

Regional Meeting on Education – September 21 – Kansas City Region – Post it Notes

- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- Confidence curiosity – individual growth; “All students;” social awareness; problem solving.
- Caring for each child’s individual needs.
- Addressing the needs of every learner and giving them a chance to find their talent and passion.
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- In the most vulnerable period of my life in which I am exposed to the most controversy, I spend the majority of my time at school. What is most important to me is that I am spending my time in an environment where I cannot only be myself, but create myself into the person I WANT to be.
- Every child with their own IEP/ILP
- Consider how the “structure of school” could evolve to better accommodate each student’s needs. Empower students to help others, the only way to give >100%.
- As a reflection of our democracy, public schools must continue to exist for the service and championing of each and every child.
- Remove sub part educators faster to give students a fighting chance so that they can be the best version of themselves.
- Having effective teachers who provide equitable opportunities for every student to be successful.
- That we (educators) be brave enough to change to meet the current and future needs of our students.
- Recruit and retain a more culturally diverse teacher and school leader workforce.
- Creating equity of opportunity for all students.
- Statewide commitment to an equity-centered framework for educational decision –making; digital equity; teacher preparation equity; education resources; racial equity.
- Statewide commitment to an equity-centered framework for educational decision-making
- Equity for all education.
- That it will remain public education and that all students will have access to the best that the state can provide.
- Equity
- Build a more equitable system.
- Addressing equity and achievement gap.
- All students having the same opportunity to be successful no matter what their zip code is.
- Close the achievement gap and provide equity for all learners.
- That all the children are well – or have the same opportunities to be well.
- Regardless of where a student lives, they have access to a high-quality education.
- What matters most to me in public education is equitable access to quality.
- That all MO’s children have access to an excellent well-rounded education that challenges them to be their best self and attends to the whole child.
- What matters most: access to Resources, choice.

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- Measurement and accountability that includes a focus on a whole student – socially, emotionally and academically. And all students provided with access to a 21st century world.
- Providing quality teachers, leaders, librarians, counselors, staff in every school, every student deserves access to quality instruction and resources.
- Retain local control! Suits in Jeff City cannot determine what is best for my students – do away with unfunded mandates and let us run our schools.
- Always continue to allow local control.
- Allow local communities to decide what is best for their students. No one size fits all.
- People want to lead a fulfilling life. Test scores do not measure a student’s success. People should never be led to believe they are just a number and all should be included.
- Less emphasis on the importance of MAP testing and more emphasis on measuring the “soft skills” that are crucial for success.
- It matters most to me that test scores were not the focus...success can be measured in so many many ways.
- Looking at our students (and teachers) as more than a test score.
- Helping our students learn, grow and prepare themselves for their future. To never settle for less than their best.
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- That my children are prepared for life outside of school and both my kids and I are fully informed of options available after graduation.
- Strategies : articulates a major shift in how we prepare students for the future. Personalized learning.
- Teaching all students – at their own level – creating confident and skilled graduates ready for life. Career in trades or professions.
- Exposure to a variety of post secondary opportunities.
- Educating students on ALL post-secondary options, not just college.
- Success on each ind. student; building a more equitable system; stronger community; college and/or career ready; votech; dual credit classes; pre-K
- Post graduation, students are contributing members of society with the skills to be successful in whatever career path chosen.
- College and/or career ready – pre-k; vo-tech; dual credit = More than an ave. to success.
- Every student should learn every day as well as early college/career opportunities.
- Preparing students for their unique future.
- Students becoming a responsible adult.
- Preparing students for their future.
- Students graduate with the skills and confidence to have options – choices.
- Slide about the 21st century skills: foundational, competencies; character #1 concern was “work ethic”
- Providing students with the knowledge and abilities to provide for themselves a satisfying and fulfilling life.

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- That each student is equipped with the skills, character and fortitude to be competitive in a global society.
- Equip students with the skills needed to function independently.
- The skills necessary to be productive, adaptable and self-driven.
- Preparing students for the challenges in a ever-changing world as a lifelong learner.
- What matters most is that students learn something that they can begin to create a career path an db motivated to set goals to achieve those goals, in turn giving back to their community and setting a good example for others.
- Students are ready to face the world, have a sense of responsibility to be a productive human resource.
- The Kids.
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- Students health. It should be physically and mentally looked after and supported by teachers and education staff.
- Student success
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- All students are given the opportunity to grow from current state.
- School must stop being something that is done to students and instead be focused in doing what's best for them.
- Developing independent, well-versed confident students
- A whole-child approach to educational programming which utilizes strong connection with families.
- There is power to transform the lives of children and adolescence through education.
- Going back to the beginning of education with a child and implementing effective literacy programs – with early intervention. Reading/literacy effects everything!!
- Student agency and voice.
- That students reach their own potential.
- They (the students) know we care and are trying to do what's best for them.
- Assisting students to be literate users of information.
- All students are literate to a degree to allow them to read to gain knowledge, write to convince and communicate to exchange ideas.
- The importance of educating the whole child- academically, socially, emotionally – so they are successful inside and outside of school.
- Students want to continually learn and grow and become better.
- All students read at grade level or beyond. Research-based instructional skills for teachers on reading. Accountability of teachers and admin. that this is happening. Realistic CSIP, (and ongoing) which are centered on academics (specifically reading.)
- My kids!

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- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- That we have the curriculum, resources and funds to make anything possible for any student.
- That all students attend schools where they can thrive and learn in a school with loving, nurturing competent adults.
- Students believing they are loved and important (happiness)
- Equipping students for their self-selected future!
- Student success by any measure is important but unless we are willing to put aside the trappings of what has historically been “school” and provide to with the time to engage in meaningful con. With SS about their plans for personal success we will never know how the children are.
- Creating an experience when students can have multiple avenues to learn and grow while demonstrating their success in a variety of means.
- Invest in children as the greatest resource of society; greater than \$; greater than materials; freedom to be the best version of themselves.
- Starting with pre-K small classroom is critical to short and long-term success. ___ with kids who are struggling. No more than 17 kids per classroom.
- The empowerment of our most at-risk, high need students.
- The child will want to go to school and feel safe and school is purposeful.
- Student successful interaction with him/herself while making a positive contribution to his community.
- Stronger community.
- Preparing students to be successful citizens.
- Producing young men and women who have a strong sense of honor and integrity.
- Students leave school able to read, write and be productive members of society.
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- Preserving a democracy and the freedom we cherish.
- Creating of life-long learners regardless of socio-economic, ethnic, racial or class identity.
- Happy and confident life long learners. Perseverance
- Creating happy, confident, productive, problem solving members of society that can utilize resources.
- Producing citizens that can work and thrive together in a dynamic and complex world.
- Citizens
- Our students develop the skills and competencies, including critical thinking to work, be involved in society and fight injustice.
- Students’ happiness as adults. 😊
- Developing a student with strong social competence, able to demonstrate positive pro-social behavior.
- Giving students the skills to exposure necessary to be effective members of society.
- What matters most...is that we produce citizens that can work and thrive together in a dynamic and complex world.

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- The most important aspect of public education developing happy, confident, resilient adults.
- We empower students to make a positive difference in their community by supporting and inspiring them every day.
- What matters most: that students graduate ready to contribute to society.
- Creating well-rounded and independent happy members of society.
- Schools must be the hubs of the neighborhoods they serve.
- Students graduate able to advocate for themselves and with the life skills and knowledge to be a successful citizen.
- That we are placing students in schools with leaders and teachers who are there to provide opportunities for all to create well-rounded citizens
- Creating productive citizens.
- Building success in students through community – citizenship, work ethic, communication, self-advocacy.
- Meeting students where they are in order to empower them to excel in society.
- Explain why
- Biggest take-away; the characteristics and skills identified for student success are only ___measured at the state level.
- Respect put back in the schools.
- Literacy
- Great leadership. Lead they will follow.
- Literacy and safety.
- Effective leaders who inspire others to grow.
- Inclusive!
- That schools demonstrate the value to state to be educated.
- Adaptability.
- Adaptability.
- Creating a positive learning environment to forge young minds into the fires of knowledge.
- Integrated and hands-on experiences that enhance both critical thinking skills and content knowledge.
- Relationships
- Opportunity for advancement.
- DESE creating systems that more effectively help schools improve.
- Districts must be willing to think outside the box regarding policies and procedures as opposed to following tradition.
- Preparing students to find their personal success.
- Measuring student success through 21st century skills and allow for learning of those skills in state curriculum.
- A classroom culture that allows students to think critically where failure is a learning experience that cultivates further learning and ultimately success.
- Safety and success of students.

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- Preparing students for success. Much like backwards design, we can see where we need to be and work bit by bit to get there.
- That your child knows you care and you celebrate the successes, not just the negative.
- What matters most? Preparing students to find success, feel the success from within, and continue to foster their own success once they leave our walls.
- Student success should be measure by happiness: teach them how to persevere; life skills (budgeting, taxes, etc.); inspire them with life options and encouragement/belief; mental health skills/resources
- Preparing students to successfully navigate society: confident; literate; can effectively communicate; happy.
- Opportunities for every student to be successful.
- Creating and supporting teachers through PD mentoring and leadership matters most to me because nothing influences a student's success more than a high quality teacher.
- ID intelligence and multiple measures of success.
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