



A COMMUNITY CONVERSATION TO HELP SHAPE THE FUTURE OF THE KAUKAUNA AREA SCHOOL DISTRICT

FUTURE STRONG SUMMIT RECAP

FROM SUPERINTENDENT SLOWINSKI

On April 26, 27, and 29 over 200 members of our community and staff came together in the high school commons for the Future Strong Summit. The purpose of the Summit was to engage a diverse cross-section of our District's stakeholders in conversations about our schools and collaboratively identify and discuss the most important things we should be focusing on as a District as we plan for the future.

The feedback coming out of the three days was extremely positive. The conversational format of the Summit helped to create a sense of unity and pride around our District, while still allowing for open and authentic dialogue among a group with wide-ranging thoughts, experiences, and opinions. Despite the divisive nature of our larger society today, I thought that through the Summit, our Kaukauna community modeled a more positive and productive way to engage with one another as we work to continuously improve our schools and address complex issues.

I would like to thank all of our community members, students, and staff members who were able to participate in the Summit. It was a big time commitment during a busy part of the year, but your voices and perspectives were a critical part of the conversations. For those of you who were not able to attend, I wanted to offer a brief overview of what happened during the Summit and explain the next steps following the event.



Mike Glowinski



DURING THE SUMMIT

The format of the Future Strong Summit was designed in order to create focused conversations among people with different experiences, thoughts, and perspectives. Through the activities, which were facilitated by a third-party, participants engaged in conversations at tables, where each small group assigned people to be Facilitators, Recorders, and Reporters. All of the thoughts and ideas that were generated through the table conversations were then shared out to the full group, and each individual table's contributions were recorded and collected by the District. Below is a description of each of the activities from the Summit:

HISTORICAL TIMELINE

The group co-created a historical timeline from each decade from the 1970's - Present. The timeline included major issues and events in three categories: What was going on in the World? What was going on in Kaukauna? What was going on in education? This event helped the group get to know one another and better understand historical context around where we have been in the past.



ISSUES AND TRENDS

During this activity, each table was tasked with developing the top 5 issues and trends currently facing our District. Ideas were first generated individually, then ranked through a process at the tables, and eventually shared out with the full group.

MADS, SADS, AND GLADS

For this activity, participants sat at tables that represented their primary stakeholder group (Parents, Teachers, Students, Community Members, Business Owners, etc.). Individually, participants shared the things they are mad about, sad about, and glad about when it comes to the Kaukauna Area School District. Each group then identified their top Mads, Sads, and Glads and shared out to the full group.



ATTRIBUTES OF GRADUATES

In table groups, participants identified the top attributes, skills, and qualities that every KASD graduate should have in order to be a lifelong learner who positively contributes to society. Again, the process involved individual contributions, each small group identifying the top attributes, and then sharing out with the full group.



CREATING A VISION

In the last activity, groups were asked to envision themselves in the year 2035 (when the 2023 kindergarteners are graduating from high school), and put together a visualization of what KASD has been doing to address the evolving needs and aspirations of all students. These “skits” were designed to pull all of the previous activities together, and they needed to incorporate the Issues and Trends, the Glads, Mads, and Sads, and the Attributes of Graduates that were shared in previous sessions. Essentially this activity asked participants to articulate what the District would look, feel, and sound like 12 years from now if we do a great job addressing the major themes and trends that came from our community conversations.



WHAT ARE THE NEXT STEPS?



Over the summer months, the District will be developing a formalized Continuous Improvement Plan that will articulate measurable goals in a variety of areas in order to provide focus, clarity, and a more strategic direction for the District’s efforts. The feedback, trends, and major priorities from the conversations at the Future Strong Summit will be used to help influence the development of the District goals in the Continuous Improvement Plan.

An approximate timeline of the beginning of this work is below:

- April Future Strong Summit
- May Synthesize feedback from Future Strong Summit
- June Development of District Continuous Improvement Plan
- July-August Align District teams and systems to Continuous Improvement Plan
- August - Sept. Communicate and rollout Continuous Improvement Plan to staff and community

There will be more information to come as we develop the District goals and the Continuous Improvement Plan. Thank you once again to all those who were able to attend the Summit, and if you have any questions please reach out to the district at any time!



COMMON THEMES

The culminating event was for the whole group to identify common themes they heard throughout the presentations and the entire event. Those themes were then documented and everyone received dot stickers to be able to "vote" for what they believed was the most important theme. Check out the list of identified themes below.

# of Votes	Themes Identified
103	The District will build an all-encompassing community campus that includes a wellness center, child care, mental health services, and community green space (including a school garden and greenhouse)
94	The District will provide consistent, strength-based, and differentiated professional development during the school day by relying on expertise within the District and community. It will retain staff with ongoing training, competitive benefit options, and support flexibility for work-life balance.
77	The District will implement rigorous curriculum for all students' (current and future) needs, providing various paths to future education, career, and life aspirations. Including establishing a gifted and talented program.
62	The District will establish a District-wide (EC-12) system to address physical, emotional, social, and academic needs of students and staff.
61	The District will provide each building in the District with an appropriate amount of mental health counselors.
35	The District will provide more opportunities for volunteering and community service engagement.
35	The District will develop and implement a systematic behavior response plan with on-going educator and family training.
28	The District will foster multi-model, frequent, and consistent communication with parents.
28	The District will secure funding for initiatives through community partnerships.
22	The District will allow flexible schedules to facilitate student and community partnerships as well as better accommodate the needs of all students and staff.
11	The District will reengage parents and community by inviting them in through events, summits, and hosting a variety of opportunities to be in our schools. Suggestion to create a community action team to meet with the Superintendent on an ongoing basis.
11	The District will create teacher mentor programs to develop student pathways and grow professional educators for KASD in order to attract and retain quality staff.
10	The District will cultivate a sense of pride and ownership where all stakeholders are connected and positively promoting KASD.
9	The District will completely understand open enrollment (fiscal responsibility) root cause and created strategy to resolve.
9	The District will create courses that integrate mental health and social/emotional skills.
5	The District will have flexibility in teacher decision making and support for decisions made.