

2011-12

## Linn-Mar Strategic Plan Goal 1 - Student Achievement:

All action on teaching and learning will focus on empowering achievement at the highest level for each student.

### Priority #1:

Determine how to provide engaging, diverse opportunities for students which aid and support in development of their creative and innovative capacities.

## Linn-Mar Strategic Plan Goal 2 - Learning Environments:

All Buildings and facilities will support the learning and teaching needed to unlock the potential in each student.

### Priority #2:

Develop a "blue print" for changes that would help to create a systemic 21<sup>st</sup> Century learning environment within the Linn-Mar Community School District

### Priority #3:

Develop a total plan that defines Linn-Mar's next secondary school.

November 7, 2011 Board/Staff Forum  
LRC Board Room @ 4:00 p.m.

### Discussion Questions

1. What kind of engaging and different learning opportunities should the District be providing for Linn-Mar students?
2. What does a 21<sup>st</sup> Century learning environment at Linn-Mar look like?
3. What are your thoughts on Linn-Mar's next secondary school?
4. Other comments:



## Board/Staff Forum: November 7, 2011

**Group 1 – Barry Buchholz, Rick Ironside, Jeff Gustason, Ivan Gentry, Tina Monroe, Ann Fry, Pam Hackbarth**

**Group 2 – Tina Patterson, Dave Nicholson, Dawn Young, Erica Rausch, Mark Hutcheson, Bridget Donlon**

**Group 3 – Ann Stark, Barb Ritter, Trudy Stenersen, Sherri Crandall, Deb Connerly, Jackie Wellborn**

**Group 4 – Elizabeth Wilson, Dirk Halupnik, Joy Oldfield, Renee Wheaton, Krista Stern, Marilee McConnell**

**Group 5 – Tim Isenberg, Julie Jensen, Brenda Long, Kim Buelt, Amy Kortemeyer, Joe North**

### Group 1

#### 1. What kind of engaging and different learning opportunities should the District be providing for Linn-Mar students?

- Kindle's for reading opportunities provides opportunities for student at multiple levels of academic abilities.
- More grants would be helpful to provide technology for special needs population assistance. Software – voice to text helps breakdown learning barriers.
- Curricular question – dictated by the State – very little flexibility.
- Instructional world – time, resources and opportunities for kids and staff; especially training for staff.
- Declarative verses procedural knowledge – how to conduct practices in classroom – will this be dictated?
- Marzano body of work is used to staff development at the high school, (elementary staff was not familiar with the research).
- Email opportunities for parent and student to communicate with teachers has improved communications and learning.
- Focus on measuring learning or measuring behaviors (work completion) is a critical discussion. What will be the future focus; how work completion or skills/content knowledge acquisition?

### Group 2

- Elementary
  - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
  - Multi-level classrooms, ex. 2 & 3<sup>rd</sup>.
  - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
  - Expand the special education module (IEP) to the regular classroom students.
- Middle School
  - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
  - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
  - Expand teacher's tool chest to challenge the students to meet their potential.
  - Expand the special education module (IEP) to the regular classroom students.
  - Change the assessments to reflect methods how students learn.
- High School
  - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
  - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
  - Expand the special education module (IEP) to the regular classroom students.

### Group 3

- Partner with businesses to gets kids involved in the community; this should be required for all students
- We need to prepare all students for a four year college, but if they choose not to go to four year institution, they

will still be prepared for a 2 year degree. Unrealistic to expect all students to prepare for 4 years
<ul style="list-style-type: none"> <li>Traditional high school education doesn't fit all learners</li> </ul>
<ul style="list-style-type: none"> <li>Give students lots of opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Having TICs in schools on a daily basis has increased teachers security to reach beyond their comfort level. It would be a huge mistake if the district got rid of TICs after one year.</li> </ul>
<ul style="list-style-type: none"> <li>Online degrees...APEX learning, online alternative to regular learning, involves some AP online courses that LM doesn't offer.</li> </ul>
<ul style="list-style-type: none"> <li>Program on CNN about education in America...concept of taking all students and group by readiness rather than birth date.</li> </ul>
<ul style="list-style-type: none"> <li>Currently we keep students in a box according to grade level rather than by ability.</li> </ul>
<ul style="list-style-type: none"> <li>A number of MS's have school within a school...we need to do something different at the middle school level.</li> </ul>
<ul style="list-style-type: none"> <li>Project learning would help engage kids.</li> </ul>
<ul style="list-style-type: none"> <li>We need to be engaging students rather than continuing learning that has not changed.</li> </ul>
<ul style="list-style-type: none"> <li>Tammy Heffelbauer (Marzano) – break grades into behavior and academics...grade should be based on proficiency. Scores would be reported separately to universities.</li> </ul>

#### Group 4

<ul style="list-style-type: none"> <li>get teachers comfortable with technology</li> </ul>
<ul style="list-style-type: none"> <li>technology driven</li> </ul>
<ul style="list-style-type: none"> <li>more long term plans for integrating technology offering online courses               <ul style="list-style-type: none"> <li>government - to free up</li> <li>we are way behind on this</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>elementaries struggling with technology</li> </ul>
<ul style="list-style-type: none"> <li>net books or iPads?</li> </ul>
<ul style="list-style-type: none"> <li>alternatives tablets</li> </ul>
<ul style="list-style-type: none"> <li>technology plan - goals for moving to the future more specific in the plan budget available?</li> </ul>
<ul style="list-style-type: none"> <li>bring your own tech - this works for majority in LM; let kids use smart phones?</li> </ul>
<ul style="list-style-type: none"> <li>look at alternatives to Youtube               <ul style="list-style-type: none"> <li>ex DE streaming</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Technology Center? place for kids to come</li> </ul>
<ul style="list-style-type: none"> <li>big need in elementary also</li> </ul>
<ul style="list-style-type: none"> <li>more than school hours - evening hours and morning hours need to staff this can you utilize students</li> </ul>

#### Group 5

<ul style="list-style-type: none"> <li>PSEO courses...students getting more college credits....could we offer some high school classes similarly? (on line coursework embedded throughout the course...hybrid course...could we design that here at Linn Mar?)</li> </ul>
<ul style="list-style-type: none"> <li>Job Shadowing....able to have some opportunities through on line course and then give the job shadowing experience along with the on line course</li> </ul>
<ul style="list-style-type: none"> <li>Work Place Learning Opportunities....some job shadowing</li> </ul>
<ul style="list-style-type: none"> <li>Kids with IEPs...could we explore more job shadowing experiences...more opportunity for students to see what happens "behind the scenes" with the work experience</li> </ul>
<ul style="list-style-type: none"> <li>Foreign Language opportunities for elementary....could the day be extended and do that equitably</li> </ul>
<ul style="list-style-type: none"> <li>Middle school ...could there be more job shadowing at the building level?</li> </ul>
<ul style="list-style-type: none"> <li>Special helper of the day....for students that need a little more attention and guidance, relationship building</li> </ul>
<ul style="list-style-type: none"> <li>STEM day...through Work Place Opportunities....</li> </ul>
<ul style="list-style-type: none"> <li>Game of Life....business department at the high school had a special focus day for careers, could other departments have a focused expansion type of day similarly...</li> </ul>
<ul style="list-style-type: none"> <li>Elementary level...one day of exploring some of the career opportunities that tie into the high school format...</li> </ul>
<ul style="list-style-type: none"> <li>Stem opportunity/grant options.....could there be some other businesses that would provide the opportunity?</li> </ul>
<ul style="list-style-type: none"> <li>Extra computer programs after school ....</li> </ul>
<ul style="list-style-type: none"> <li>High school opportunities as a creative schedule with night courses....early bird classes....7:00a.m class or a 6:00p.m. class....could help with the overcrowding....teachers working different times of the day.....traditional day would need to do stay however there is some more interest in creative scheduling.</li> </ul>

- Flipped classroom.....tutorials available on line to watch the tutorials prior to classroom attendance

## 2. What does a 21<sup>st</sup> Century learning environment at Linn-Mar look like?

### Group 1

- Unknown! How different should LM become from the traditional teacher/classroom paradigm or create a real world experience that is not building driven?
- LM-TV has helped with real world connections with technology; especially in the theatre department.
- Use of Kindle's or something similar would make an instant change in delivery.
- College level work opportunities – age level behaviors and social interactions should be considered as the old supervision model is transformed.
- Internship opportunities for students to experience or observe real world experiences would change the delivery model.
- On-line classes (article about Iowa City in the paper) is an example of a change in the learning environment that should be considered. Attempt to get away from the factor model.
- Continue to have the competency discussion verses the production model that is currently used.
- TICs are wonderful to help the older staff with technology integration. The TIC model helps move technology into the classroom; especially for teachers that are not technology literate.

### Group 2

- Remove boundaries for teachers to allow teachers to share.
- Use technology to create hands on activities in the classroom.
- Encourage teachers to try new things.
- Use same vocabulary throughout the district.

### Group 3

- As technology changes, that will drive how learning environments look.
- Rather than giving every student their own tool, it's more the process the district goes through in deciding what they need.
- Plan rather than react
- MS students should be allowed to use their own technology (iPads, laptops, iPhones, etc.)
- Before progressing to the next grade level students should have identified a major and a minor academic area of interest

### Group 4

- should include online delivery of some classes staffing issues - helps address longer day split shifts use resources more - too many dead hours better physical learning environments good prep for college - if they don't have the exp we are not preparing them
- access to technology at elem
  - what to use
  - do not have enough
- service requirement for hs kids
- Extra-curric makes things tougher
- take cursive writing out of the curric
- need to be able to print at least
- what do we do when computers go down
- textbooks available online - nice for SS and EM at elementary
  - library open at night
  - access for kids and parents

### Group 5

- Books will be a thing of the past.....computer access will continue to be increased
- Adults in the district will need to keep up with the training of the students really means the teachers/adults

learning as well
<ul style="list-style-type: none"> <li>Any digital device....You Tube, Skype, etc....Google docs, etc....</li> </ul>
<ul style="list-style-type: none"> <li>The transition for the iVisions system has increased some anxiety with the use of computers/internet.</li> </ul>
<ul style="list-style-type: none"> <li>Similar to the parents to understand Power School....if we go bookless the idea of getting parent s to understand the system</li> </ul>
<ul style="list-style-type: none"> <li>Each generation becomes more comfortable with technology</li> </ul>
<ul style="list-style-type: none"> <li>Elementary level.....not sure we can go totally bookless? Can we provide a “Nook” for all students? Is there some need yet to have some paper/book materials...</li> </ul>
<ul style="list-style-type: none"> <li>Smart Boards....looks bookless....kids will be picking it up quickly....</li> </ul>
<ul style="list-style-type: none"> <li>Possibly more tools to enhance learning....really can see bookless at high school and college level...not sure about the elementary level?</li> </ul>

<b>3. What are your thoughts on Linn-Mar’s next secondary school?</b>
<b>Group 1</b>
<ul style="list-style-type: none"> <li>Access to technology for all kids is most important.</li> </ul>
<ul style="list-style-type: none"> <li>Not having the 9<sup>th</sup> grade in the high school would be unfortunate because they bring new energy annually to the building.</li> </ul>
<ul style="list-style-type: none"> <li>Current building at the high school was designed for supervision – an early college center may need a different environment due to a more mature group of students attending. The current high school was built for a different service model than today’s needs.</li> </ul>
<ul style="list-style-type: none"> <li>Different expectation exists for different grade levels; number of students don’t dictate a second high school or middle school.</li> </ul>
<ul style="list-style-type: none"> <li>This appears to be a question of a type of housing model verses an educational model. A physical question; as an example, a building for 12<sup>th</sup> grade student assumes that every 12 grader is mature enough to function in a college-like environment unless entrance qualifications are determined.</li> </ul>
<ul style="list-style-type: none"> <li>Measured by course work offered – difference by aptitude or develop various 9 – 12 grade building options.</li> </ul>
<ul style="list-style-type: none"> <li>Voc-tech wing would be beneficial.</li> </ul>
<ul style="list-style-type: none"> <li>Social readiness is a huge factor – how to determine which students are mature enough to handle a different model than today’s model. High School will continue to have a socializing aspect that decision-makers should not forget.</li> </ul>
<ul style="list-style-type: none"> <li>More real world experiences are needed.</li> </ul>
<b>Group 2</b>
<ul style="list-style-type: none"> <li>The school should not look like our schools today. Look more like an office instead of a school.</li> </ul>
<ul style="list-style-type: none"> <li>Create a school that is more hands on</li> </ul>
<ul style="list-style-type: none"> <li>Magnet school</li> </ul>
<ul style="list-style-type: none"> <li>College readiness center for 11<sup>th</sup> and 12<sup>th</sup> graders</li> </ul>
<ul style="list-style-type: none"> <li>Investigate a new program/school with Kirkwood</li> </ul>
<b>Group 3</b>
<ul style="list-style-type: none"> <li>There would need to be a safe place to put laptops, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Learning environments that have specific academies</li> </ul>
<ul style="list-style-type: none"> <li>A new high school needs to be much more open and not so departmentalized.</li> </ul>
<ul style="list-style-type: none"> <li>Loss of community</li> </ul>
<ul style="list-style-type: none"> <li>Pull freshmen out, they can’t function in a high school environment. Possible 8-9 grade center? 9<sup>th</sup> grade center?</li> </ul>
<ul style="list-style-type: none"> <li>Would like to know what other districts with academic centers have learned from their experience.</li> </ul>
<ul style="list-style-type: none"> <li>Students are becoming less and less mature and classes don’t have leaders. Some have potential but not the maturity.</li> </ul>
<ul style="list-style-type: none"> <li>We need to go back and teach basic skills at the elementary/middle school level. Students can’t stay focused.</li> </ul>
<ul style="list-style-type: none"> <li>We’re seeing the bad parts of digital age. Kids can’t focus only for short periods of time.</li> </ul>



• The more we engage in screen time the less we have in communication
• Ninth grade building
• Building needs to be more open
• K-8 concept helps students become leaders because the older ones can help the younger ones along.
• K-6, 7-9, 10-12
• K-4, 5-8, 9, 10-11, 12
• Don't like pulling graduated students out since they are typically the stronger leaders.
• We're still trying to plug kids into the old way...we need to move to a digital curriculum
• Suggested doing what they do in Spain...kids stay put and teachers move...problem is students would stay with same ones for the day.
• Combine reading and LA rather than keeping them separate.

#### Group 4

• extended day and online learning <ul style="list-style-type: none"> <li>○ maximize what we have</li> <li>○ summer hours</li> <li>○ online courses</li> <li>○ human resources to run extra hours - we could accommodate more kids</li> </ul>
• break out of rigid rules/world <ul style="list-style-type: none"> <li>○ needs to be more flexible</li> </ul>
• next building = online learning center <ul style="list-style-type: none"> <li>○ media rich</li> <li>○ accessible hours</li> <li>○ flexible learning spaces</li> </ul>
• flipped classroom - changes how we use space
• 8/9 building- or 7,8,9 <ul style="list-style-type: none"> <li>○ 9th grade not quite ready for transition better transition for 9th graders</li> </ul>
• don't want to see two high schools
• better to deal with 9th graders and not mess with 12th grade
• flexible is better option
• individualizing education more
• repurpose ICN room - not used much
• any change would include curriculum changes
• flexibility
• time management

#### Group 5

• 5 <sup>th</sup> /6 <sup>th</sup> grade building and a 7 <sup>th</sup> /8 <sup>th</sup> grade building...because the high school might not be crowded in future years to come
• If there is a freshman building...it seems like there would be two transitions and is that really the best situation?
• What will Kirkwood be doing with extension of their campus? We don't want to be duplicating if Kirkwood is doing something out in the northern Linn County.
• Seniors don't need a gym for doing PE....various daily living exercises....don't need a lunchroom as large...culinary courses to have a building that can be geared more towards senior year
• Alternative scheduling for seniors to help them prepare more for the time management and choices that they make in college
• Two middle schools that are "thrown together"....there is such a challenge between the athletic teams and when they become in 9 <sup>th</sup> grade they are back together and may not feel as a "team"
• What does research say about the two high schools? What are the transition years that are the hardest? Could we look at expanding the campus into different focus areas.
• Need to really look at what other districts across the nation have needed to build and what lessons have been learned?
• We have some good options that have been started to help support various high school options especially at the

senior level....
<ul style="list-style-type: none"> <li>Majority of staff members are not in favor of the idea of two high schools in the district...rather be creative on looking at other options...</li> </ul>

<b>4. Other</b>
<b>Group 1</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Group 2</b>
<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Group 3</b>
<ul style="list-style-type: none"> <li>There has to be a way to engage everybody</li> </ul>
<b>Group 4</b>
<ul style="list-style-type: none"> <li>technology integration <ul style="list-style-type: none"> <li>need to continue this - professionals in place</li> <li>needs to be permanent</li> </ul> </li> <li>high school should have that devoted only to HS</li> <li>people at many levels of sophistication <ul style="list-style-type: none"> <li>need to have continued support</li> <li>things change so quickly</li> </ul> </li> <li>continuity between schools - vertical articulation</li> <li>pedagogy and standard differences</li> <li>more standardization at 8th 9th grade</li> <li>open up calendar to year round <ul style="list-style-type: none"> <li>how do teachers get education</li> </ul> </li> <li>need different model - for staffing purposes</li> <li>elementary interested in year round</li> <li>haves vs. have nots in summer</li> <li>more evident now than 10 years ago</li> <li>future is year round school</li> <li>expeditionary learning school <ul style="list-style-type: none"> <li>hands on</li> <li>field trips</li> <li>awesome model</li> </ul> </li> <li>affordability...</li> <li>lockstep is worst thing for education</li> <li>kids don't learn like that...</li> </ul>
<b>Group 5</b>
<ul style="list-style-type: none"> <li>When that third grade class is at 9<sup>th</sup> grade and the current 6<sup>th</sup> grade is seniors....a little over 2100. The high school is concerned that the space will be a challenge. Could there be some creative scheduling happen, etc....more lunch schedules a possibility?</li> <li>As we move through these changes and options....can we somehow get more people to give their opinions and accessing the different groups...</li> <li>Sharing of the Jamie Vollmer presentation on how to get more information out to the community and feedback from the community</li> </ul>