

## **Community Input Meetings – Superintendent Search for Cedar Hill ISD**

### **Strengths - attributes about CHISD that are successful and should not change but be built upon:**

- Culture & Climate
- Leadership team
- Parent connections & communications (parent/student forums)
- Consistency
- Academic Growth Opportunities
- High Morale
- Strong Leadership Skills
- Great business development for commercial properties
- City planning with community regarding needs for recreation/leisure
- Strong traditions
- Embrace Community/Community input/involvement
- Not afraid to innovate
- Leadership presence
- Improvement with discipline
- CTE Program (Up and coming)
- Board of Trustees (positive, have displayed a working relationship w/district leaders, listen, approachable, supportive & caring)
- Great incentives for the students
- Email communication from the district
- Great athletics
- District not too big or small
- Family like atmosphere
- Open District
- Customer Service
- PTA and All-Pro DADs
- Student acknowledgments (participations in events & communications)
- Programs w/very positive reputations (Collegiate, Special Ed, needs fine arts)
- Small town feel
- Lots of talented kids
- Strong faculty/teachers
- Fine Arts Program
- Structure, flexibility, communication (enrichment when needed)
- Instructional practices
- Alignment & rigor of instruction at the tested grade level
- Open door policy
- Approachable
- Focus on data (academic)
- Recognition of staff at board meetings
- Support given to principals
- Diversity
- Teachers encouragement of students
- Teamwork to overcome obstacles

**Weakness - attributes that threaten the success of the district, and should change or be stopped:**

- Afraid to think outside the box
- Safety-be proactive
- Too top heavy (pay scale)
- Poor teacher, Admin faculty involvement
- Backstabbing staff/not giving credit where credit is due
- Not being able to deliver on promises
- Teaching and learning department
- Culture of competition, not collaboration or unity
- Parent engagement/ lack of parent involvement
- Lack of trust, integrity
- Community Involvement
- Principal support
- Parent accountability for discipline of scholars
- Salary for teachers
- Inexperienced executive leadership/ Inconsistency
- Weak academics/ lack of focus on student academic achievement
- Underachieving schools
- Lack of academic support & professional development
- Lack of consistent systems
- Discipline on how to address behavior concerns of Pre-K thru 2<sup>nd</sup> graders
- 21<sup>st</sup> century focused
- Lack of technology 1:1 Initiative
- PTA notifications & opportunities
- CDMC opportunities
- Principal & Teacher retention, lack of stability at Supt & key leadership team/principal staff
- Funding
- Ethics, morals, values & culture
- Buy in of direction by parents, staff & community
- Test scores
- Need more resources to address student needs
- Making goals clear to parents & understanding the districts/schools direction
- After school programs for elementary students, like tutoring
- Mix of new and veteran teachers
- Transportation
- Special Education Department
- Lack of input from staff/teachers
- Competitive benefits
- Too many layers between principals & superintendent
- Class sizes
- Need for more staff support
- Messages returned/availability
- Student performance on state tests is low in comparison to the state and in some areas very low compared to district
- Staff are pulled in many directions because we are small

- Disruptive & disrespectful students that hinder learning often
- Staff with more experience in working with all types of learners or more training for staff is needed
- Changing principals within the 5 years, *"we've been through 3 principal's now."*
- Increase capacity of teachers in ELAR
- Demands on staffing, meeting needs of students on a wide spectrum of needs w/limited resources
- Follow through on plans laid out at the beginning of the year or when they change, its communicated
- Technology usage (utilize "how to components for parents & community members)
- All are not held accountable to the same expectation
- Rigor curriculum, strategic planning (need a firm focus)
- My way or the highway, closed-minded, non-supportive
- We (CHISD) wait until it is or has been done somewhere else, *"we should be trendsetters"*.
- Professional development
- Limited technology at the HS level
- Too much money spent on administration & too little on campuses (underfunded programs)
- Principal presence (especially the HS)
- Longevity of principals and Superintendent

**Opportunities-attributes that are good for the district and should be used to improve CHISD:**

- Teaching staff
- Programs that are working; continue those
- Expand programs that are working (Fine Arts, CTE, etc.)
- Win back kids from charters and private schools
- Partner w/homeschoolers
- Attendance
- Collaboration w/city in offering employment opportunities for students with disabilities
- Bring in local talent w/vested interest in Best SW Communities to serve in key leadership roles
- Advance the district
- Increasing parent involvement (after hours) and excluding sports and UIL programs
- Build leadership capacity in principals, assistant principals and teachers
- The new Superintendent has the opportunity to establish systems to address (Curriculum & instruction, increasing student achievement)
- More financial stability
- Appealing, flushed out G.T. program would be nice
- Internal leadership development
- Focus on what it takes to develop next generation on leaders for community
- Secure a Superintendent with strong roots in Best SW Community and proven talent & passion for leading students and teachers
- Diversity
- "REAL" communications and accountability fairness & unbiased
- Bridge the parent/community gap
- Hire someone from a successful district w/ Superintendent & Leadership experience

- Have true input being considered by the trustees and with strong Curriculum & Instruction background who knows systems
- Input w/teachers more on changes with programs
- Disaggregate data to be able to identify specific obstacles that students are facing and how to empower parents to aid in overall growth
- Focus on gaps & strengths of scholars because of class, teacher ratio
- Fine Arts focus- should we be leveraging this to attract families?
- Building up the Fine Arts department even more
- More recognition of the good things going on so the community knows
- Consistency (changing teachers grade levels up and down)
- Clubs for boys "*Bray had a club for girls.*"
- To hire an experienced Superintendent with urban successful experience
- Decisions based on qualifications
- Effective programs w/impactful results

**Threats-issues and events that must be considered in crafting plans for CHISD:**

- Someone concerned w/making their work, rather than what's best for CHISD
- Focusing on "fluff" & "optics" rather than things that grow student achievement
- Inexperienced campus leaders
- Not focusing on building on programs already established
- Someone new coming in & wanting to change things without seeing what's working/ not working
- Negative view the community has about the district
- Skeptical population slow to see improvements
- Lack of trust (Admin on down to the teachers)
- Cedar Hill "looks" more "upper class" than school population really is
- Lack of preparation of students to meet needs of future employment opportunities, resources
- Consistent changes in the way the district address changes
- Charter schools (losing too many students & involved parents)
- Personal issues with past Superintendent
- Character flaws
- Personal gain/focus
- Unreliable admin
- Safety (not enough officers at all campuses)
- Enrollment issues
- Athletic department staff Cedar Hill "*Good old boy system*".
- Culture
- Don't want negative perception of district to fall on Bray
- Hiring a leader that is NOT instructionally sound & will NOT work to engage all stakeholders for student success
- Lack of Parental Involvement and student engagement
- Large class sizes
- Staff turnover
- Inability to hire effective teachers
- Lack of community awareness that good things happen here

- Setting low expectations due to performance
- Negative behavior reverting back
- Too many programs, too fast without community input
- Some old mentality of doing things the way they have always been done; checks & balances of certain tenured individuals (Need a bold leader to guide)
- Lack of focus
- Charter schools outperforming CHISD
- Lack of communication
- Knowing how to respond to critical issues
- Need to be more responsible with taxpayer money
- Sport (wins-losses) matter more than people & academics (coaches & students)
- Open enrollment
- Not able to budget effectively
- Underpaid paraprofessionals
- Adding more programs, rather than perfecting what we have
- Whole new executive team
- Failure of district to listen to concerns after failure of TRE
- Administrative (school) experience
- Parent Outreach (schools have to capitalize on every opportunity to meet & engage w/parents)
- Do not want a decline in positive behaviors and to lose parent buy-in based off of inconsistency

**Professional Characteristics - qualities that should be considered when interviewing candidates:**

- Care about all employees and departments
- Integrity
- Trustworthy
- More heart than politics
- Morals: faithful husband or wife
- Ability to drive instruction, inspire and grow teachers, believe in scholars
- Strong leadership skills to get us back on track financially and academically
- Proven leader
- Effective/strong communicator
- Prior proven academic success, the last 2 Superintendents did not have this
- Professional, work well with others
- Approachable
- Open to listen to all employee concerns
- Strong knowledge of elementary curriculum & instruction
- Data-driven
- Plan/Vision to increase academic performance
- Track record as a Superintendent in a similar school
- Support all general & special population
- Community relationship builder
- Commitment to winning (Academics, Fine Arts & Sports)
- Be a servant leader (put children & community needs before self)
- Instructional campus leader
- History of success in previous role

- Several years of experience in the field
- Principal success (Instructional success as well)
- Must have instructional background
- Ability to get buy-in from board and not bully them
- Health and welfare of scholars