

Meeting Minutes - ISC General Meeting

- Location:** Academic Building
- Date:** November 10, 2015
- Time:** 9:30 am
- Presenters:** Sean Hughes, Principal at LMHS
Brian Hall, Principal at WVMS
Jason Potten, Principal at BCMS
- Topic:**
- Sean Hughes, Principal at LMHS discussed how the Lunch and Learn program is assisting high school students
 - Chris Hall, Principal at WVMS, and Jeff Hunter, Assistant Principal at BCMS, discussed the new LEARN Time for middle school students
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I. Presenter Sean Hughes, Principal at LMHS

- A. Presentation about Lunch and Learn - see attached
1. New program added - after year of looking at other schools
 2. An hour for students to visit teachers and work one on one
 - a) catch-up on missed work or do a missed quiz
 - b) get help
 - c) prepare for tests
 3. lots of student involvement
 4. has created
 - a) smaller groups of students working together
 - (1) on projects
 - (2) to solve a problem assigned
 5. provides good time for teachers to work one on one with students.
 6. lots of student involvement
 - a) Teacher said he gets about 5-7 students each lunch and learn period
 7. Teachers would like the ability to sign-up kids who need the enrichment time
 - a) currently no mechanism to do this
- B. LMHS & HHS Schedules
1. Previously in 08 it was a half hour in the middle of day then moved to end of day in 09 to help move kids out of school, especially if busses needed to move kids
 - a) Kids felt they weren't able to take advantage if had to leave
 - b) kids didn't feel it was enough time
 2. New schedule - created an hour time block in the middle of the day
 - a) Students now have classes up until the end of the day bell rings.
 - b) looked at other schools who do this, and they all saw a success rate
 - c) now on week 6 of program
 3. New Schedule of Lunch and Learn follows:
 - a) An hour to have lunch for both students and teachers
 - b) Teacher have LEARN time for 30 minutes and 30 minutes for lunch

- (1) They choose which half hour - with coordination that makes sure teachers balanced for both hours
 - (2) Some teachers choose to have lunch with students or clubs
 - (3) ring a bell at 30 minutes to give everyone a heads up
 - c) As needed - students assigned to
 - (1) Supervised status
 - (a) students teachers identify who need supervision during this time
 - i) they have 30 minutes of lunch and then help with work
 - (2) Monitored Status
 - (a) Teachers say that for one day they need to see you.
 - d) Emergency procedures have been created that would work specifically during this time for fire drill, lockdown, and lockdown/leave
4. Feedback from students
- a) Group projects - makes it better to have the time to get together and work on project with so many busy after school
 - b) Like that they can take a mental break and just take lunch for full time
5. Advantages
- a) Intervention and Enrichment time
 - b) Middle of day increased participation/opportunity
 - c) instructional minutes do not decrease
 - d) Students are empowered and earn choice
 - e) positive effects seen on students
 - f) How classes rotate now - students who leave for extracurricular activities often, they are not missing the same classes all the time that would happen in prior schedule
6. Challenges
- a) accepting managed chaos
 - (1) students all over, but seems that behavior of student is appropriate
 - (2) first 20 minutes of traffic flow is hard
 - (a) students learning to wait to go to cafeteria
 - (b) lines are not down the hall
 - (3) Commitment to respecting our school facility
 - (a) cleanliness and eating areas
7. Creative use of time- bringing in speakers, e.g.
- a) film about Dr Hillman to do a survey on it
 - b) film producer meeting with film students
 - c) CHOP doctor coming to meet with students

II. Chris Hall, Principal at WVMS

- A. LEARN Period - What is on the Horizon and what are working
 - 1. Time during the day that is built into schedule to receive support
 - 2. Time during with schedule with no new instruction for students to get what they need
- B. PLC - Program Level Collaborative
 - 1. Collaborative group of teachers who meet weekly
 - a) spend 44 minutes / week
 - (1) learning what is needed for grade level
 - (2) agreeing what is expected
 - b) Teacher leader for each group at schools
 - 2. Identify what is essential and what they can teach outside of core

3. Talk about trends of where students effectively learned and need assistant
 - a) both at level of the students and individual students
 - (1) identify students for intervention and enrichments
 - (2) identify across topic what is working and not working for teachers
4. Goals of both schools
 - a) more targeted and focused how can support students
5. different implementation at schools
 - a) school wide approach at BCMS
 - b) prototyped by team at WVMS
6. WVMS
 - a) Look at groups of students across a subject in a PLC
 - (1) Teacher takes that back to all teachers of that subject across teams
 - (a) the subject teachers will each target what a specific need for a group.
 - i) students may go to a teacher on another team.
 - (b) receive a pass to go to that teacher form LEARN teacher so teachers always know where a student is located during LEARN period.
 - b) potential for school wide offerings during learn period
 - (1) e.g BuildOn sometimes holds a meeting for students

III. Jeff Hunter, Assistant Principal at BCMS

- A. LEARN days toggled between grade level to resources available
 1. must be a meaningful activity
 - a) there are physical activities but not open gym
- B. Showing us what a typical learn day is
 1. LEARN sites available to students to see what is available during period
 - a) Teacher can assign if student if believes need intervention
 - b) Student can choose a place to go on computer program
 - (1) extra help
 - (2) enrichment
 - (3) independent study space
 - (a) e.g. cafeteria - Mr Hunter oversees and takes up to 140 student there
 - i) allowed to collaborate - so conversation level discussion allowed
 - ii) many trying to get homework done since have activities after school
 - (b) e.g., mandatory tutorial for students who can do work but problems with completing it
 - i) school counselors work with students
 - (c) allows teachers to focus on what is needed
 - c) PLC teams at certain intervals
 - (1) decide what is needed for a LEARN Breakout Session
 - (a) students are assigned to a specific teach for the subject breakout to target the students need
 - (b) 6 session happened this year