you into strong habits of doing daily homework

- Parents don't believe in homework - which ends up being what they didn't finish in class - community understanding the importance of of education - some parents do value it and are supportive - notice it a lot more that it's a "you guys are baby-sitting"
- Grading - we are not holding them to a high standard - they've never been a the bottom they just move to the next grade - then they get a job and wonder why am I at the bottom
- It's always been there - in recent years it has changed/gotten worse - which probably comes from the change in parenting styles - we have to work with that
- These goals aren't bad - we are lacking in getting them there
- Accountability - we have some students that really shouldn't be moving on, but we're stuck b/c we have to keep passing them on - are we doing them a disservice by not holding them accountable
- Elementary report card - not setting kids up for success when they get to MS/HS, with Approaching/Meets/Exceeds - the number grades made more sense
- Instructional approaches - ability groups
- How to measure accountability??? Partnership between parents/teachers - how to support kids at school as well
- Cite 6th data - what can I do to show the growth - how do you get student buy-in
- More hand-holding - residual from COVID? CMAS scores might reflect

Rotation #3:
- Last part - what is the board willing and ready to do to really have that happen - I love that statement - it can't be a talk statement - mental health, social needs, social media - all that stuff - I want to know that the board/admin/central office doing everything in your power - love it - how do you make that come to fruition
    - Mental health facilities
- Kids are not able to handle life in college emotionally - they are brilliant but far from home and a mess - parents are asking for mental health providers - no coping skills - they don't have the tools to cope with all the pressures of school, social life, belonging
- Something bigger that is capturing these kids - some kind of different social/emotional curriculum - a sense of belonging - they have a purpose -
- Building cultures - every building has a culture - we can't do that for kids if our staff members aren't getting what they need - there are some toxic cultures - if people are feeling that that's going to bleed over to those kids - how do we support the adults -
    - There's a balance - the counselors are busy doing grade checks they don't get to do as much counseling - it is the culture - making sure there's not junk on teacher's plates - get the junk out - hope the board will make sure teachers are taken care of - if teachers need to use data or something more - do not make them spend time doing it - someone needs to be in there helping - programming is huge - BIONIC program - KU did a great job of taking care of students for mental health crisis - we need more counselors in elementaries
- Can't move into proactive approach b/c we're caught in crisis; people want to do proactive work but needs are exceeding ability - proactive work is going to change long term outcome - cannot give up on tier 1 needs

- My son who graduated is getting these skills and there are things we do well that we have
- My kids were prepped well, great teachers, it goes back to the coping
- I worry about those outside of the box - so ALL is a very bold statement - we are not doing things for kids at all end of the spectrums- the learner who public education was built for back in the day - there are no options at MS level for kids who don't fit
- Language choice includes IDEA language

Rotation #4:
- "Appropriate to their age" not crazy about that - chronological age does not match developmental age - zone of proximal development- meet kids where they're at - pigeon-holing kids if we limit it to just their age
- IEP - child might not have cognitive-level ability - if you have a student on an IEP w/o cognitive skills - you aren't doing what you promised
    - Or maybe instead of cognitive what you're trying to capture is problem solve - word doesn't match the intention - CRITICAL THINKING skills is better
- 2- adding self-regulatory skills - are you advocating for you needs - is that the goal of self-leadership - what is it you need in order to be successful
    - Are teachers getting what we need to get that for our students - we are aiming for higher iready/test scores and that's not captured on here - but those are our resources
- Order of the first sentence puts a lot of focus on "workforce" ready - we have an expectation from families that want their kids at the top - we have to provide the workforce part but students are expected to go to college if that's the best path that they should be on
- … "to address post-graduation" expectations/path - Academic Excellence
- COVID talked about work/life balance - now we have people who go from job to job - different priorities now, work is not the most important thing to some people
- Workforce - thought goes to trades and not college and then work
- I really like "contributing member of society" - students be something bigger than they are - world revolves around that child's schedule - develop empathy skills - how do we make this better
    - Goes back to mental health, social needs, emotional needs - how are we teaching you to be socially productive to my class
- Students are coming in with needs that I don't have the skillset for - teachers need help with how to meet their needs
- Misconception that DCSD is a wealthy county with no problems -
- Like "demonstrates good stewardship of our resources" - we're spending money wisely
- Transparency w/ community goes a long way
- I don't like "at a cost".... Can be removed - it gives the impression we gave something up… "while demonstrating good stewardship of resources"

- Like "students will be empowered" we will give the students the tools - feels good - they're in charge - you have the opportunity for a free education and you need to take advantage of it
- I like the word "thriving" , "accessible" not just physically - but also not pigeonholing anyone - no matter who you are, you're going to have a way to get what you need, we'll try for you, you don't have to be a traditional learner
- "Safe" - a big heart word - what are we doing that is happening every single day

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