

Strategic Planning Session: January 26, 2016

EXERCISE 2: What skills must our children have once they graduate?

Career-readiness

- Work readiness skills – how to create a resume, interview for a job/college, and what to wear
- Skilled labor

Character Skills

- Self-discipline/self-motivation/time management
- Good judgment
- Service to the community
- Taking pride and ownership in your work
- Leadership training

Cognitive Development

- Complex problem solving and critical thinking skills
- Critical thinking skills
- Creativity as it applies to all fields (computers, etc.)
- “Common Sense” – follow through, thoroughness
- Confidence in your ability to contribute to the team and do good work, especially for girls
- IB learner profile attributes: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, life skill traits

Integrated technology and computer skills training at all levels

- Technology etiquette, safety, and productive uses
- Integrating coursework and technology, especially at younger ages
 - Claymation, app building, website building, coding, graphic design, robotics, etc.
- Elevating computer skills and training to the same level of importance as core subjects

Interpersonal Skills

- “People” skills, social skills, basics
- Negotiation, cognitive flexibility, and adaptability
- Cultural awareness and sensitivities we may not have needed to learn at their age, but are now critical for a global economy and workforce
- Collaborative skills and teamwork
- Presentation skills (speaking in front of a group or one-on-one, i.e. learning how to talk to people and shake their hands)
- Soft skills – appropriate expectations, social skills, interpersonal skills

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Exercise 3: What must be true about the Westlake Schools to ensure we can provide students with the skills they need after graduation?

Finance:

Financial support from the community (2)

Proper funding

A permanent improvement fund

Continued financial transparency

A community that is educated on Ohio's funding for public schools

Facilities:

Improved, larger, more modern facilities

Safe, clean and secure schools (2)

Flexible work spaces

Facilities that enable and not hinder learning

Adequate space to support collaborative inquiry

Natural light and good air quality

Ability to change outdated technology

Teachers that are trained in technology

Access to the internet at home

1:1 student to technology ratio

Latest (working) educational technology

Technology & Curriculum:

Outstanding, high achieving clubs, sports, etc.

Continue to fully support IB

Discontinue IB

Solid basic traditional skill- math, critical thinking, language, science, ability to articulate ideas in any format

Exercise, adequate food and healthy lifestyle

Quality teachers with a passion to teach and can think outside the box to reach all students

Adequate staff to meet student needs (including library/media specialists, counselors, aides)

Time for regular staff professional development and collaboration

Ability to maintain quality teachers and administrative leadership

Adequate curricular resources to support learning (library, media, resource materials, access, tutoring and academic coaching)

A focused course of study

Character building programs

Access to AP/Gifted programs to allow students to strive for excellence

Ability for students to form their own student groups (with faculty assistance)

Culture & Environment:

Stable and visionary management

Collaborative learning environment

Building staff that is sensitive to the social, physical and emotional needs of students (Improved individual student needs, cultural relations and respect)

Teachers to feel supported by the district

Engaged and involved parents

Parental support for students at home

Collaborative parent, teacher, administration approach

An inclusive community environment -embrace diversity

Adequate downtime for students (lunch, recess)

Understanding of what drives high performers

Community Partnerships & Communications:

Professional from community to volunteers as mentors

More college/university partnerships

Working partnership with City government

Partnerships with community organizations to provide work and volunteer/service experience

Leverage community & business resources

Encourage community involvement in the schools

Use varied avenues of communication

Ensure communication with parents, community, city

Create fluid communication lines between central office, buildings,

A strong understanding of the benefits of IB

Community must be aware of what the district needs