

Focus Group: Academic Council

Date: 3/19/14

SWOT:

STRENGTHS	
ES / MS	MS / HS
<ol style="list-style-type: none"> 1. Staff 2. Support 3. Programs 4. Focus 5. Student 6. Team 7. Cultural cadres 8. Meetings 9. Proficiency 10. Facilities <p>What was missing from the list above?</p> <ol style="list-style-type: none"> a. Parent (MS) b. Curriculum (MS) c. Technology (ES) d. Training (ES) <p>Recommendation</p> <ol style="list-style-type: none"> a. Opportunity to learn from one another 	<ol style="list-style-type: none"> 1. Staff 2. Collaboration 3. PLCs 4. Support 5. Facilities / technology 6. Personnel 7. Safety <p>Actions</p> <ol style="list-style-type: none"> a. Professional development (staff, PLC, personnel) b. Maximize time for collaboration (calendar) c. Maximize facilities to match program needs d. Scheduling to support collaboration <p>What was missing from the list above?</p> <ol style="list-style-type: none"> a. Parent b. Curriculum

WEAKNESSES	
ES / MS	MS / HS
<ol style="list-style-type: none"> 1. Ongoing, focused professional development themes 2. Communication <ol style="list-style-type: none"> a. Articulated curriculum b. Systemic 3. MS – curriculum alignment 4. ES – meeting needs of students along all points of continuum, Special Ed to Gifted <p>Next Steps</p> <ol style="list-style-type: none"> a. Focused, aligned (integrated) professional development and curriculum b. Maximizing, systemizing student supports 	<p><u>MS</u></p> <ol style="list-style-type: none"> 1. Professional learning (consistent) 2. Curriculum 3. Articulated learning / data (benchmarks) <p><u>HS</u></p> <ol style="list-style-type: none"> 1. Initiative fatigue 2. Internal communication (mult. Admin) 3. Clarity of organizational structure / roles <p>Smaller matters</p> <ol style="list-style-type: none"> 1. Organizational chart (clarity of organizational roles) 2. Sharing responsibility, not delegating (internal communication) 3. Agendas / minutes for administrative meetings (internal communication) <p>Larger matters</p> <ol style="list-style-type: none"> 1. Curriculum 2. Consistent professional learning 3. Consistent data (benchmarks) 4. Look outside District for solution 5. Make explicit connections between initiatives

OPPORTUNITIES	
ES / MS	MS / HS
<ol style="list-style-type: none"> 1. Trends (teacher effectiveness, instruction and evaluation, RTI, WIN system) <ol style="list-style-type: none"> a. What we see: common opportunities between ES-MS b. What we don't see: teaming, community, standards 2. Converting opportunities to strengths <ol style="list-style-type: none"> a. Teacher effectiveness: improve instruction based on feedback and reflection to improve student achievement b. Promote collaboration between professionals 	<ol style="list-style-type: none"> 1. Collaboration 2. Technology 3. College / university – increasing partnerships 4. Professional development 5. Clarity of role/purpose <p>What was missing from the list above?</p> <ol style="list-style-type: none"> 1. Student changes (absent from HS) 2. Culture/cultural (absent from HS) 3. Increase of student voice / focus (absent from HS) 4. Vertical collaboration (absent from both) <p>Action items to capitalize on opportunities</p> <ol style="list-style-type: none"> 1. Seize opportunity to collaborate with colleges / universities 2. Strengthen PLCs through technology opportunities/staff development 3. Improve vertical collaboration between LMSD (HS & MS; MS & ES) buildings

THREATS	
ES / MS	MS / HS
<p style="text-align: center;"><u>ES</u></p> <ol style="list-style-type: none"> 1. Students viewed as numbers 2. Special education <p style="text-align: center;"><u>MS</u></p> <ol style="list-style-type: none"> 1. Alternative education (cyber...) 2. Gifted <p style="text-align: center;"><u>Both</u></p> <ol style="list-style-type: none"> 1. State mandates 2. Population growth 3. Data 4. Meeting the needs of students with learning differences 	<ol style="list-style-type: none"> 1. Time <ol style="list-style-type: none"> a. Needed to address all changes occurring at the state level b. Spending time efficiently and effectively 2. Communication <ol style="list-style-type: none"> a. Internal – addressing issues before they occur – <u>explicit</u> (planning ahead, proactive) b. External – all the changes / mandates 3. Students <ol style="list-style-type: none"> a. Educating the whole child 4. Instruction <ol style="list-style-type: none"> a. Too much time spent on non-instructional issues (HS) b. Allowing time for data collection and teacher growth 5. Opportunities <ol style="list-style-type: none"> a. More systematic approach b. Focus on instruction c. Keep balance between buildings and central administration d. Instruction drives the academic and social needs of students e. Keeping a growth mindset of how we spend our time and communicate needs of students

Key Question

1. What should school look like ten years from now?

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<ol style="list-style-type: none"> 1. Social justice 2. Problem based learning 3. Creativity 4. Global connectedness 5. Communication 6. Parent partners 7. Flexible learning less by age 8. Mobile learning anytime anywhere 9. No set time for school year 10. Authentic use 11. Technology - one device per child 12. Long distance learning 13. Safe and wanted 14. Meeting holistic needs 15. Foster innovation 16. Standardized skills not teaching 17. Focus on collaborative discussions, work (students) 18. More advanced reading 19. Differentiation 20. True professional learning opportunities 21. Integration 22. Real work application 23. Assessment 24. Community based learning 25. Flexible 26. Exercise daily 	<ol style="list-style-type: none"> 1. Creativity 2. Collaboration 3. Communication 4. Critical thinking 5. Citizenship/community 6. Seamless integration of technology 7. Culturally proficient 8. Inter/intra disciplinary 9. Focus on learning 10. Deemphasize grades 11. Continuum of individualization /differentiation 12. Embedded supports 13. PLCs 14. Self-aware 15. Clear direction for learning 16. Grit 	<ol style="list-style-type: none"> 1. Blended learning 2. Global learning opportunities (new languages-Mandarin, Arabic) 3. Internships – corporate partnerships 4. Greater interaction between kids internationally 5. Structure of the school day and school year <ol style="list-style-type: none"> a. Staggered start times b. Longer days c. Different use of time with a gradual shift towards independence 6. Use of technology – even substitute teachers 7. More opportunities for non-traditional students 8. Lock step – year by year will not be as prevalent 9. Concepts of grades will change (achievement based) 10. Credit for extracurricular activities 11. No restrictions on devices