Next Steps for Think Tank/Team 21

Simulation experience for students in May regarding multi-age and/or specialization

Meet and Greet
- Consider increase in time for meet and greet in August to allow for visit to two classrooms (community supplies may change some of this)
- Consider families with multiple children visiting multiple classrooms.

Curriculum Night
- Level 3 Literacy teachers will present curriculum information as a team by grade level or grade level bands
- Level 3 STEAM teachers will present curriculum information as a team by grade level or grade level bands
- Opportunity to visit classrooms and personally meet the teacher and learn of any topic specific questions/presentations.
- K/1 will do their thing as usual.
- 2/3 dependent upon level of implementation/pilot

Parent/Teacher Conferences
- Consider an online scheduling system like Hadley
- Level 3 – Student led conferences (guidelines to be established)
- Level 2 – dependent upon level of implementation/pilot
- K/1 will have no change

Pinnacle
- Standards and assignments will be relinked for Level 3/Level 2 classes
- Rubrics adjusted to reflect Level 3/Level 2
- PD on common assessments for literacy and math/inter-rater reliability

Student supplies
- Literacy teachers will determine what is needed
- STEAM teachers will determine what is needed
- Buildings will use PTA identified supplies to fulfill community supplies for literacy and STEAM rooms
- Additional items that are determined to be required after the start of the school year will be purchased out of the building/district budget
- Assignment notebook used at grades 2 – 5
- Purchase bins of some sort to provide for materials needed for afternoon transition

Homeroom
- 10 minutes in length
- Purpose is more utilitarian – lunch counts, attendance, announcements; highlight of learner characteristics. Learner characteristics should be infused in instructional practices throughout the day
- May need class meetings
- Buildings will decide if students need to return to homeroom at the end of the day, some may want them to transition at lunch.

Open House
- Principals will meet with the vocal music staff to review current music performances and the changes that will need to occur under this proposal.
- Schools will set their open house schedule based on this feedback and school traditions surrounding open house.

Social-emotional needs
- We would expect that the social-emotional needs of our students and staff will continue to be addressed and supported by all members of D41.
- Important to pay attention to our youngest students as we implement. If student needs are met along the way, we shouldn't have issues any different than we experience today. Homerooms will help embrace this.
- Once the implementation is in process (mid-year), consider a parent/student/staff survey to gather input on the social-emotional needs of the child.
- Homeroom time will provide support and structure to better meet the social-emotional needs of children.

Transitions including moving kids through the building
- Grade levels have been grouped together to minimize movement.
- Buildings are trying to centralize locations of services such as ESL, resource, etc. Ideally we would like to see push-in services used when possible/appropriate.
- *We anticipate fewer transitions taking place next year than during this current year.*

Activities that are grade specific such as DARE, Churchill Woods, etc.
- District specific programs that are currently grade level specific such as DARE and Robert Crown will continue. Consider full Level 3 attendance on a two year rotation.
- Building specific programs will continue and will be addressed by the specific buildings.
- As we continue to implement new curriculum some adjustments may be made to better align these experiences with the curriculum.

What can be done when a building has an odd number of sections?
- Individual buildings may look at their staff and be able to make some decisions about using staff creatively, i.e. AEC Teacher.
- Not everyone may be able to specialize when you have an odd number of sections.
- Buildings will work together to problem solve this issue.

PLCs
- The PLC subgroup and eventually Team 21 will identify PLC time for the various groups.
- Questions to consider: When will the PLC meet? Can we give groups collaboration time to meet?

Evaluation of partial to full implementation
- Identify specific evaluation components as they relate to fidelity, impact and satisfaction. (This may include surveys/focus groups of various constituents.)
- Consider another staff survey in January 2014.
- Additional pieces to look at (noticings) in moving forward: MAP, PARCC, and anecdotal notes on behavior/emotional/social. SWIS data can be analyzed for behavior.