

April 21, 23 & 24 Community Meetings Statements About Mission

M - Some areas are underserved. Too much emphasis on top ten percent. Under-serving the middle. Like current mission - Includes all students. What we say is different from what we do. Inclusion and diversity (has inclusion within it and we value is socially, academically, emotionally)

M – Current mission is great ... issue is today and tomorrow. PK-12 ... baseline for lifelong learning. Global is an absolute ... especially with business community. High expectations critical thinking skills mitigated to the individual level. Much more understanding of differences inherent in what we do. 30 percent unattached ... no kids in school.

M – should be something that rolls off the tongue. Internalized. Global is something that sticks with people (current mission). Clayton is a global district ... families, drawing area, (staff tuition, vst). Lots of students come from outside the district ... mission should reflect that if it's going to continue. I expect academic excellence. It will. Drinking the Clayton Kool-Aid ... embed mission on that level. Self-perpetuating expectation. Inclusiveness ... not just academics but communities.

M – 2 elementary kids ... CHS kids do great things in the community ... INCLUSION. Critical thinking is important as are partnerships with community. Experiential learning and service learning. Create students who enjoy learning and become life long learners. Include kids in classroom as much as possible ... separate less from kids with special needs. Can be challenging for teachers but is ultimately better for students. Creates broader experiences.

M – agree with what we've heard so far; but they are obvious. How do you make something meaningful that not's a "duh" statement? Of course we want this stuff. How does M differentiate Clayton? Uniqueness ... each school has its own identity. Down side is @ WMS ... they don't have the same baseline experiences? Not a process that is inherent in the decision making; high standards, expectations ... setting the bar for the District (teachers, students, community) -

M – don't see a striving ... pushing ... not getting complacent – could be for both mission and vision ... mission defines why we are here ... we should presently always be looking to be better – well defined comm .. structure ensures consistency of experiences

M – a striving part of a mission stands out more than just in a vision ... striving should be part of the culture ... always reaching – having a systematic way to think "that" through ... more consistency across different experiences ... there is a process but it's just not communicated well. Communication pieces ... visible – well-defined, communicated culture/ structured – great things going but they don't always get communicated; most important, it's our here and now – to have something that is fresh and powerful will be good for all.

M – Academic excellence belongs at the top. Next thing is to meet the needs of each student. We need specific criteria how to meet/evaluate needs of different children – foundation of three K-5 is similar but each have difference character. Maybe issue is that foundation needs to be more visible.

we are providing a well rounded student center

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Academic is not just core driven

Setting high standards for kids, challenges students out

Teacher Excellence

Beautiful learning space for kids

Respect for diversity (ELL, learning about different cultures)

Worry a lot that Clayton is so academic driven that kids are stressed and burnt out before they get to college. Be careful about pushing kids to the edge. Figure out where kids are individually with excellence in a holistic way.

Want my daughter to be prepared for college—she is middle of the road.

Proud Clayton is high rated

Wish the kids had 30 minutes to socialize before going to a sport. Things are very structured—kids need down time.

Value more than just academics—foster all abilities of kids.

Support teachers with continuing education and professional development. We do well and need to keep it. That is one of the reasons I wanted to teach in this district. It is really important.

Also, how we miss the “middle of the road” kids. Clayton does a really good job of developing all students. Good job with special needs resources. Make each student’s experience individualized. Best resources and best teacher. We have the best community that is most involved. Everyone in the community is invested in education. Everyone in the community cares about the students.

We have to have more diversity. It is really important. We have to understand different types of learners. It is beyond race and religion—we need to honor the differences of each and every student.

It is important to have academic excellence, top notch teachers, real world experience—diversity, real world. Recognize there is an outside world. Emphasize more the diversity of what else is out there.

Takes a student to their potential. It is based on the child—not on the equalization.

Growing well rounded kids—sports interaction, wide variety of items to get involved. We want kids to be able to know what it is like to compete in a physical thing as well as emotional thing. Offer them a chance to experience a lot of things at each grade level.

When it comes to mission the top tier listed in the handout are the most important. However, it should be noted that school is an integral part of society and the community. A student should not be an isolated part of the community. Part of the mission of the school is to teach students that they are part of a whole. The district should create an environment where change is accepted not feared. Children are fearless and more open to change, make them a part of the whole. More interaction between all involved student, parents, community, district, etc.

This could be for mission or vision. Things are going well and I like what we have now. We are a small district that allows us to nurture and grow - this helps students. My child is where she is today because of her team. We can really leverage. To support this we need good diagnostics

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and there are some things coming down the pike that we need to explore. Online learning would be one to really look at exploring. This type of learning could be an alternative to summer school and we need to investigate this more and even other opportunities. Also, experiential learning is something that can happen here at school. We need to try different things other than a field trip.

Curious as to what the current mission statement says. (We could not produce one for her.) All the areas in the packet are ones that should be included in and I agree with what has been said here today.

As I reviewed the packet and the information under mission I think the top tier doesn't look at the whole and needs to look at the whole. Per our discussion character is important and part of that character is ownership. The students need to have some ownership. In the mission and core values it is their responsibility to be part of making it happen owning up to some of the responsibility. We need to motivate the students or instill in them that ownership; I think that is what is missing in the core values. A lot of people have different ideas of what core values are it is important to have a clear definition of core values so there is understanding.

what shouldn't change:

one of the jokes is that everyone comes back - people bet their future learning life long learning in Clayton

I also once again think we should give students opportunities outside of the classroom or structured curriculum - let them make school fun, different vehicles to absorb the world - give the students the space to let things come in.

Big concern - the middle kids need attention too.

The teachers connecting with the parents - share insights about the child with the parents. Keeps parents engaged in what is happening in the classroom - helping them to understand the little nuance of the day. How to do this at the high school? How do you do this with working parents who aren't in the building as much?

Mission from this conversation -- a lot of people choose Crossroads School because the kids are really nice to each other. No bullying. kids go out of their way to be kind to each other - character. Really a place for parents to know their kids are taking care of each other. Perhaps that is what is meant by integrity.

I think this issue of character is mission.

Skills for being a global leader - need to know how to navigate working with others. Care that you are a nice person and that you can work with other people.

Nobody cares about your grade point average or what college you attended - much more important than academic excellence.

Needs to be a priority in middle school.

Mission:

I have several things:

1. academically being the top - I don't know how we define our peer schools - not just local - focus more on national

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2. need to be innovative - cutting edge - need to reach and grow

As we talk about every kid reaching their full potential I don't think it is currently as fluid as it could be -- get pegged and there isn't the flexibility to move them as needed. Need a more dynamic process to shift as needed - support and challenge

Need to challenge kids at all grade levels - don't wait until 2nd grade. Can create behavior problems in kindergarten and 1st grade if they aren't challenged. Need gifted support at Kindergarten and 1st grade as well.

Challenge each kid at their level at every grade throughout their 13 years in the district.

-Integrity is important and should be in the mission statement – doing what is right for children.

-Academic excellence, respect for diversity, high performing teachers is important.

-High performing teachers need quality professional development.

-Diversity is important, but the Clayton definition of diversity goes beyond Black/White.

-Mission statement needs to be short and focused: Address the individual needs of each student.

Impressed with what has been gathered. Agree with everything under mission. Reaching all the children is important. People do get lost. It's what we are and what we want to be, but there is not a change from what we currently believe – it's the same that we've always been.

This is what the district has had, m/v/cv. Working together to address individual needs stands out the most. Younger children at the FC level – there are so many individual needs & developmental needs. She see's wonders when they leave the FC because of the individual attention. This is very important as a mission statement. Early intervention is important so they don't struggle all the way though the school system.

It all sounds great. This is a restatement of previously stated beliefs. Has concerns about reaching the middle, how costly is that?

Clayton is a very traditional school district. There is a disconnect between what we say and do. There is a culture that entry into Harvard and Yale is what success is based off. Getting a scholarship to MU is considered a failure around here. The culture in Clayton is that success is base on where you go to college. In early middle school kids give up because they can't keep up. There are many ways to define success. As a community we need to broaden our minds about what success means. How do you define academic success? There is a disconnect between identified opportunities (technology wise) and mission and core values. Needs to be defined better. Better define cutting edge, forward thinking and innovative. The culture we promote - there should me many types/aspects of success.

At what cost to address the individual needs or each student? What is the schools responsibility to take all this on – social and emotional needs? How much is the parent responsibility? School should provide resource to parents. Academic excellence has got to be number one – if that isn't the focus the schools is not going to have that high standard that it would like to maintain. Parents and teachers need to both have high expectations – students will work to the expectation.

Academic excellence should be first priority. Working together with parents to address individual needs. The parents should be involved more, but if the teacher doesn't say it the

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parents might not know. Developing critical thinking goes hand in hand with academic excellence. To be problem solvers.

Setting high academic expectations is very important. Students should graduate to address or speak of global problems. They need to be aware of those. Clayton addresses things beyond this community. Critical thinking skills needs to be in our mission. With the idea that all of this will build the academic excellence.

High academic expectations for all students and to challenge every student – we lose the kids in the middle. They have been overlooked at the expense of the kids on the bottom.

Appreciates seeing critical thinking skills in top tier. Higher order thinking skills often get lost with the emphasis on testing.

Mission statement of any school should be to educate the children. I don't see that here. Given the kind of society we live in, to educated them, to give them a well-rounded education not only in academic work but how they interact with each other. Respect for diversity seems to miss the point. Respect for other people who aren't like us is great. I like the idea of maintaining diversity. It would be a huge shame to lose participation in VST program. It's not a matter of whether you can afford it financially. You can afford 40million for a middle school, we can afford to pay for diversity. I wouldn't let a \$7,000 figure determine the outcome. The money would be well spent from the standpoint of educating our children for life. Maintain and expand diversity to where it was. It would be a grave mistake to let it go.

Agrees that it's important to teach kids to get along and work together.

I'm from U City and went to MU instead of historically black college so I'd have more opportunities. It opens doors. Agrees that Clayton should continue VST program to give other students opportunities.

Focus and value *well rounded* students – be sure to remember the emotional and affective parts of child development

Innovation and sense of academic freedom while keeping core values about learning – new ideas are risky but worth investing in trying them out to improve student learning and development – not just about the bottom line – not always quantifiable

Global – open the door for continuing studies – feel comfortable and happy to continue with *open minds* and open to new technology – ways to work in the new world and how it will work – face new challenges we don't know about yet

Academics and social and emotional are all important – we are good at the academics – how to we ensure all the rest?

Public responsiveness is something we are good at – we don't want to lose that – the district listens to all voices – *partnership with the community*

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Developing the whole student – life long learners and thinkers – think beyond the community – make sure teachers are prepared (in an ongoing way) to help students get there – respect diversity, environment, community

Develop students who *know how to think and know how to act* – strategies to get there may vary - trying new things (innovation) can be positive or negative – ACT = responsible citizens, get along, live healthy lifestyles, involved in communities, leaders – THINK = critically, broadly, not tied wholly to the past

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Current parent – two young children, second grader and coming into kindergarten

Talk with neighbor, wondering how does everything tie in from elementary, middle and high school

Would like to see more opportunity in our schools for students to explore their leadership skills, and be able to use technology – to bring it into every level – concern that her kids be ready with those skills which are so important in an increasingly global society

Girls Scouts offering great leadership opportunities, want to make sure that's happening at all levels of the school – are we starting that development that we see in the high schools in elementary schools – sense that maybe certain groups of students are able to develop those skills, but is every child getting those opportunities

Being able to maintain small class sizes

Wants to know her kids can work independently, able to conceive and achieve their own tasks, able to find a sense of direction – finds that students can be strong academically

Have to get math and science skills are important, but can't neglect the basic skills, core requirements for every grade of reading and writing comprehension – communication is so important

V – balanced budget but not balanced on cutting services for students or staff ... vision for teachers to be accountable for what they do. Need better access to tech and more accountability. Less tracking for students ... need to change how we value our students needs ... vision should nbe tl live the mission ... like character ed, more and throughout PK-12 – carried beyond elementary schools. Continue the things that we do well.

Great that we live in a place where these discussions happen. It's awesome.

V – Balancing a checkbook? Value and appreciation of value ... as a parent, I valued what was occurring ... vision should be a value proposition ... academic excellence is a value ... first choice is a value .. success at the enxt level is a value ... vision should creat value for the individual student. All the opportunites including success – every student should enjoy and experience success. Create the environment where that can happen.

V – Global should be part of vision. Next step beyond college ... looking at successful alums and determining what success means ... success is individual and personal. If vision is forward thinking and looking, not just us internalizing but students as well ... they should see options throughout ... I can reach the next step, whatever it may be. My success is my success, it doesn't belong to my school district ... recognize success is individual. Success – regardless of what it is – should be valued.

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V - Innovative educational ideas ... real focus on academic success ... nationally recognized ... not fail anything on the MAP test. Provide real-world experiences. Service and experiential learning.

V – highest potential, post-high school graduation ... it's a testament to incorporate that goal into the vision ... if we really want life-long learners, - maybe tried and true is the best but still be open to new things and moving forward. – where are we setting the bar and are we always looking to raise it? What are we measuring Clayton against?

V – Beyond recognizing the unique capabilities of each child ... should be realizing the highest potential ... agree with all vision info in research ... open to taking risks and new ideas but also be thoughtful about it.

V – community ... all learners feel like they are a part of something special – H/M/L/IEP – knowledgeably moving forward ... best, proven practices – AD -> no matter where you fall on the spectrum, you can always measure growth of an individual child

V – seniors ... once you get them into the schools, they are supporters of everything we do ... they admire what teachers do ... create informed supporters ... actively engage community members in the work of the District. Do we want to be cutting edge? Do we want to be right on the edge or just far enough behind that we know it works but we're still moving forward?

Cutting edge Well rounded education in all areas

You can be not only a leader but can be a model patrons in whatever they take on

Encouraging highly qualified teachers in the District to professionally grow in the field

Promotes an educational community—where people are also constantly challenging themselves

Life-long learners-is so important for everyone, even if it is not college. Kids should be doing what they love

Growing professionally in the District

Innovative educational strategies

Life long learning-want kids to love learning and love school

Love for learning in your school

Recognize the individual child—prepares them to go out in the world and be successful

Ability to communicate with each other—

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How do we evaluate and know that teachers are being successful? Are teachers connecting with kids in the classroom? Not just hiring due to background

Agree-love of learning is so important and that can be crushed at school.

Leaders and critical thinkers in a global society

Unique opportunity. We have a chance to look at how we want to design the school from a global perspective. Not so much focusing on public school perspective. Focus should be that we are innovative enough that they don't go outside public school to get a private school education. How do we prepare them to be global individuals?

It wants to be a think tank of what education should always be thinking towards. You should always be striving for more – try things and model things. Be a very thoughtful cutting-edge district. Uniqueness in St. Louis--look like a global society in the area. We have to be up on the research, keep the community involved, and who others envy.

The access to the tools for success. The ability to get a great education. That encompasses a lot of things – academic excellence, teachers, diversity, understanding individual needs. Provide an environment that allows students to be successful.

More character development. There is a little bit of this going on, but I think we could do even more, include more students, what it means to be nice to each other. That is as much of a global skill that you are going to need when you go out in the real world. Meramec teaches a program about individual student abilities—we need to implement this program district wide, not only at Meramec. Different abilities, ethnicities, come from different places, cultures.

Cultural exposure.

Diversity.

We will actively engage community...(see statement on Clayton360 sheet under vision)... I think the community gets overshadowed in the District (members who don't have students in district).

Highlight accomplishments of each student. Each student is a different kind of learner.

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district. Uniqueness in St. Louis--look like a global society in the area. We have to be up on the research, keep the community involved, and who others envy.

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When it comes to vision the items listed in my mind don't define a mission. It is what the district is currently doing. It is hard to separate vision and mission. We are in the 21st Century and the challenges facing students today did not exist in my time. Students ensured to achieve and have opportunity. We need to integrate students at an early age into the community – outside the walls of school. Because it is the 21st Century the children already see the whole world through technology because they are advanced at a young age. We need to help guide them into that world instead of let them on their own. This could be mission or vision. Create a whole student (a human being) needs to be in the vision.

We want to develop the whole student not just focus on academic. There is an important connection between exercise and the brain. Being fit really changes test scores. I feel we are doing less and less when it comes to exercise and this incorporates all. Healthy living sets students up for life success and connects to all aspects of community life. I loved Character Plus at the elementary schools but it seems to disappear at school as they move up. Strength of character is important. Academics should not be just it – life success is important. There are programs that work to develop and instill responsibility and character. We can investigate what is out there. When you build a good vision it should move forward the idea of life skills and build self reliance in a student.

Mission/Vision – I went to an economic conference at Charlie Dooly spoke that if you were not partnering you were not complete. The district needs to look into partnering to get things done, maybe something in the vision/mission about collaborating.

For the vision it is important to note that we need to make kids available to life. As I told my own daughters – college is a tool that will help you progress in life. Would like to prepare them for life, a job. I know of a district that has a speech requirement of all students. I don't know if we have the requirement here but if not, it should be. To be able to communicate is a life skill that all students should have.

When it comes to the vision statement I agree with what is listed in the packet, however, I think it needs to be more visionary.

Should include attracting and retaining high quality families
what could the district be doing?

keeping them engaged in the community - very deep connections with our graduates/families
Social or educational? It depends on the person

Looking ahead? Vision? as a parent I am glad to see that high quality teachers is at the top -- I want to make sure we are supporting them in a way that they aren't strung out. They also get to

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continue to participate in educational opportunities - things that are truly transformative. Give them a reason to want to be a part of the district - they are given the support to do transformative things. Give them resources and time - find time outside of the structured approach to allow them to do the additional things. Support from the administration that they value the opportunity to just contemplate.

Vision - to create this community culture.

Creativity is something we need in the workforce - global environment - is this what we mean? Teach creative thinking and problem solving

Creativity across the curriculum - how kids use their brains.

Teaming - all kids working on projects together bringing their skills together to get something done. Learn how to get things done with others. This is a skill needed to be successful in the workforce.

The opportunity to educate parents from the administrative level of what we are trying to do academically. Explain what the school is doing and why - help parents understand the educational approach so that parents can be more helpful in supporting their kids and help the district move forward.

Parent/Principal dialogue opportunities - get more parents to attend these gatherings but find other outlets to share information. Increase awareness of what decisions are being made at the district level and why - what is behind the decisions. Help parents understand the choices and implications. Parents and community will have a greater stake in the success of the district. Give them better information directly.

-Helping all learners, including those with disabilities and difficult situations, is important. Quality professional development is key in meeting the needs of all students.

-Being “cutting edge” in approaches is important, and we need to be able to mete out the good and bad from new approaches that constantly are introduced into education.

-Being nationally recognized and/or highly rated is not important. If we’re good, that is all that matters.

-Being #1 for the sake of being #1, and being cutting edge for the sake of being cutting edge is not important.

-Some discomfort with “cutting edge” wording: Importance is being aware of trends in education.

-Intellectual engagement with the field of education is important (being beyond worksheets) – this potentially replaces bullet points 3 and 4 in the Clayton 360 handout.

-Intellectual engagement and leadership in the field of education – possible verbiage for vision statement in lieu of focus on being nationally rated or considered to be cutting edge.

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I like these. Creating life long learners stands out the most because no matter where you rank if you are a life long learner you will always succeed.

Recognize unique capabilities and needs of each child is most important. Also believes creating a love of learning is important. It's not as important where you go to college but if you have the initiative to go to college.

Take out cutting edge in academics. Being successful adults needs to be among the top. Creating global leaders – a little wishful, not everyone is a leader. Awareness of global society, it's important to continue that. Life long learners – instill importance or desire to want to learn and seek the information. Recognize unique capabilities is also important. Students need to be given the opportunity to reach their highest potential.

Not as interested in cutting edge or being the most innovative – unless you have a proven record. Recognize unique capabilities... is a lot more realistic then the leaders. Creating life long learners – who chooses to pursue the answer on their own instead of waiting to get the answer. Motivated to seek information. To ensure all students have the opportunities – all students achieve their highest potential is not as realistic as the opportunity to a good education is more realistic.

Recog. Unique capabilities and opportunities to achieve highest potential which will help them succeed in life. Independent learners and life long learners. Unique capabilities of each child. Open to growth.

Opportunity to achieve their highest potential. Create adults that are caring, committed members of their community. Being aware of the world beyond yourself. Life long learners and curiosity. Sometimes students choose not to take the opportunity. Would be great if each child could recognize their own unique gifts.

Would like to see more flexibility for alternate teaching situations, learning situations, experimental approaches. Technology makes a lot of that possible. It's not about the machines, it's about giving people time and resources to experiment. I'd like to see more leadership and guidance from central office and building administrators encouraging people to try new things. Not interested in just being reactionary. Problematic if we're doing things because other districts are doing it. Don't want to clutter our time. Students need to be asked to reflect and honestly take stock of their strengths and weaknesses. Part of character education.

I'd like to see increased focus on environmentalism and respecting resources. Being more green will be important - composting in the cafeteria, planting gardens.

Prepare the children to be successful adults - depending on how you define successful, I don't see the school district having much of a role. I see that there are a lot of factors the school can't control. Family is the most important in shaping that. I don't know how you measure if someone is a lifelong learner until they've lived their whole lives. Maybe excitement, curiosity and engagement are better things to measure. Want the children to understand themselves and what's going on in the world. Predicting if they will be world leaders is impossible.

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We talk about teacher growth but we're limiting how much pd they can do because of how it might look. Teaching should be entrepreneurial and we should push each other. More of that is good.

Autonomy drew me to Clayton. I don't want to lose that. When we started a build your own curriculum, I was cautious. I don't want to be constrained. Not helpful at the high school.

Feels it's important to provide opportunities for kids. Alignment is stifling for where you can go with kids. I don't want a mentality of going there. (We're more there than ten years ago when I came). Might be helpful to share ideas across elementary schools.

When I was in school, we learned about how they do things globally that are working. For instance, in Japan, there are studies about how students would stick with a subject until it was mastered.

Kids of today have moved away from being responsible. I think students should be held responsible. We coddle and accommodate too much. Do we need to think about the future of testing?

Recognized for helping kids reach their *maximum potential – to be their very best self all the time* – results not strategies to get there – innovative – focused on students – known for achieving goals – potential is not when they leave us as 12th graders

Innovations like our conferenced English program – with results – how can we get that with the math curriculum? – based on what students need - educational research can be suspect, may not be the best guide in selecting curriculum or strategies – *creating or tweaking curriculum and programs that really work in the long run* (not just adopting) – it's expensive, but worth it

Community involvement/partnerships for students – community service requirements/expectations – well rounded citizens – experiential learning – supplementing their learning

Innovative/creative in *preparing young children* for emergent reading and writing in other languages – priming them for later learning – the earlier we start the more efficient we can be

Authentically happy human beings – comfortable in their skin – able to become themselves – appropriate targets and expectations – *feel valued* (not a false sense of happiness or success) help students identify real happiness and success – not need parents and teachers, ready to stand on their own and move to the next steps of their lives

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Minimum experience the same for all students – what do we want all students to experience?
Hiring and supporting and evaluating teachers to guarantee those experiences – valuing teacher development to support our students – keep in mind different teachers appeal to different students

Everything looks great. Kids are Clayton lifers, graduated in '06. Is being cutting edge the best thing? Kids were in honors math and integrated math was also available. One son struggled thought honors math, but he learned something because his math scores on the SAT were very high. His grade point average took a hit for it. Integrated math – didn't want their kids in it because it was new and cutting edge because they knew other kids in the program and they struggled in math – they paid for it in college. Innovation for the sake of innovation might not always be the best thing, make sure it is carefully thought about. Traditional route might be the best option for students. What do you do to meet the needs of kids in the middle? Foreign language needs to have more of an emphasis/taught at a younger age – for the global society piece. You can be cutting edge when you teach foreign language.

Clayton is doing a very good job. They talked about the global situation, it would be great if children could graduate fully speaking a foreign language. I do believe that is very important. The demographics of our school do a good job of helping kids realize a global society. Many don't understand diversity. Her son was shocked when he went to college that many were not aware of diversity. We lose the kids in the middle, which needs to be focused on. Teachers do a great job focusing on their social and emotional needs – was not as strong when her kids were in middle school, but it's better now. Knowing students outside of academics – Clayton does a good job. It creates a comfort level for students and parents. Her daughter has take these values with her in teaching – she makes the effort to get to know her students outside of school. What we're doing is working, but we need to focus on the middle child. We need to figure out is how to get the parents more involved in everything – sporting events (gave example of game where DeSmet had a ton of parents at the game and Clayton had hardly any). Build the connection with students and parents so when they leave they want to stay involved.

Have three boys, boys learn differently than girls. How can I as a parent encourage my boys to be life long learners? Right now his boys are not concerned about that but as a parent he is concerned. How does he help his students realize the importance of that? It is hard to encourage a boy to talk. They recognized this early, their focus is not necessarily on education – they are not making the connection. As a parent his obligation is to help them recognize the goal. Being a life long learner is something the student needs to grasp and understand – not just something they hear from their parents.

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Continue to be a place of high academic expectations and resources. The diversity aspect, especially with the VST program, will hopefully be continued. I want it to be a place where the best teachers want to come. A place where they can develop and use their own strengths to the best of their abilities because that is what drives everything. Having opportunities for PD and a voice in how things are done helps attract top teachers. When they started in the District there seemed to be much more collaboration – now were more about consistency and NCLB – that is not the type of environment teachers want. Give teachers the ability to do something a little different than the teacher in the next classroom. Hopefully we can get back to that because we have moved away from it. We will always have good teachers but we need great teachers. Husband teaches freshmen chem. at Wash U – we need someone who has the core skills so that they have the flex to pick up whatever direction the job goes in. It's the thinking skills – learn how to learn and learn how to think because we have no clue as to what will be coming down the road.

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Current parent – two young children in school

Integrity – living your life consistently with the values you hold; empathy, honesty, truth; standing by what you believe in – sense of responsibility in living up to your own expectations

Owe back to the community

Teachers are going to be our main foundation – teacher excellence is what is primarily responsible for our success to date

Communication opportunities – not always able to talk with teachers about direction – being able to talk face-to-face; science fair was an opportunity for all three schools to get together and interact – welcomes a forum like this to learn and share

CV – Involved Citizenry (kids that feel like they can be involved, volunteer – transfer into adulthood – voting and participating) ... Innovation (teaching ideas, tech) ... valuing diversity (making it personal for each child) ... Strong individual academics for all students (each child's ability) ... Strong “in self” (don't feel peer pressure, do what they do best for themselves) ... value individual success Integrity (honest, community-minded – kids go one to be leaders with integrity ... ability to draw the line) ...

CV – Integrity ... doing the right thing even when no one is watching. Must be internalized by entire community. Need to be relative to students as well. The simpler the better ... a statement that all statements can tie back to. We are all responsible for exhibiting the values of the district ... continue to be models for our students/children. Flexible and adapting ... we need to take that responsibility

CV – Innovation – inherent around change. Making decisions that may be group or individual .. critical skills, personality and technology mix and mix well. Consider the future and present.

CV – Integrity -> rampant cheating at CHS ... systems set up around cheating. Driven by our focus on things such as NMS and taking 8 AP courses ... are we driving them to achieve at such a level that they feel pressured to cheat? Honesty and transparency . Tech excel integrity fiscal diversity (two tiers – inclusion [serving special needs and the middle] and culture) Value the inclusion of all students. Anger over not including AA families.

CV – child-centered is missing! Teacher excellence should have a process i.e. evaluations and screening ... ensuring T.E. continuous growth .. foundation of TE. Integrity ... some districts don't have it ... Clayton does – doing the right thing personally and organizationally – act as the highest standards. BOEs have always modeled integrity. Define “innovation-growth; Core value of communications

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CV – Individuality (kids) – focused on each individual kids – at all levels. Innovation and open to growth .. creating individuals with integrity ... visioning process itself demonstrates that the district has integrity. Top tier and community ...

CV – totally agree with teacher excellence (doing a great job with that). Academic diversity is confusing ... does it refer to offerings or diversity of learners; integrity -> ethical character in individual students

What is different about Clayton --- community helps define the school and what it is. Not like private school where you are essentially buying into the community.

CV – difference between things we value and a core value – difference between values and expectation

High quality instruction—not necessarily where a teacher went to school

Really like academic diversity—means more than the core subjects. Having different disciplines that blend into each other. All experiences are learning experiences and helps to form the individual.

Kids can take risks.

Forward thinking-cutting edge, support for every kid

Fiscally responsible-

Teacher excellence—collaborate, productive learning environment

Forward thinking—the way we do things is innovative—document through technology

More communication

Comes back to Teacher Excellence

Get a little worried that every teacher has a Ph.d. and every child goes to Harvard (don't want that kind of pressure for my child)

Want kids to be happy in life

Feel comfortable to take risks

Supporting student learning-Making it Happen/Learning Center

Forward thinking—willingness to reconsider the way you are doing things.

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Every kid should feel safe at school—ie, recent bullying incidents

District and Building Leadership—been a lot of changes and a lot of uncertainty, help inform mission, vision, core values. Wondering if I should be concerned—we don't have a superintendent

Transparency—don't feel like parents are being informed

Hard to give input if you don't know what is going on

How we as parents can be involved in our children's education

One thing I really love about my child's K teacher she invites us to come and volunteer in the classroom. Really get to know what is happening.

Building relationships with students is so important

Relationships with whole community is important

We stay small enough that there is a connection with the student, teacher, community, and parents. Make students feel connected.

The child is the focus. Gear the resources in the District to that goal. Keep teachers, well trained and educated, keep pushing students to be their personal best. Keep the community involved so they support.

Integrity is so important. If you don't teach integrity to students and conduct business affairs in an ethical manner, you haven't taught them how to be good people in the world.

In the past we have sent teachers to Europe, France, etc. They bring back personal experiences and implement them in their classroom. Invest in teacher continuing education so they can bring diversity back to the classroom. Teach to the way that the student needs to be taught. If the teacher is not up to our standards, they have to go. Innovative. Stay up with the trends.

Teacher/academic excellence. Community—not only strongly connected, but also use community resources well (presentations). Utilizing the talents and resources of our community at large (parents who have a background in something, unique skill, or work at a place we would like students to visit). They may be seeing a different demographic now.

Creative education opportunities for students – 6th grade camp. Don't stay focused on what the state says we have to do, but go above that. The opportunity to teach character, investigating, go out into community, etc. We are above and beyond what the state requires of students. Clayton has the opportunity to expand.

Trust students. It builds necessary skills that students need after high school. It is a life skill.

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In referring to the core values I agree with the core value tiers listed in the packet, however, I feel that transparency needs to be moved up so that it is a higher priority. As a non parent community member I feel the decision making at the higher level needs to be more transparent. I'm concerned that the message coming out is not clear and focused, not transparent. For example you say that teacher excellence is high in Clayton but what is your definition of teacher excellence. An ongoing dialogue about issues on a regular basis is important for a non parent in the district. The district needs to look at breaking down the silos with in the district and out in the community.

It is important to teach students the basics – life skills like how to sew a button, use a screw driver, personal finance. A basic life skills class should be a requirement. In our community we hire – we need to learn how to do.

Our district needs to show the community that we financially sound in the ways we use funds. But we also need to change the culture in the district from a need to want thought process.

Core Values: Great teachers of course

academic excellence; character - being kind and respectful

Transparency is important - provide more information to reinforce transparency.

Language - be more direct: Here is what is going on, here is why. Plain speak - quick overviews - key points without a lot of social work speak or buzz words.

Communication - speak in a way that people will hear what you are saying. Make it simple and clear.

Teacher excellence is already identified - what about leadership excellence? Administrative levels and principals - do we have expectations for excellence at these levels as well. Important part of the vision for the district.

-Integrity should be specifically mentioned in the core values.

-High performing teachers: Outside experiences mean so much as a way of bringing new perspectives into the District.

-We need to be careful to not get stuck in our own practices and beliefs.

-Hiring new staff from outside the District brings fresh voices and perspectives to Clayton.

-If students are going to be a part of a global society, teachers need to be on the cutting edge.

-Address the individual needs of each student.

-Question about use of the word “innovative” in core values list – is this a hollow statement? Are we being innovative for the sake of being innovative?

-Teacher excellence is the most important core value that impacts everything else.

-Integrity: It's about knowing your values, holding them, and sticking to them.

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-Integrity: Doing the right thing because it is the right thing to do.

-Integrity: Making good choices when no one is looking.

-Core value: Being direct and honest in communication with one another (as peers working together with and for kids).

-Community: Integrity, honesty, respect are core values for an effective, high-functioning community.

-Is “Community” a good core value? It is important, but may be a by-product of other core values.

-Teacher point of view: Parents, community members support the teachers.

needs. The district makes sure gifted kids get enrichment. All kids have individual needs. It shouldn't be just about intelligence. Talking about kid's strengths, even gifted kids have areas of weakness. Kids judge themselves that they either have “it” or they don't. Success is about not always having the answers but having the persistence to find the answers. Comparing and ranking shouldn't be the top. Would like more concern from teachers about the middle 80 percent. More sophisticated conversation with parents, teachers and students about learning. More sophisticated understanding. Sounds superficial – high academic standards. It's OK to have mixed individual learning styles. More training for teachers on and more discussion of individual learning/how students can maximize strengths and not shut down – they can be persistent. Would like to see more events where parents are involved – feels alienated – there should be more parent presence, both academically and recreationally. Similar to community alliance. Character – lack of fundamental character and integrity (ex. Parking with CHS students). If you intervene early enough you set the tone for their life. The way kids mouth off to teachers, they text in class in front of the teacher – very disturbed that this is a problem. Doesn't understand why teachers tolerate that. Students need to know boundaries of what is appropriate and what is not. Teachers need to set firm limits and boundaries from an early age. Rules are there for a reason.

It's very evident that in middle school there is some sorting going on with student

The district has had most of these all along. Excellent teachers are important as it creates the academic excellence and life long learning. Parent involvement is also important, they need to work with their children on homework, find out what happens during the school day.

Integrity is number one because if you have integrity everything else follows. Integrity – every teacher would strive to be the best teacher they can be. Integrity touches more than honesty, it goes into every aspect of your job. Integrity in our students – so they feel they are being the best they can be. Fiscal responsibility is also important because we have to make sure we can do what we set in place.

Teacher excellence and academic excellence is most important, if you don't have those the rest won't follow. It's not about the grade, it's about what you learned. Feels like sometimes we go with that new idea – importance of challenging all students. Not just the bottom group.

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Academic and teacher excellence are important, we want them to be problem solvers. Life long learners and problem solvers, so they are not afraid of approaching a problem. Not too focused on the grade but to teach them how to learn and critical thinking.

Academic excellence – what does that mean, what does it look like? Does it encompass always pushing your kids farther? Would define instilling confidence, wanting to learn and pursue the answer. Information is so immediate, they just go look it up. Motivated to learn on their own, not because they have a paper due but because they are interested. Real world skills falls under academic excellence. Involvement of parents in not included, how do we educate our parents to help their children learn? Educate our parents, more emphasis on part of your child's success is dependent on the parent.

Teacher excellence and academic excellence if you don't have those then the rest doesn't follow. Concerned when hear the term innovation and cutting edge – quick to be cutting edge in math and doesn't believe it's been the best option for our students. When we choose curriculum There is data to show it's success. Not that it's the newest fad, that success has been seen in similar districts. **Proven track record – if we're going to adopt something. – Everyone in this group agreed with this statement.**

Doing what is best for kids should be the focus. What's right and what's healthy and what's going to spark a love for learning. Not an old curriculum.

Like the competitive edge. In my experience at Jennings, there is too much cooperative learning and not enough individual competition and rigor.

Integrity is doing the right thing especially when no one is watching.

I wish more districts could focus on education. In Jennings, the focus is on behavior. I want to teach. Would appreciate parent involvement.

Passion for quality. Passion for what you do. Teacher excellence means doing the best job you can.

I understand that pressure to compete and perform can be stressful but I want to keep the high expectations of students for each other.

Integrity is doing the right thing - but what is the right thing.

Agrees with Fred that if you try to do too many things, you lose focus.

I went to college in the East and there was fear that we I wouldn't measure up. You just have to live through it and you'll find that you'll do just fine. Part of the growing up experience.

Integrity is being honest to yourself and others.

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As a general comment, seems like there are a lot of bullet points. Would prefer to see it rank ordered and consolidated.

Happy to hear that how we stand on national assessments is not a top priority. Rather, memorable lessons, great books make lifelong learners. Those things are threatened due to time constraints.

Differentiated learning should not mean lack of rigor or lower of expectation. Sometimes it's important to fail in a safe environment to realize that you need to work harder.

I think we do have problems with academic integrity. Kids are overextended and end up cheating. Need to teach that it's more important to maintain integrity than complete work.

All at the table feel that keeping diversity is important.

Integrity – we mean what we say and say what we mean – teachers – parents – administrators – students

Accountability

Respect – for teachers, for peers, knowing how to act, consistent discipline and policies

Consistency - for and from everyone (not just other people's kids or classes)

Academic diversity

Breadth of curriculum (not just core subjects) *with fiscal responsibility* – allows for touching a broader spectrum of learners and will serve them later in life

Passion – opportunities to explore and follow passion

Tolerant

Pushing kids gently past their comfort zone

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Teacher excellence – push/challenge/support teachers to push/challenge/support students

Academic excellence – achieve their highest level appropriate for them – being their best self - academic rigor and status allows us to consider the bigger picture

Education is an art and hard to quantify

***Current Parent - youngest senior in high school**

- first...the great teachers we had over the years
- opportunities for diverse learning experiences
- having students prepared for the real world
- connections with the teachers
- high school - empowering of students, giving them responsibility, open campus, giving students control
- connections have been driven by a particular teacher having a unique ability to have autonomy
- seeing that as a decline in the district/passion of the teachers is being diminished
- teachers should be allowed to follow their passions
- examples such as history day - individual projects
- understand there needs to be a balance with teacher autonomy and consistent academic standards
- having the right teachers in the classroom
- need to be open to differences, not everyone doing the same thing
- specific opportunities: teachers focused on particular strengths, special projects, authentic opportunities
- allowing students to follow their passions
- life-long learners
- it is all down to teachers - maximize their abilities

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*** Current Parents in District - middle school/high school**

- teacher excellence - however, boys don't engage...they do not understand the importance of the teacher expectations
- there is a slight disconnect that teachers don't understand how boys learn
- there are boys who don't engage...we need to do a better job...focus on excellence...wonder if something can be done
- the teacher should be a catalyst for striving for excellence - high expectations
- want students to internalize excellence
- want students to be advocates for themselves - gave an example of teacher not sharing about a failing grade
- teachers should want students to be successful
- communication and partnership should be integral - Power School is good, but not enough
- individual attention - teacher should address it with student and parent about failing
- responsive to student needs
- academic excellence
- teachers should have the desire that all students succeed

*** Current Parent - high school**

- can't disagree with list of core values
- teacher excellence
- teaching students to be global, well-rounded
- opportunities outside of academics...art, the globe, sports, photography - they are what keep our kids in the middle going
- allowing student to excel in other areas outside of academics
- continue to move forward in the technology and innovation for the right reason
- great job of experiences beyond the realm of Clayton - understand the world around them
- students safe to express themselves

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- globally - the world is made up of more than one type of person - physically, mentally, socially
- all of us have worth
- giving students the opportunity to rise to different occasions
- individual differences have value - we all have different strengths
- ARTS Fair at High School is a great example
- knowing your students outside of the classroom - piano recitals, soccer games, etc.

April 21, 23 & 24 Community Meetings Table Conversation

The following table recorded its conversation as it unfolded, often mixing topics. Rather than interpret which parts applied to mission, vision and core values, we have left the conversations intact and flowing as they did during the meetings.

Clayton in international assessments plus one in MA only schools that qualified in that assessment – MATH

Clayton has all the people and resources to have more kids reach those ultimate goals of achievement

Minimum expectations for clayton for all kids to achieve their own potential – small, have the resources, and the commitment to education

High school students should be able to zoom ahead into college courses while in high school if they are qualified to take them. A way to provide greater opportunities – for every kid to be successful.

Having the perspective of time, the district has been excellent. It has reached levels that were unimaginable years ago. Respect for diversity has been important – it adds a great deal to the district. Also adds problems to the classrooms – in order to serve every child it can provide a challenge. I don't know the solution.

The best teachers in the world can't reach the needs of every child especially with the diversity in the community. Can tap into the talents of the parents – living in a global society – could benefit the district.

Values: that we engage in community service at every level of the district. K-12 part of the curriculum – by school, by class, etc. Terribly important – our children are privileged and need to give back to society.

Academic excellence is important. Need to provide opportunities for the very bright kids so we don't lose them from the district – don't want to bore them. What I see at Glenridge just amazes me – rich environment, sensitive environment.

– nothing on the list I would cross out. All important. What I don't see on the list is anything about the interpersonal relations of kids – their social skills, kindness to others. Responsibility of the school district, the families and the children. I saw it in practice with my grand children at Meramec but I don't see it included in writing.

Character education – mentioned but what does it mean? How would it be applied? How is it enforced in school as part of the culture?

– caring is the word we need to add. Community could include this concept but more specificity. Reach agreement about what this means.

: Community – does this include a relationship with the City of Clayton? Should be a closer relationship – better communication. We're a tiny community – we should be able to work together.

Since I was on BOE I don't think we have addressed the needs of the kids in the middle. We have had gifted programs for the top kids, we put a lot of energy into the struggling kids. Not sure if we are doing a good job,. Where I don't see us putting in as much energy is the kids in the middle. Now more important in this global society. Understanding international global society.

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How to be successful in this new world. We haven't defined the kids in the middle – need to give it a name and a clear focus.

Critical thinking is important but you need content knowledge to have critical thinking. Need to specific the importance of content knowledge. Need to have the facts to back up opinions.

Some of these things are going to be difficult to measure. Do we follow these kids post high school? Wouldn't it be nice to know how kids did 10 years out. What kinds of things did we do great in, what could we have done better to prepare them for life after high school?

Content knowledge for all students: needs to be added as part of critical thinking – link these two concepts.

-- these are good things/concepts to put into words.

I-- Thinking about what we want to become and how to get there. There is a danger ... there is a sense of urgency that you have this window with students and you want to make the most of it. How do we measure. We need to remember the importance of transferring knowledge from one year to the next. It's the big school goals that often times start over every year... we need to let goals sit and marinate vs. start each year with new goals.

-- ? Innovative educational strategies... 8 blocks I see value in letting kids have enough time to work through strategies. Can we visit places to ensure best practice. I also believe that we should contact graduates. Can we explore "time" in the day.

-- NCLB has taken on a life of its own. Reality is that we have to provide uniform time. The BOE grapples with how do we do what we are talking about with the restraints from NCLB.

-- I see some bodies of knowledge as cumulative.. you need the body of knowledge taught in the order that it is presented.

-- math literacy can be abstract... Sara -- solve this problem

-- What can Clayton do to go way beyond expectations with our kids... Can Clayton kids start college in their sophomore year. University partnerships... real life experiences for our students... community service must be an integral part of their lives and they need to know their obligation to society. There are lots of opportunities here for kids to get a broader experience here

Experiencial...

-- community service school to school
Older students can help

-- the social/emotional statement is there—yet it should be repeated.

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—televisе BOE meetings. So parents can learn. Dial it up on cable. Elections are often not contested. Let's use the CHS TV station. Use the UTube channel proactively in an educational way.

Best way to influence the public visit the classroom.

Periodic newsletter to the community... e-news geared for parents not non-parents. We want the community to know what is happening in the schools.

OASIS volunteers

IE Kodak is no longer.... Competiveness is now global. Clayton kids can compete with anybody.

-- I like the idea of life long learners... and contributing members in the community.

-- I don't expect you to do what we expect parents to do.

-- meetings from teachers and principals to share how they can help... let's not just focus on grades and competition... expectations =pressure We want balanced kids.... Without anxiety

-- it is an excellent place... caring, nurturing,

-- when tragedy strikes.... You are there.

Appreciation from all J