

<b>Role of Speaker:</b> <b>DA</b> =District Administrator, <b>SA</b> =School Administrator, <b>T</b> =Teacher, <b>S3</b> =School Support Services, <b>SB</b> = School Board, <b>S</b> =Student, <b>P</b> =Parent, <b>C</b> =Community Member, <b>L</b> =Legislator, <b>K</b> = K Group, <b>CP</b> =College Professor	<b>What do you expect from our schools?</b>	<b>What school characteristics are most important?</b>	<b>How should we measure school success?</b>	<b>How do we ensure all schools are successful?</b>	<b>How should we celebrate school success?</b>	<b>Miscellaneous Comments, Questions</b>
T-Madison Co; KYPHERD	Excited that ESSA makes sure kids can't be pulled out of p.e., music, ar	Schools fun and creative; recess before and after school programs - keep the students moving	Program review but it's our accountability. do we want to stay with it, probably not but it is there.		Give us inflatables and we are celebrating; let us go outside and we are celebrating	
T-Corbin Ind						So few males who teach in elementary, so many children need a positive male role model. Needs to be an initiative to bring more males into elementary teachers.

DA - Pulaski Co			<p>Enjoyed opporituities for students to meet benchmarks more than one way. Need measures statewide to meet those benchmarks.</p>			
SA - Corbin			<p>Multiple ways; come from nontraditional and we are compared to all elementary schools. Difficult for teacher to be put in that position</p>			
DA- Pulaski Co			<p>What will my graduates look like? Can they communicate? Can they think critically? Will they have work related skills? Started Lead the Way in our district, my board has granted us resources to do this but it is costly to my budget. We have busineeses in our district who pay \$75K but don't have the owrkforce to fill. We need funding to help us prepare our kids.</p>			

SA - Bell Co			Novice reduction-One school got a great allotment of points, we got negative. How is that going to help the schools that have already greatly reduced their number of novice?			<b>SP</b> -Will looking at big # vs little #, as well as looking at # across the board. Don't want appearance for a school to get worse based on #'s. For the new system, especially for smaller schools find a way to negate a low number (concerning curren reg, low cutoff)
P-Corbin, Parent Advisory Council		Students have more guidance, specifically guidance counselors. Need more guidance counselors, that state level supports this so they can do the job they are intended to do Make sure they are getting resouces FRYSC, etc.				

SB/C-Corbin			<p>If we do 4 well, then 3 is right behind it (referring to questions)</p>	<p>Our curent system only addresses the average child. Give minimal amount of \$ to school systems and expect on a basic budget to turn out a "cadillac product". We presonalize learning. PE should be a right not a privledge. Should not take anything away that shows their performing skills, i.e. performance, communication, etx., The measures for music, performing, drama, art, have rubirc in the real world, why can't we pull real world rubric in. Culinary arts, agriculture, are about student performance.</p>		<p>Need to do a better job of K-16 promotion we are going to fail. All students need to be taught at their own level but yet they are assessed at the same level. We have a minimal budget in education to bring these students along. If you do question foru well, three comes along behind it. Physical education should be a right. Should not take anything away that allows students to show their skills.</p>
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continued				<p>All show how we do more with less, how we do collaborative learning, any soft skills. Core learning is about individual. A successful school will promote any type of learning that will allow learning that will show both individual and team based. Make certain student is best, so is their team, and so is their school.</p>		<p>Student success should be on many different levels and many different rubrics. Measures for performing arts have rubrics in the real world, why can't we pull those into the schools? Culinary arts, agriculture...are about student performance, doing more with less. Core learning doesn't promote skills we need in the real world. Need skills to show individual and team characteristics.</p>
T - Corbin				<p>STEAM. Arts in the schools. Need to add arts in the schools. Can't go right out of hs and be a nurse, engineer, lawyer, so why not have a art career pathway.</p>		<p><b>SP</b>-Let's be clear - we are not taking arts away. We are giving .5 point. For this system, I can't consciously look at a student and tell them that they are career ready.</p>

Ret T-Harlan Ind				<p>I think we sometimes first of all take a tendency to jump in. What happens is that we confuse our teachers and parents, and adm. We get a good idea and then we change it. I think one of the secrets for students to be successful is to engage them. Engage their minds; they are excited about; for that to happen we have to have teachers that are committed and have the skills. Professional learning is really crucial; we have to provide the right kind of training to have good teachers. need consistency. Teachers develop skills and have time to practice those skills. We have to have the tools, money, and time for training. We need to build in time for kids.</p>		
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SA - Corbin		<p>ruly love going inot the classroom, seeing them problem solve, be creative, give presetantions, I love the idea of putting learning in the hands of students. I know there is a way we can mearsure this. I see them going out in the real world, there is a way to measure what they do.</p>				
P Pulaski Tech			<p>In this room, we have a different definition of success. Students are contributing and have a viable part. We want our students to graduate college and career ready. We know that those jobs are out there. Would like to see input from workforce and community.</p>	<p>Graduating students and are contributing to society. paying taxes, being a viable part of what we are. Excited that tech became part of the accountability. want all our students to be college and career ready. We want them to be career ready we know there are high paying jobs out there. How can we recruit businesses here if we don't ahve the workforce here</p>		

T - Laurel	To welcome parents kids and family in poverty. I do not expect them to be written off, statically they are not going to be gt's. Should not come up with exceses but hav relistic glasses be glad they come to school. In high school should be thrilled they came to school. The affects of generational poverty is much more far reaching than we understand. Some famliies in poverty have a us vs them mentality and they can take advantage to try and get \$\$\$.					School to welcome kids and parents in poverty. They most likely going to be your exceptionial students. While we hear there should be no excuses in our scores, but we should have realistic lens one: we should actually be glad that those students are at school that day.
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continued	Low performing schools are making sure their kids survive. When you are making sure all students succeed, bring in programs to and communication with partents to connect with them to help in order to get rid of us vs them mentality. How do we address provery how do we address poverty in our schools and how do we raise these students in success.					As we consider accountability, we need to understand the reaches of generational proverty. There has to be a better way to provide a way to measure on the dashboard how schools are connecting with our students and parents in poverty. Provide a time to connect with those parents and students. How can we raise these kids out of poverty into success.
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SAP-Corbin			<p>One child has cerebral palsy. Whatever you label it, ensure all students are measured successfully. So many of our schools working in environments having to pulling resources to kids who have emotional behavioural disorders that should not be in regular classes. Giving schools resources they need to make sure students with high needs are able to be successful.</p>			
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P/Ky Grass Roots Movement- Laurel				To establish regional centers under KSD they need to be involved in preschool and parents involved in infancy; nationwide provisional certificates for deaf and recruit KSD and mainstream schools statewide; transition them to KSD to become bilingual and establish bilingual education; setting policies that require all districts to ask consultants to their region; contact them whether they are special ed or not	Where is their hope? We need to be a role model and show that they can get jobs, they can improve, and they can get better.	Deaf students often feel isolated. Deaf and hard of hearing children do not sign, most lip read. The last three of years of high school I transferred to KCD. I learned sign in two days. I came alone. I know advocate for deaf students. There is a difficult journey for the deaf and hard of hearing. Students in the regular classroom have a difficult time.
DA-Whitley	We should fully fund preschool and full day kindergarten.			We have to recognize that success for students looks different. We need to have a variety of ways to measure success; Whatever accountability system, there should be a variety of ways to measure both students and school success.		

T - Corbin Ind			Do not want to go back to the pencil test. Ppl have named the soft skills. Like program review where they have classes that are creative. I do agree of the create and perform aspect of PR.	Communicating to teachers from top down. Is the best way to ensure students are successful.		<p><b>SP-</b>I agree. I was classroom teacher that went straight to dept of ed in GA. One of the hardest things is getting messages to you. One thing I learned when I was in the classroom, at times I felt I was at the mercy of what I go find out. For this accountability system, I want to find a way to get to the teachers. I need your help here...Frankly, I send emails - probably wouldn't look at them anyway. How do I do</p>
						<p>Help me do it. Have twitter feed, facebook. We get so many - it's hard. We thought we had a great elaborate plan phased in about 5 years, teachers question in year 3. Challenge to teachers - help us out with that. Challenge to superintendents - help us out with that.</p>

T- Knox				Need to celebrate the student with the 70 as well as the 100. Understand that everyone's growth is different. Success in SE KY looks a whole lot different than northern Ky. Not that we should pull back on the rigor.		Say what you have to say in the email. I do read through them - but not enough time to read through long emails.
T-Corbin			All students are different. What is successful for one is not for another one.			
DA-Pulaski			Non-diploma track - no way to meet growth factors after student has completed 4 yrs of hs	Have to have teachers that can build relationships. Hire teachers and teach teachers to be enthusiastic and build relationships. 2nd part is the school administrators. PGES - like the standards, but cumbersome, expensive, and time consuming to school administrators.		

S3- Laurel						We absolutely necessary. We are able to help students for the teachers. Take care of basic needs. Bottom line to get them to graduation and to help them succeed.
Former T, now sub-Corbin				Bilingual education is very important. As little as 45 min of Spanish, students were scoring significantly higher in math. I am not up to speed on program review and all of that. But consistency is important. I wondering how we are going to move forward on that? Strong to improve literacy through other languages. I would have loved to study music more when I was in school. I can't image not having that refuge of picking up a guitar when I was in hs.		

continued				You are dealing with hormones and anxiety, you tickle the ivories and it is healing power. Music is science. It is all related. How can we...we talked about collaboration. We need cooperation and collaboration. How can we collaborate more and get more of the cross-curricular mentom going.		
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