

# **Rochester Citizens' Voice**

## **Report to the School Board and Community**



**January 15, 2004**

# **Rochester Citizens' Voice Project**

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## **Rochester Citizens' Voice Project Report to the School Board and Community**

### **Background**

On November 20, 2003, a broad spectrum of Rochester citizens met at Spaulding High School to address two questions:

1. What are the results we expect from our public schools?
2. What resources and building blocks are necessary to achieve these results?

In addition to an open invitation to the entire community, personal invitations were sent to more than 200 individuals in an attempt to assure diversity in the discussion. Those who ultimately attended the session included approximately 60 individuals representing business leaders, senior citizens, parents, students, teachers, administrators, school board members, minorities, grandparents, elected officials, religious leaders, public employees, scientists, future parents, and other groups within the community.

Rochester was selected as one site in a statewide Citizens' Voice project. Results from the Rochester event will be combined with those of other sites to produce a state report which will be shared with legislators, state officials, and the local communities throughout New Hampshire.

### **Methods**

After a brief introduction, participants were divided into six groups of approximately ten discussants each and dispersed to separate rooms. The state project provided a facilitator for each group. Groups averaged about an hour for each of the two questions, then reported the results of their discussion to the full assembly.

The group tasks were separated into two phases for each question: (1) brainstorming ideas and issues related to the questions, without any evaluation from other group members regarding the quality of the idea, and (2) prioritizing the final list of ideas through the use of three red dots, counting two points each, and seven blue dots at one point each. Participants were instructed to place one dot only on each of the twelve items they believed were of the greatest importance in addressing the question. Priorities were determined by totaling the points represented by the accumulated red and blue dots by each item.

Two things became apparent to nearly everyone during the report phase of the meeting: (1) there was a great deal of consistency among the issues discussed by all six groups, and (2) there was a great deal of overlap in individual items proposed within each group as well as between groups. Accordingly, the analysis used in this report is highly dependent on grouping of like items to make the results more manageable and useful for planning purposes. Point assignments are reported both in terms of the individual items and aggregated points for like items within their groups.

As with most aggregation of open response data, there is some level of subjectivity in assigning items to classifications. Items may include elements of two or more classifications, may fit into more than one classification, or may have other ambiguities that make it impossible to create a purely objective classification system. Further, there is room for multiple interpretations of scoring. For example, if one item receives red dots from five participants (i.e. 10 points), and another receives blue dots from ten

people (i.e. 10 points), should the two ten point scores be interpreted differently based on the number of people who identified the item as a priority or should the ten points be equated as evidence of equal interest? As a result of these ambiguities, we acknowledge that there may be some disagreement on the assignment of items and priorities. Accordingly, we have provided in Appendix A the details of each item, including the classification and distribution of red/blue dots. In this way, the reader will be able to draw his or her own conclusions pertaining to priorities and groupings. In the interest of efficiency and usefulness of the data, however, we have assigned each item to one and only one classification and have organized priorities on the basis of total points without respect to red and blue priorities. We believe that this will be instructive to school officials in spite of the minor ambiguities and that possible differences in grouping and scoring are unlikely to have a major impact on the final conclusions drawn from the data.

Finally, we note that, in transferring the information from the somewhat cryptic notes on the flipcharts into the database, we have taken the liberty of transforming the items into complete sentences with what we hope will be more clarity for the reader. If, in doing so, we have changed the original intent of a contributor, we apologize. Without a verbatim transcript of the discussions, it is impossible to know with a surety whether we have achieved our goal of greater clarity without changing content and meaning.

### Classifications

Two hours of discussion by 60 individuals in six independent groups resulted in 14 major classifications for question 1 and thirteen major classifications for question 2, with eight classifications being common to both questions. This is, in our opinion, significant as the groups were working independently and started with open-ended questions and no common lists or examples to guide the discussion. The major classifications (arrows indicate matched items) are as follows:

**Table 1: Major Classifications for Grouping Responses**

Q1: What are the results we expect from our public schools?		Q2: What resources and building blocks are necessary to achieve these results?
Accountability	→	Accountability
Citizenship	→	Citizenship
Curriculum	→	Curriculum
Early childhood education	→	Early childhood education
Faculty	→	Faculty
High standards	→	High standards
Life skills	→	Life skills
Parent involvement	→	Parent involvement
School climate	→	School climate
Career planning		Community awareness
Character		Community involvement
Creativity		Finance
Critical thinking		Reading
Learning skills		
Lifelong learning		

Within the major classifications are sub-categories totaling 77 related to question 1 and 44 related to question 2. Both the major classifications and sub-categories can be found with their respective point values in Appendix B.

## Analysis of Individual Items

Groups generated priorities at the individual item level by placing a red or blue dot in front of those items they felt were most critical to the question. Because the votes were all taken at the group level, with no attempt to identify priorities of the entire body of participants, the inclusion of an item in this list necessarily reflects priorities of only a sixth of the entire group. In some cases, an individual group's highest priority may not be counted among the highest scoring items because the overall group scoring was more evenly distributed among several high priorities. For this reason, while analysis of individual items is instructive, it should not be construed to reflect the opinions of the entire assembly.

The three highest point items for question 1, regarding desired results, are as follows:

- \* Results should produce students with the basic ability to read, write, and do math.... (14 points)  
“mechanics of living”.
- \* Students should have the ability to think critically, question information, and come up with ways to solve problems. (12 points)
- \* Students that are well rounded, well educated, and well read. They have the ability to express themselves in writing or orally, to apply math to daily skills, to understand humanities, etc. (12 points)

The four highest point items for question 2, regarding building blocks, are as follows

- \* Math: Computation & Application. Students should be held to minimum standards. (12 points)
- \* Critical reading: Teacher/parent alliances should be organized to create a passion for reading at home. A newsletter should be created for parent suggestions. (12 points)
- \* Offer diversity of teachers' styles, backgrounds and methods. (11 points)
- \* Teachers who: (1) communicate to get the best from students, (2) can teach students more than just material, (3) can develop students as citizens, and (3) love to teach. (11 points)

We note that these priorities from individual items are consistent with those that will be identified below as priorities arranged by classification/sub-category and considered across all six discussion groups. A more complete list of priorities, i.e. all items receiving six points or more, is included as Appendix C.

## Analysis by Classification and Sub-category

Use of the major classifications and sub-categories provides a better picture of the consensus of the six groups and more direction for future planning and assessment of the current state of the district's goals in terms of the Citizens' Voice process.

Unlike the scoring of individual items, which have a narrow range and unremarkable distribution, analysis of classifications reveals that there are two critically important classifications identified with each question, with all other items falling dramatically behind these central issues.

With regard to question 1, *community expectations for the school results*, analysis across all groups reveals that student knowledge of the school curriculum is of prime importance, with 184 points across all

sub-categories, and that preparation in the area of citizenship is the next most important area, with a total of 74 points.

Likewise, in question 2, regarding the *necessary building blocks* to achieve these results, participants identified a strong curriculum as the primary tool, with a total of 78 points, and a quality faculty with appropriate training and support as the second critical factor. It is interesting to note that the third ranked classification, *Reading*, is closely related to curriculum and could be incorporated into the curriculum classification, establishing even greater strength in the top priority. Reading was separated because there were several sub-categories identified within the reading category itself. To have identified it as a single, all-inclusive sub-category would have inhibited a clear understanding of what the participants were speaking of when they identified reading.

**Table 2: Rank Order and Points Assigned by Major Classification – All Groups**

Rank	Question #1	Points	Rank	Question #2	Points
1	Curriculum	184	1	Curriculum	78
2	Citizenship	74	2	Faculty	66
3	Life skills	39	3	Reading	47
4	Critical thinking	37	4	High standards	18
5	School climate	26	5	Accountability	15
6	High standards	23	5	Finance	15
7	Lifelong learning	30	5	Parent involvement	15
8	Character	26	8	Citizenship	14
9	Career planning	16	9	Early childhood education	11
10	Accountability	11	10	Community involvement	6
10	Creativity	11	11	Community awareness	2
12	Faculty	6	11	Life skills	2
13	Early childhood education	3	13	School climate	1
14	Learning skills	2			

In further refining the analysis of question 1, we find that the top ranked expectation by sub-category is development of students to become contributing citizens. This category includes the following attributes that should be fostered in students:

- Sense of responsibility, including participation in government by regularly exercising their right to vote and by running for public office
- Understanding of world diversity and use of critical thinking skills
- Being informed about important issues in preparation to exercise voting rights
- A commitment to serving others
- Life skills and employment skills that will permit them to contribute financially to the well-being of the community
- Preparation to be good leaders *and* good followers

Other high-scoring sub-categories related to question 1 include development of critical thinking skills (19 points), development of broad communication skills (19 points), strength in basic skills (18 points), focus on mathematics (17 points), and providing a sufficiently broad curriculum to achieve the goals listed above (17 points).

Question 2 defines what is needed to meet the expectations. In many respects the results from question two are directly related to those of question 1. However, the questions were discussed separately and may or may not have been correlated and connected by individual groups during their discussions. Thus, it is possible to find disparities in expectations and building blocks. For example, while citizenship was identified as central to the expected outcomes from schooling in Rochester, there is very little direct reference to civics and citizenship education in the items from question 2. However, in spite of the separateness of the discussions, there is a great deal of consistency between expectations and understanding of resources required to achieve them.

By far, the two highest priorities identified as building blocks were the teaching of reading (47 points) and teaching of mathematics (37 points). Within the reading classification, participants focused on critical reading skills as primary with further discussion of how to achieve a higher level of reading proficiency through community involvement, summer reading programs, high standards, and other means. Two other priorities emerged within the building block question, each with 19 points and both related to faculty. Specifically, the participants believe that, to achieve the district's goals, it will be essential that we employ high quality teachers and that we provide continued professional development opportunities to further strengthen their skills.

### **Preliminary Conclusions**

The purpose of the Citizens' Voice Forum was not to provide detailed planning for new school programs. Rather, it was designed to give policy-makers at the state and local level some direction regarding consensus priorities of community members. It is now the responsibility of the Rochester School Board and other school officials to look, not only at the summary contained in the body of this report, but at the individual items contained in the Appendices. Once acquainted with the content, these elected and appointed school officials will need to determine where the school district is already on course to achieving the desired results, where changes are needed, and what other imperatives not identified by this forum continue to be central to the mission of the Rochester School Department.

As with all such activities, this event is but one intersection in the road on which Rochester's citizens are traveling. It will be useful in determining which way to turn to achieve certain results, but ultimately will lead no further than the next intersection where additional information will be added and more decisions made.

We express our gratitude to those who took time to meet with us and share their ideas. We assure those who participated that the information obtained through their efforts will be used productively to help Rochester School Department become a stronger, more efficient, and more effective institution.

## Appendix A: Detailed Responses by Classification and Sub-category

Group Red Blue Total

### Question # 1: What are the results we expect from our schools?

Accountability	Competitive assessment results	2	1	3	5
Results should produce student test results that compete with other schools.					
Accountability	Competitive assessment results	2			
Results will produce student test results that are competitive with other schools.					
Accountability	Ongoing assessment	2	2	2	6
Continuous competency testing for students.					
Accountability	Ongoing assessment	2			
Students will receive continuous competency testing.					
Career planning	Employment skills	2	2	3	7
Results will produce students with employment skills: work habits, vocational training, how to find a job, skills to offer.					
Career planning	Employment skills	1		2	2
Results should develop students who can get into a career/activity/career of their choice					
Career planning	Employment skills	4	1		2
Students should be aware of job skills needed.					
Career planning	Employment skills	2			
Students will have gained employment skills.					
Career planning	Interpersonal skills	5	1	3	5
Results should produce students that are prepared workers: being tolerant/respectful, team skills, anger management.					
Character	Critical thinking	1		2	2
Students should have a sense of opportunity to focus beyond their immediate environment.					
Character	Empathy	6			
Results should produce students who are empathetic.					
Character	Individual accountability	1		1	1
High School students should have the ability to be responsible for resolving their own conflicts.					
Character	Individual accountability	4			
Students should be accountable and responsible for their actions.					

### Key

Major Classification	Sub-category				
Detailed item text					

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Sub-category separator

Group #

Red Dots

Blue Dots

Total Points  
(2x Red + Blue)

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Character	Interpersonal skills	6	2	1	5
Results should produce students who understand the concept of mutual respect.					
Character	Motivation to learn and teach	3	1		2
Results should produce a motivation to learn and to teach.					
Character	Purpose and individual accountability	1		1	1
Students should have a sense of mission for young people, and what is necessary to avoid destructive behavior choices.					
Character	Self-actualization	1		3	3
Students should be inspired to discover new things about themselves.					
Character	Self-actualization	1		2	2
Results should produce students who have independence and the ability to choose their own path.					
Character	Self-awareness	2		1	1
Students will have an awareness of their own skills.					
Character	Self-awareness	4		1	1
Results should produce student self-awareness (i.e.. personal strengths, limitations, career possibilities).					
Character	Self-improvement	2	1	3	5
Students will know how to take calculated risks; learn from mistakes.					
Character	Self-improvement	2			
Students will take calculated risks and learn from mistakes.					
Character	Work ethic	4		3	3
Results should produce students with good work ethics.					
Citizenship	Collaboration	6	3	1	7
Students should learn how to be part of a team.					
Citizenship	Collaboration	1		3	3
Results should produce students who are able to work with others to get a goal accomplished.					
Citizenship	Collaboration	1	1	1	3
Students should have the ability to recognize the need for followers, too. How to work as a team and be supportive					
Citizenship	Collaboration	2		3	3
Students will be able to work with others in a team environment.					
Citizenship	Collaboration	1			
High School students should have an understanding of when to lead, follow or participate.					
Citizenship	Collaboration	6			
Results should produce students with negotiation skills.					
Citizenship	Communication	1		2	2
Students should gain the ability to communicate effectively.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Citizenship	Contributing citizens	1	3	2	8
Teach basics to prepare students to become citizens.					
Citizenship	Contributing citizens	6		5	5
Students should have a sense of community responsibility.					
Citizenship	Contributing citizens	1	1	2	4
Results should produce students that are effective world citizens, with the use of critical thinking skills.					
Citizenship	Contributing citizens	3		3	3
Students should have civic participation; an informed voting public.					
Citizenship	Contributing citizens	4	1	1	3
Students should participate in community service - having a commitment to others not just themselves.					
Citizenship	Contributing citizens	6	1	1	3
Results should produce happy & productive citizens - making a contribution to community - financially.					
Citizenship	Contributing citizens	1		2	2
Students should be prepared to be leaders.					
Citizenship	Contributing citizens	1		2	2
Results should produce children who are confident of who they are, what they are interested in and the ability to contribute to society in their way.					
Citizenship	Contributing citizens	1		1	1
Results should produce graduates who participate in their community, i.e. vote.					
Citizenship	Contributing citizens	2			
Students will have a positive sense of place in the community; understanding of community connections.					
Citizenship	Contributing citizens	5			
Students would participate in their civic responsibilities. Example, run for office, good worker, understand environment and humanity.					
<hr/>					
Citizenship	Environmental awareness	4		1	1
Students should be aware and responsible for the environment.					
<hr/>					
Citizenship	Individual accountability	2	1	2	4
Results will produce students who will be personally responsible for their actions; know and practice right v. wrong; ethical and moral lifestyle.					
Citizenship	Individual accountability	1		2	2
Results should produce HS students who will take responsibility for making things happen and to be held accountable.					
Citizenship	Individual accountability	2			
Students will understand personal responsibility; ethical & moral lifestyles.					
<hr/>					
Citizenship	Moral grounding	1	1	1	3
Results should produce students with character, integrity - enhance their community.					
Citizenship	Moral grounding	1		2	2
High School students should have a sense of justice and a desire for it as well as the willingness to comeback to it.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Citizenship	Moral grounding	5	1		2
Students should have compassion - understand and implement moral concepts.					
Citizenship	Moral grounding	6		1	1
Students should have a sense of right and wrong.					
Citizenship	Respect for others	5	3		6
Students who are respectful of others.					
Citizenship	Respect for others	5	1	1	3
To develop an understanding and tolerance for global diversity.					
Citizenship	Respect for others	2		1	1
Results will produce students that have respect for diversity.					
Creativity	Creative thinking	1	3	2	8
Results should produce students with the ability to think creatively, out of the box					
Creativity	Creative thinking	4		1	1
Students should be imaginative and creative.					
Creativity	Risk-taking	6		2	2
Results should produce students that are creative risk takers.					
Critical Thinking	Independent thinkers	6	6		12
Students should have the ability to think critically, question information, come up with ways to solve problems.					
Critical thinking	Independent thinkers	3	3	1	7
Students should have critical thinking skills, problem solving/decision making skills.					
Critical thinking	Independent thinkers	6			
Results should produce students who can think for themselves - think through information, understand.					
Critical thinking	Moral grounding	5	3	3	9
Students who think independently, evaluate choices, make good decisions based on knowledge.					
Critical thinking	Read critically	4	4	1	9
Students should be able to read "critically" and to have independent thought.					
Curriculum	Application	1		1	1
Students should have the opportunity to apply taught skills for better understanding.					
Curriculum	Arts	1		1	1
Students should have exposure to the arts - all kinds, as well as self-expression.					
Curriculum	Arts	3			
Results should produce the opportunity for students to be exposed to the arts.					
Curriculum	Basic skills	2	1	3	5
Students will have mastery of basic skills.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Curriculum	Basic skills	3	2	1	5
Results should give students a strong fundamental education; reading, writing, arithmetic.					
Curriculum	Basic skills	2			
Students will have mastery of basic skills.					
Curriculum	Breadth	5	6		12
Students that are well rounded; well educated; well read. They have the ability to express themselves: written/oral, math applied to daily skills, humanities, etc.					
Curriculum	Breadth	3		4	4
Schools should offer a more liberal arts education, giving students the opportunity to explore many options.					
Curriculum	Breadth	3		1	1
Students should have diversity in choice of subjects and ideas.					
Curriculum	Civics/citizenship	4	1	2	4
Students should receive civics education - knowledge of our government, history. What is involved in being a good citizen. Results should produce students that are community minded.					
Curriculum	Communication	5	1	6	8
Students should be able to communicate: read, write, speak clearly.					
Curriculum	Communication	2	2	2	6
Students will have good, proper communication skills: oral, written, electronic, etc.					
Curriculum	Communication	6		6	6
Students should possess good communication skills, verbally and in writing.					
Curriculum	Communication	1	1	3	5
Students should have essential communication skills - speaking, writing, listening.					
Curriculum	Communication	4		2	2
Students should be taught to speak effectively. Have the ability to get their point across.					
Curriculum	Communication	2			
Students will have good communication skills (oral, written, electronic, etc.)					
Curriculum	Environmental science	1		1	1
Students should understand ecology and related science.					
Curriculum	Financial skills	6	1	6	8
Students should have financial savvy.					
Curriculum	Geography	4		4	4
Students should have a basic understanding of world geography (locations, background).					
Curriculum	Global view	6		1	1
Students should have a global/world view.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Curriculum	Handwriting	4			
Handwriting skills					
Curriculum	Health/fitness	3	1	2	4
Results should produce more physical education, healthy life styles information for students.					
Curriculum	Health/fitness	3		3	3
Results should produce students that have an awareness of life fitness skills.					
Curriculum	Health/fitness	6		2	2
Students should have healthy lifestyles.					
Curriculum	Health/fitness	4	1	2	4
Students should be trained in good nutrition (health) and fitness					
Curriculum	History	4	1	4	6
Students should have a basic understanding of world history and US history up to present.					
Curriculum	History	1	1	1	3
Students should have knowledge of the United States and World History.					
Curriculum	History	1	1		2
Students should gain exposure to how history can be whitewashed.					
Curriculum	Integration of disciplines	1		2	2
Results should produce students who can integrate skills such as math with other subject areas.					
Curriculum	Learning skills	4		4	4
Students should possess study skills: wide-margin note taking, note taking from text, use of memorization techniques, time management.					
Curriculum	Life skills	1	5	4	14
Produce students with the basic ability to read, write, do math ... "mechanics of living".					
Curriculum	Life skills	6	3	3	9
Results should produce students who have life skills; be able to survive and function in real world (basic math, proper English, understanding science, civics)					
Curriculum	Life skills	3	1	3	5
Student's basic skills should be enhanced; math skills for consumer needs and work; verbal, spelling for life.					
Curriculum	Mathematics	4	4	1	9
Students should have basic computational skills (add, subtract, multiply, divide, percentage, etc.). Apply math to real world problems.					
Curriculum	Mathematics	1	2		4
Results should expose students to more math opportunities.					
Curriculum	Mathematics	1		3	3
Students should have solid mathematical skills					
Curriculum	Mathematics	4		1	1
Results should produce students with math skills need for job they intend to enter.					

## Appendix A: Detailed Responses by Classification and Sub-category

Group   Red   Blue   Total

Curriculum	Reading	6	1	5	7
Students should be readers					
Curriculum	Research skills	4	1	1	3
Students should possess research skills					
Curriculum	Science	4	1	4	6
Students should have an understanding of science concepts/principles.					
Curriculum	Spelling	4		1	1
Results should produce students who can spell properly.					
Curriculum	Technology	6	1	3	5
Results should produce students that are computer literate.					
Curriculum	Technology	2		2	2
Results will produce students with strong computer skills.					
Curriculum	Technology	4		1	1
Students should know how to use the Internet effectively, know how to locate resources					
Curriculum	World Languages	1		4	4
Students should be exposed to world languages at an early age.					
Curriculum	World Languages	1		1	1
Statistics in High School should demonstrate languages are used as a vehicle to understanding culture.					
Curriculum	World languages	6			
Students should have a learned second language.					
Curriculum	Writing	4	2	1	5
Results should produce students who are able to write coherent paragraph without grammatical errors.					
Early childhood education	Early intervention	3	1	1	3
Students should receive early intervention (Pre-K , K, gr. 1).					
Faculty	Adult role models	1			
Results should produce teachers that model qualities and knowledge expected of students.					
Faculty	Professional development	1	2	2	6
Results should ensure teachers have ongoing opportunities to keep learning.					
Faculty	Teachers valued	1			
Results should produce teachers that are valued by the community.					
High standards	Expectations	2	2	2	6
Students will be able to maximize their potential and be prepared to pursue their interest.					
High standards	Expectations	3	1		2
Expect that all children can learn.					

## Appendix A: Detailed Responses by Classification and Sub-category

Group   Red   Blue   Total

High standards	Graduation rate	3	1	1	3
Results should have all students graduating.					
High standards	Higher education	2			
Results will increase the number of students going to college.					
High standards	Maximum achievement	3	1	4	6
All students (all levels) to graduate with fundamental education to maximum ability of each).					
High standards	Maximum achievement	5		1	1
Equal Opportunity - There will be different results empowering students to work to the best of their ability to achieve their capacity.					
High standards	Maximum achievement	2			
Every student's potential will be maximized.					
High standards	Self-confident	6		5	5
Results should produce students who are confident in life and academic skills.					
Individualization	Individual results	1			
Results should be based on each child's needs					
Learning skills	Ability to learn	5		2	2
Students should have the ability to follow directions, listen, absorb, do it, focus, concentrate.					
Life skills	Adapt to change	1			
Results should produce students that are able to function in a changing, technologically advanced world.					
Life skills	Basic skills	2		2	2
Students will have basic skills to function in society e.g. know how to balance a checkbook.					
Life skills	Basic skills	3		2	2
Students should have living skills; how to handle money, be aware of self-care needs.					
Life skills	Career choices	3		2	2
Students should be informed, having the ability to choose next steps, have a direction (career, life choices)					
Life skills	Common sense	4		1	1
Results should produce students who can use common sense.					
Life skills	Health/fitness	5		3	3
Students to understand their bodies and how to keep themselves physically fit - therefore thinking.					
Life skills	Healthy lifestyle	1	1	1	3
Results should produce students who are healthy - physically, mentally, spiritually, emotionally					
Life skills	Healthy lifestyle	6	1	1	3
Students should be able to take care of themselves - health, safety.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Life skills	Real world	5	3	2	8
Students who are able to apply the knowledge of the classroom in the "real world".					
Life skills	Real world	2	1	2	4
Students having the ability to solve problems; prepare for the real world.					
Life skills	Real world	3		2	2
Students should be able to connect school and life.					
Life skills	Real world	2			
Students will have the ability to solve problems and prepare for the real world.					
<hr/>					
Life skills	Self-direction	2			
Results will produce more students that will know what they want to do with their lives.					
<hr/>					
Life skills	Social skills	1	2	3	7
High School students should have basic social skills, i.e.. getting along with others, the ability to discuss different points of view productively.					
<hr/>					
Life skills	Well-rounded students	3		2	2
Results should produce a well rounded child - social-emotional development.					
<hr/>					
Lifelong learning	Adult learners	1			
Schools should be responsive to the needs of older learners (>21) in the community.					
<hr/>					
Lifelong learning	Higher education	6	2	3	7
Students should have academic skills needed for college or work					
<hr/>					
Lifelong learning	Learning skills	1		1	1
Students should be able to understand how to learn new things.					
<hr/>					
Lifelong learning	Motivation to learn	6	1	5	7
Results should produce students that are lifelong learners.					
Lifelong learning	Motivation to learn	2	1	2	4
Students will have a lifelong interest in learning.					
Lifelong learning	Motivation to learn	4		3	3
Results should produce students with lifelong learning attitude.					
Lifelong learning	Motivation to learn	5		2	2
Students encouraged to be lifelong learners - school is not the only place to learn.					
Lifelong learning	Motivation to learn	2			
Results will produce students with a lifelong interest in learning.					
<hr/>					
Lifelong learning	Value education	3		3	3
Results should produce students who value education.					
Lifelong learning	Value education	6	1	1	3
Students should appreciate the value of the education they are receiving.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Parent Involvement	Collaboration	2	3	3	9
Parents will be more involved in their children's education					
Parent Involvement	Collaboration	6	1	1	3
Results should produce parent/teacher partnerships.					
Parent Involvement	Collaboration	2			
Parents will be more involved in their children's education.					
Parent Involvement	Parent communication	3		1	1
Establish good communication between teachers and parents (e-mail).					
School climate	Adult role models	3		2	2
Results should produce students who see adults as positive role models.					
School climate	Desirable environment	3	1	1	3
Results should make school a place where students want to be.					
School climate	Flexible school day	1	2		4
Results should produce flexibility in school hours to accommodate students' sleep patterns.					
School climate	Mentoring	1			
Results should produce opportunities for students to be mentored in areas of interest.					
School climate	Open to community	3	1	1	3
Schools should be seen as friendly, open to the community, open to parents - (school is a good place to be).					
School climate	Open to community	3	1	1	3
Working with the community to insure the success of all students.					
School climate	Safe environment	3	3		6
Results should produce a safe school environment for students.					
School climate	Safe environment	1	1	2	4
Students should feel safe in school, school facilities, surrounding society and have emotional safety in crisis.					
School climate	Self-esteem	6		1	1
Students should have high self-esteem.					

## Appendix A: Detailed Responses by Classification and Sub-category

Group Red Blue Total

### Question # 2: What building blocks are necessary to achieve these results?

Accountability	Higher order skills	1	2	3	7
There should be additional accountability for skills beyond facts.					
<hr/>					
Accountability	Individualization	2			
Continuous remediation will be provided.					
<hr/>					
Accountability	Monitor student achievement	1			
Ability to monitor student results (growth).					
<hr/>					
Accountability	Monitor teacher performance	1			
Ability to monitor teachers' performance tied to student improvement and success.					
<hr/>					
Accountability	Ongoing assessment	2			
Continuous competency testing.					
<hr/>					
Accountability	Ongoing assessment	3			
Accountability, assessment that supports students.					
<hr/>					
Accountability	Universal accountability	6	2	4	8
Accountability for parents, teachers, students, administration (not necessarily in that order).					
<hr/>					
Accountability	Universal accountability	5			
Well Rounded Students - Students/faculty/administrators are held accountable.					
<hr/>					
Career planning	Career Opportunities	3			
Sponsor job/community fairs					
<hr/>					
Career planning	Career Opportunities	3			
Educate students re community job opportunities					
<hr/>					
Career planning	Vocational programming	3			
Vocational Education opportunities					
<hr/>					
Citizenship	Civics curriculum	6		4	4
Civics curriculum - How government works, discourse, mock elections, etc.					
<hr/>					
Citizenship	Contributing citizens	6		1	1
Teaching AB - philanthropy and service.					
<hr/>					
Citizenship	Contributing citizens	5			
Students should communicate clearly, speaking, voting... - Knowledge of government, mock vote, student council have students exposed to candidates, students exposed to government officials					
<hr/>					
Citizenship	Negative role models	1			
Expose students to those who have made bad choices and have learned from those choices. e.g. ex-convicts					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Citizenship	Respect for others	6		1	1
Guidance facilitating students learning about respect, feelings at an early age.					
Citizenship	Respect for others	3			
Respect for everyone in school building.					
Citizenship	Service learning	1	1	6	8
The opportunity for students to be involved in the community as part of their school experience.					
Co-curricular programs	Non-varsity sports	3			
More Opportunities for non-varsity sports (extra-curricular).					
Community awareness	Communication	1		2	2
Continue to publicize ways to get involved with schools via website, TV, etc.					
Community involvement	Business collaboration	6		2	2
Business coming into schools to interact with students (starting at elementary level).					
Community involvement	Business collaboration	3			
Involve local business in schools					
Community involvement	Business collaboration	6			
Support from business community in schools.					
Community involvement	Community resources	2			
Community support for disadvantaged families.					
Community involvement	Encourage involvement	1		1	1
Use of community resources, invited to schools to share specific skills and knowledge.					
Community involvement	Encourage involvement	1			
Reach out to other resources to assist students to succeed.					
Community involvement	Mentoring	1			
Encourage mentoring in schools.					
Community involvement	Mentoring	2			
Additional mentoring programs.					
Community involvement	Open environment	1			
Schools should be open to events in the community to bring the "outside" in - issues, topics e.g. electoral process					
Community involvement	Strengthen community connections	2			
Better and more integrated relationship between schools and community.					
Community involvement	Volunteer opportunities	6		3	3
Strong volunteer program.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Curriculum	Articulation	3			
Necessary component - Standards that apply skills across all grade levels					
Curriculum	Arts/Physical education	6		1	1
More Arts education and physical education					
Curriculum	Basic skills	2			
Focus on basic competencies K-3.					
Curriculum	Breadth	2			
Schools will provide more diverse opportunities for students at an earlier age (address individual talents).					
Curriculum	Breadth	3			
Have more options available for students i.e. courses, levels.					
Curriculum	Breadth	3			
Offer liberal arts education, be aware of many options.					
Curriculum	Collaboration	6	3	3	9
Curriculum embedded with critical thinking skills, team building, cooperative learning.					
Curriculum	Collaboration	6			
Team Building activities					
Curriculum	Communication	5			
Students should communicate clearly, speaking, voting... - Practice speaking/presenting in class					
Curriculum	Credit for activities	3			
Offer course credit for active education programs (dance, marching band).					
Curriculum	Critical thinking	1		2	2
Incorporate creative and critical thinking skills consciously within subjects and curriculum.					
Curriculum	Differentiation	3			
Break "one-curriculum fits all" idea					
Curriculum	Family life education	1	2	1	5
Offer training and resources for students to be supportive parents (academics).					
Curriculum	Field trips	6			
More field trips					
Curriculum	Fundamental education	3			
Develop rubric to define "fundamental education".					
Curriculum	Health/fitness	3			
Teach nutrition, exercise, life style (connect to math - critical thinking).					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Curriculum	Higher order skills	3			
Teach younger students to make choices, to think.					
Curriculum	History	5			
Students should know history and relate it to the present.					
Curriculum	Instructional strategies	1	1	5	7
Offer fun ways to learn, e.g. reading as extra curricular.					
Curriculum	Instructional strategies	3			
Teach to multiple intelligences					
Curriculum	Integration of disciplines	3			
Necessary component - Integrated Curriculum					
Curriculum	Integration of skills	3			
Students should be taught critical thinking skills, problem solving, decision-making skills					
Curriculum	Internships	3			
Internships / job shadowing					
Curriculum	Life skills	6	1	2	4
Create class on financial issues (e.g. stock market, checkbook)					
Curriculum	Life skills	6		1	1
Life skills curriculum, family & consumer science.					
Curriculum	Mathematics	4	6		12
Math: Computation & Application - students held to minimum standards					
Curriculum	Mathematics	4	5		10
Math: Computation & Application - Identify student learning styles and use them					
Curriculum	Mathematics	4	3		6
Math: Computation & Application - allow for flexibility within the structure					
Curriculum	Mathematics	6		3	3
Continue Everyday Math Program					
Curriculum	Mathematics	4	1		2
Math: Computation & Application - no calculators before 7th grade					
Curriculum	Mathematics	4	1		2
Math: Computation & Application - consistency across schools and grades					
Curriculum	Mathematics	4	1		2
Math: Computation & Application - Bring along those who are differently abled					
Curriculum	Mathematics	4			
Math: Computation & Application - highlight transition from comp. to problem solving					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Curriculum	School-to-work	6			
Co-op experiences, school-to-work					
Curriculum	State curriculum	6	4	1	9
Establish adequacy - baseline, statewide (you will provide education to your students). Statewide standards of what teachers will provide to students					
Curriculum	State curriculum	6	1	1	3
Need for statewide curriculum.					
Curriculum	Vocational programming	5			
Vocational and technology education are needed					
Curriculum	World languages	3			
Require bilingual education.					
Early childhood education	Kindergarten	6		2	2
Mandatory Kindergarten					
Early childhood education	Kindergarten	6		2	2
Full-day kindergarten					
Early childhood education	Preschool	1		5	5
Broaden preschool opportunities and programs.					
Early childhood education	Preschool	6		2	2
Universal Preschool					
Early childhood education	Specific interventions	3			
Specific early intervention for specific gaps.					
Facilities	Adequacy	3			
Adequate facilities for students to use.					
Faculty	Creative teaching	1		1	1
The willingness to try new things.					
Faculty	Diversity in instruction	1	3	5	11
Offer diversity of teachers' styles, backgrounds and methods.					
Faculty	Evaluation	1	1	2	4
A good evaluation process in place for teachers, administrators with feedback and resources to improve & grow.					
Faculty	High quality teachers	6	5	1	11
Teachers who: communicate, get best out of students, can teach students more than just material, can develop students as citizens, love to teach.					
Faculty	High quality teachers	1	2	1	5
To achieve results monitor education level requirements for teachers in their areas.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Faculty	High quality teachers	6	1	1	3
Teachers who can make school interesting and applicable to real life.					
Faculty	High quality teachers	5			
Well Rounded Students: Qualified teachers-people with Masters Degree respected by students and peers know the subject area, well rounded teachers able to communicate in many different ways, patient					
Faculty	Incentives	1	2	1	5
Offering rewards for teaching to attract the best and brightest teachers.					
Faculty	Incentives	6		4	4
Honor Educators.					
Faculty	Incentives	1		1	1
Offer acknowledgment for inspiring teachers.					
Faculty	Mathematics	4			
Math: Computation & Application -use variety of teaching styles					
Faculty	Planning time	1		1	1
Preparation time for teachers for programs.					
Faculty	Professional development	1	1	7	9
Offer continuing education for teachers.					
Faculty	Professional development	1	3	1	7
Teacher exchange with other schools.					
Faculty	Professional development	1	1		2
Teachers should be given support to experiment with teaching styles.					
Faculty	Professional development	6		1	1
Professional development for educators on promoting respectful behavior.					
Faculty	Professional development	1			
Give the opportunity for teachers/learners to work together outside the regular day or year.					
Faculty	Professional development	2			
Improve service delivery: staggered schedules for students and teachers; additional professional training.					
Faculty	Professional development	3			
Teachers should receive staff development, training					
Faculty	Professional development	3			
Teacher training in teaching to multiple intelligences					
Faculty	Professional development	3			
Train teachers to engage students.					
Faculty	Professional development	6			
Teacher Professional Development opportunities					
Faculty	Time management	6		1	1
Teachers having more time to teach and doing less paperwork/duties.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Finance	Books and supplies	6		1	1
Newer books and materials.					
Finance	Budget process	6	3	1	7
Establish a fair and equitable funding system					
Finance	Class size	6		1	1
Smaller class sizes.					
Finance	Support all ideas	1	1	4	6
Money to support all ideas - taxpayers.					
Finance	Teacher salaries	6			
Increase teacher salary.					
High standards	Core graduation requirements	6	1	4	6
Higher graduation standards, core curriculum, more math, more fundamentals requirements.					
High standards	Critical thinking	3			
Students should be encouraged to challenge, not just accept.					
High standards	Graduation rate and skills	3			
Graduate all students; give a fundamental education to the maximum ability of each child.					
High standards	Graduation standards	1			
Set standards for graduation, getting your diploma should mean something important.					
High standards	Incentives	1	1	1	3
Implement a multiple reward system for positive behavior for both teachers and students.					
High standards	Pervasive expectations	1	4	1	9
The components/building blocks are high expectations for teachers, students, and administration.					
High standards	Public communication	1			
Instill the belief that the school system is the best.					
Instruction	Basic skills and beyond	3			
Enhance basic skills, math, verbal, life skills. Go beyond basic skills for students who are ready to move on.					
Instruction	Critical thinking	3			
Go beyond Yes or No questions, use open-ended questions, use life examples - don't teach by rote.					
Instruction	Individualization	3			
Identify students' strengths, arts can support other learning.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Life skills	Adult role models	1		2	2
Student exposure to other adults with real world life experiences and skills to share.					
Life skills	Real world	3			
Apply learning to real life situations, connection between curriculum and life examples.					
Life skills	Real world	3			
An awareness of the reality of what happens in and out of school.					
Life skills	Real world	3			
Reality based education - connect class and life outside of school.					
Life skills	Real world	5			
Students should be able to apply knowledge in the real world.					
Life skills	Teaching methods	3			
Teach "life as a word problem".					
Lifelong learning	Adult literacy	3			
Parent Education - literacy					
Parent involvement	Communication and training	5			
Students should be independent thinkers - Community and family engagement: to be able to reinforce; to know what to expect; to provide feedback to the schools					
Parent involvement	Encourage involvement	6	2	2	6
More parents who value education and support schools.					
Parent involvement	Encourage involvement	2			
More effective ways of getting parents involved at the elementary level.					
Parent involvement	Encourage involvement	3			
Support from parents - to supply direction to students.					
Parent involvement	Encourage involvement	3			
Have parents in the classroom					
Parent involvement	Opportunities	3			
Create more opportunities for parents to be part of students' education.					
Parent involvement	Parent training	1	1	2	4
Support for parents to become involved with their child's learning.					
Parent involvement	Parent training	6	1	1	3
Parenting skills course.					
Parent involvement	Parent training	1		2	2
Offer resources and training to parents so they can reinforce what student learns at school.					
Parent involvement	Parent training	2			
Training opportunities for parents.					
Parent involvement	Parent training	3			
Training offered to parents and the community.					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
Parent involvement	Parent training	5			
Students should be independent thinkers - Provide training for parents to help teachers (community members).					
Reading	90% Reading Goal	1	1	2	4
Set goals for reading.					
Reading	90% Reading Goal	6		1	1
Continue "Read to a child 20 minutes a day" program.					
Reading	90% Reading Goal	3			
Stronger emphasis on reading - embrace "90% Reading Goal" in district					
Reading	High standards	4	4		8
Read critically - set standards and hold to them					
Reading	Read critically	4	6		12
Read Critically - Teacher / parent alliances to create passion for reading at home. Create newsletter for parent suggestions.					
Reading	Read critically	4	4		8
Read Critically - Practice: read and be read to.					
Reading	Read critically	4	1		2
Read Critically - Start early with critical reading					
Reading	Read critically	4	1		2
Read critically - Consistent programs across schools and across grade levels					
Reading	Read critically	4	1		2
Read critically - good quality reading (e.g. classics, current periodicals)					
Reading	Read critically	4	1		2
Read Critically - success oriented reading experiences					
Reading	Read critically	4	1		2
Read Critically - create quiet reading time and place					
Reading	Summer reading	6		4	4
Mandatory summer reading program.					
School calendar	Flexible school year	6			
Year round school					
School climate	Calendar flexibility	1			
Offer variations in school schedule to accommodate special activities.					
School climate	Collaboration	1		1	1
Conscious community building within schools.					
School climate	Communication	3			
Open communication					

## Appendix A: Detailed Responses by Classification and Sub-category

		Group	Red	Blue	Total
School climate	Desirable environment	3			
Make school a place students want to be.					
School climate	Discipline	2			
Strict discipline.					
School climate	Discipline	3			
Have a balance between behavior consequences and federal regulations.					
School climate	Discipline	3			
Establish procedure to address/serve behavior problems - provide facility for child to succeed					
School climate	Discipline	3			
Establish clear expectations and consequences					
School climate	Discipline	6			
Strong policies on bullying - district wide sense of what we will encourage re. behavior					
School climate	Encourage questions	3			
Students should be encouraged to ask questions.					
School climate	Open communication	3			
Teachers should be open to talk to parents					
School climate	Resource officer	3			
Support for Resource Officer in school					
School climate	Well-rounded students	5			
Well Rounded Students: Environment - tools & materials are available, safe, educational environment: purposeful activities, learning is serious (can be fun)					
Student expectations	Foster student talents	2			
More effective counseling and nurturing to foster/advocate for students' talents.					

## Appendix B: Classification/Sub-category Point Totals

### Question # 1: What are the results we expect from our schools?

		Total
Accountability	Competitive assessment results	5
Accountability	Ongoing assessment	6
<b>Classification Subtotal</b>		<b>11</b>
Career planning	Employment skills	11
Career planning	Interpersonal skills	5
<b>Classification Subtotal</b>		<b>16</b>
Character	Critical thinking	2
Character	Individual accountability	1
Character	Interpersonal skills	5
Character	Motivation to learn and teach	2
Character	Purpose and individual accountability	1
Character	Self-actualization	5
Character	Self-awareness	2
Character	Self-improvement	5
Character	Work ethic	3
<b>Classification Subtotal</b>		<b>26</b>
Citizenship	Collaboration	16
Citizenship	Communication	2
Citizenship	Contributing citizens	31
Citizenship	Environmental awareness	1
Citizenship	Individual accountability	6
Citizenship	Moral grounding	8
Citizenship	Respect for others	10
<b>Classification Subtotal</b>		<b>74</b>
Creativity	Creative thinking	9
Creativity	Risk-taking	2
<b>Classification Subtotal</b>		<b>11</b>
Critical Thinking	Independent thinkers	19
Critical thinking	Moral grounding	9
Critical thinking	Read critically	9
<b>Classification Subtotal</b>		<b>37</b>
Curriculum	Application	1

## Appendix B: Classification/Sub-category Point Totals

Curriculum	Arts	1
Curriculum	Basic skills	10
Curriculum	Breadth	17
Curriculum	Civics/citizenship	4
Curriculum	Communication	27
Curriculum	Environmental science	1
Curriculum	Financial skills	8
Curriculum	Geography	4
Curriculum	Global view	1
Curriculum	Health/fitness	9
Curriculum	Health/fitness	4
Curriculum	History	11
Curriculum	Integration of disciplines	2
Curriculum	Learning skills	4
Curriculum	Life skills	28
Curriculum	Mathematics	17
Curriculum	Reading	7
Curriculum	Research skills	3
Curriculum	Science	6
Curriculum	Spelling	1
Curriculum	Technology	8
Curriculum	World Languages	5
Curriculum	Writing	5

**Classification Subtotal**      **184**

Early childhood education	Early intervention	3
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**Classification Subtotal**      **3**

Faculty	Professional development	6
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**Classification Subtotal**      **6**

High standards	Expectations	8
High standards	Graduation rate	3
High standards	Maximum achievement	7
High standards	Self-confident	5

**Classification Subtotal**      **23**

Learning skills	Ability to learn	2
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**Classification Subtotal**      **2**

## Appendix B: Classification/Sub-category Point Totals

Life skills	Basic skills	4
Life skills	Career choices	2
Life skills	Common sense	1
Life skills	Health/fitness	3
Life skills	Healthy lifestyle	6
Life skills	Real world	14
Life skills	Social skills	7
Life skills	Well-rounded students	2

**Classification Subtotal**      **39**

Lifelong learning	Higher education	7
Lifelong learning	Learning skills	1
Lifelong learning	Motivation to learn	16
Lifelong learning	Value education	6

**Classification Subtotal**      **30**

Parent Involvement	Collaboration	12
Parent Involvement	Parent communication	1

**Classification Subtotal**      **13**

School climate	Adult role models	2
School climate	Desirable environment	3
School climate	Flexible school day	4
School climate	Open to community	6
School climate	Safe environment	10
School climate	Self-esteem	1

**Classification Subtotal**      **26**

## Appendix B: Classification/Sub-category Point Totals

### Question # 2: What building blocks are necessary to achieve these results?

		Total
Accountability	Higher order skills	7
Accountability	Universal accountability	8
<b>Classification Subtotal</b>		<b>15</b>
Citizenship	Civics curriculum	4
Citizenship	Contributing citizens	1
Citizenship	Respect for others	1
Citizenship	Service learning	8
<b>Classification Subtotal</b>		<b>14</b>
Community awareness	Communication	2
<b>Classification Subtotal</b>		<b>2</b>
Community involvement	Business collaboration	2
Community involvement	Encourage involvement	1
Community involvement	Volunteer opportunities	3
<b>Classification Subtotal</b>		<b>6</b>
Curriculum	Arts/Physical education	1
Curriculum	Collaboration	9
Curriculum	Critical thinking	2
Curriculum	Family life education	5
Curriculum	Instructional strategies	7
Curriculum	Life skills	5
Curriculum	Mathematics	37
Curriculum	State curriculum	12
<b>Classification Subtotal</b>		<b>78</b>
Early childhood education	Kindergarten	4
Early childhood education	Preschool	7
<b>Classification Subtotal</b>		<b>11</b>
Faculty	Creative teaching	1
Faculty	Diversity in instruction	11
Faculty	Evaluation	4
Faculty	High quality teachers	19
Faculty	Incentives	10
Faculty	Planning time	1

## Appendix B: Classification/Sub-category Point Totals

Faculty	Professional development	19
Faculty	Time management	1
<b>Classification Subtotal</b>		<b>66</b>
Finance	Books and supplies	1
Finance	Budget process	7
Finance	Class size	1
Finance	Support all ideas	6
<b>Classification Subtotal</b>		<b>15</b>
High standards	Core graduation requirements	6
High standards	Incentives	3
High standards	Pervasive expectations	9
<b>Classification Subtotal</b>		<b>18</b>
Life skills	Adult role models	2
<b>Classification Subtotal</b>		<b>2</b>
Parent involvement	Encourage involvement	6
Parent involvement	Parent training	9
<b>Classification Subtotal</b>		<b>15</b>
Reading	90% Reading Goal	5
Reading	High standards	8
Reading	Read critically	30
Reading	Summer reading	4
<b>Classification Subtotal</b>		<b>47</b>
School climate	Collaboration	1
<b>Classification Subtotal</b>		<b>1</b>

## Appendix C: Individual Items Receiving 6 Points or More

### Question # 1: What are the results we expect from our schools?

	Total
Produce students with the basic ability to read, write, do math ... "mechanics of living".	14
Students should have the ability to think critically, question information, come up with ways to solve problems.	12
Students that are well rounded; well educated; well read. They have the ability to express themselves: written/oral, math applied to daily skills, humanities, etc.	12
Students who think independently, evaluate choices, make good decisions based on knowledge.	9
Students should be able to read "critically" and to have independent thought.	9
Results should produce students who have life skills; be able to survive and function in real world (basic math, proper English, understanding science, civics)	9
Students should have basic computational skills (add, subtract, multiply, divide, percentage, etc.). Apply math to real world problems.	9
Parents will be more involved in their children's education	9
Teach basics to prepare students to become citizens.	8
Results should produce students with the ability to think creatively, out of the box	8
Students should be able to communicate: read, write, speak clearly.	8
Students should have financial savvy.	8
Students who are able to apply the knowledge of the classroom in the "real world".	8
Results will produce students with employment skills: work habits, vocational training, how to find a job, skills to offer.	7
Students should learn how to be part of a team.	7
Students should have critical thinking skills, problem solving/decision making skills.	7
Students should be readers	7
High School students should have basic social skills, i.e.. getting along with others, the ability to discuss different points of view productively.	7
Students should have academic skills needed for college or work	7
Results should produce students that are lifelong learners.	7
Continuous competency testing for students.	6
Students who are respectful of others.	6
Students will have good, proper communication skills: oral, written, electronic, etc.	6
Students should possess good communication skills, verbally and in writing.	6
Students should have a basic understanding of world history and US history up to present.	6
Students should have an understanding of science concepts/principles.	6
Results should ensure teachers have ongoing opportunities to keep learning.	6
Students will be able to maximize their potential and be prepared to pursue their interest.	6
All students (all levels) to graduate with fundamental education to maximum ability of each).	6
Results should produce a safe school environment for students.	6

## Appendix C: Individual Items Receiving 6 Points or More

### Question # 2: What building blocks are necessary to achieve these results?

	Total
Math: Computation & Application - students held to minimum standards	12
Read Critically - Teacher / parent alliances to create passion for reading at home. Create newsletter for parent suggestions.	12
Offer diversity of teachers' styles, backgrounds and methods.	11
Teachers who: communicate, get best out of students, can teach students more than just material, can develop students as citizens, love to teach.	11
Math: Computation & Application - Identify student learning styles and use them	10
Curriculum embedded with critical thinking skills, team building, cooperative learning.	9
Establish adequacy - baseline, statewide (you will provide education to your students). Statewide standards of what teachers will provide to students	9
Offer continuing education for teachers.	9
The components/building blocks are high expectations for teachers, students, and administration.	9
Accountability for parents, teachers, students, administration (not necessarily in that order).	8
The opportunity for students to be involved in the community as part of their school experience.	8
Read critically - set standards and hold to them	8
Read Critically - Practice: read and be read to.	8
There should be additional accountability for skills beyond facts.	7
Offer fun ways to learn, e.g. reading as extra curricular.	7
Teacher exchange with other schools.	7
Establish a fair and equitable funding system	7
Math: Computation & Application - allow for flexibility within the structure	6
Money to support all ideas - taxpayers.	6
Higher graduation standards, core curriculum, more math, more fundamentals requirements.	6
More parents who value education and support schools.	6