

Idea/Question/Comment/Concern	Staff Feedback	Follow Up/Furniture Structure
Instructional Questions:		
What are the educational and instructional advantages of the PreK-6 Reconfiguration Plan in the Strategic Planning Goals that were provided to you? Advantages specific to PreK-3?	Group 1: • Curriculum alignment horizontally and vertically • Work together Pre-K to fill in gaps • PreK - 3 teachers will get the full picture of how a student progresses - will help align and close gaps • No rivalry or competition with HP • Consistent procedures and leadership • Parent perception • Relationships should be stronger • Consistent and comfortable • Stability for students, parents Group 2: • Curriculum alignment • Background knowledge of each grade is powerful in understanding what students are capable of in each grade • Relationship with the students and families • Students feel safe and stable - increases learning • Follow the students - so important to build relationships with parents • Know and connect with siblings • An opportunity to teach a different grade level • Consistency with EL • School Counselor Team - share a space, plan, discuss families/students.....	• Visit other schools
	Group 3: • Vertical alignment • K-3 team meetings • 3rd grades should be more successful with consistent alignment and professional development • Easier for students - stability, comfortable, relationships • Easier transition for parents, students, teachers • Co-teaching opportunities Group 4: • Easier transition for students - Avoid the culture shock of transitioning at 2nd grade • Common Language, same expectations, instruction during the foundational	

	years • Build relationships • Get to see growth over the 4 years - develop the scope and sequence of curriculum and instruction • Building on strengths and talents sooner and using those to better instruct students Group 5: • Build curriculum maps together • Better communication • Staff support - they have more background knowledge when K-3 • Sense of family, stability • Increased PTO Group 6: • Alignment of curriculum • Better communication between grades/staff/students/parents • Consistent intervention practices • Better tracking of the core group of BG Students - Is what we are doing effective? • Relationships!!!! • Easier for parents, consistency for parents - policies, protocols, expectations - Consistency!!!! Group 7: • Thrilled about the idea! Fluidity will be powerful - it seems like everything stops - have to start all over again when they start second • Collaboration about students - to best meet their needs and continue their progress without an interruption or loss of progress • Build relationships with students before they have them in their class! • Build relationships and understand perspectives K-3 • Having one consistent leadership will enhance effectiveness of academic, behavior, and curricular expectations • Easier transition for parents = same expectations K-3	
How can instructional practices be enhanced PreK-3 with the Reconfiguration Plan?	Group 1: • Group 2: • Has already started with Lisa being in both buildings • Consistent strategies, language, vocabulary • Teachers working together K-3 already - has been a positive for teachers AND students	

	- Consistent - shared guidance curriculum will be beneficial Group 3: - Student based decision making - flexible grouping within learning community Group 4: "Transition between grades room" Group 5: Group 6: - Special Ed, Title I - going from 2 grades to 4 grades - Stagger SpEd kids every other grade teams - Craig Group 7: - Consistency and building of foundational skills - We can see and understand what a standard/skill looks like in K, 1, 2, and 3. - Student success = empowerment - Aligning curriculum K-8 in Math and Reading - Lisa being the Instructional Coach K-3 has already started the alignment - ELIT team = guided reading groups	
How could classes and instructional teams be set up for optimal learning? (subjects, self-contained, ability, looping, grade level teams, subject teams, multigrade level teams)	Group 1: - No looping of students - Self contained - Small learning communities (cohort) that share students - teachers plan, group, and regroup together - can do some mixed grade levels - Break down standards K-3 to determine what a standard looks like in K, 1, 2, and 3 - Special education and Title I teacher on each team - Once a month meet together with your content pod to align K-3; other weeks align with your grade level team in your pod Group 2: - K-3 cohorts (Team within a team) - Flexible student grouping within your pod - K-3 self contained - No looping for new teachers - Flexible grouping - multigrade opportunities Group 3: - Small learning communities based as K-3 - Flexible grouping within the grade teams	

	• Grade level pods/wings with strong leadership and consistent professional development K-3 • 3 classes of each grade = learning community - with a special ed teacher on each team, Title 1 and possibly EL • Co-teaching - shared grouping • Smaller class sizes Group 4: • Like the learning community suggestions above Group 5: • Like the learning community suggestions above Group 6: • Like the learning community suggestions above Group 7: • Like the learning community suggestions above • Powerful to have multigrade teams - • Powerful mentorships • Building the relationships	
How will the restructure impact alignment PreK-6, (specifically PreK-3) academically, socially, emotionally, and physically?	Group 1: • Curriculum alignment - same textbooks K-6 • Aligned instructional practices • Aligned professional development • Group 2: • Group 3: • Group 4: RELATED ARTS • Related arts will rotate 1-3 and PreK-1 will do something different • Kindergarten related arts team would be based on the • Do not want 9 week electives • Every student grades 1-3 needs to have music, art, p.e., technology, and SEL • Seeing the students once a week (weekly rotation) Group 5: • How can we more effectively implement social studies and STEM in PreK - 3 Group 6: • Is looping the best practice? • Maybe want to loop 1-2 and not K or 3 • As students have changed, looping may not be the best practice	

	• Decrease the gap • Lisa has already begun to align from a distance, with this model - ALL of your teachers will align • Flexibility by learning community • Opportunity for collaboration and communication is so important and powerful • Interventions can be aligned - progress without interruption • A wealth of resources available with all of the teachers experience, background, and materials Group 7: •	
How does this restructure impact differentiated instruction? (Remediation, Title III, High Ability) How can you group and regroup students under this new plan?	Group 1: • Group 2: • High ability identification, instruction, curriculum, certified high ability teacher • Consistency in Title I K-3 • Title I teacher with each pod - so there is consistency in student progress and instruction Group 3: • Inclusion approach - special ed students need spread out on every learning community - not on one team Group 4: • Multigrade level peer mentors Group 5: • Flexible grouping within content (even across grade level) • High Ability Curriculum and instruction in a high ability classroom with fine arts, success period, and other times with the regular class • Pull out multi-grade for high ability reading and high ability math • 8 step process success period - flexible grouping dependent on student data Group 6: • Group 7: •	
Space and Building Questions		
How does restructuring impact the physical layout of the building/classrooms/teaming?	Group 1: • Special Ed room and Title room for each team • 3 pods for the 3 teams - 14 room pod • Multiple conference rooms (one in each pod/wing)	Visit Center Grove and Hamilton Southeastern Carpeted flooring

	• Open area for working with students • A large space (wing) designed for extreme behavior students - so they have a flexible transition learning area (Counseling Center), mindful moment room, etc • Counselors, Behavioral specialist, Adult and Child • Adult and Child needs two spaces (one for therapy and one for social skills) Group 2: • Design like a fidget spinner - Counseling Center in the middle, 3 pods(wings branching off) • Need an EH room - working on SEL skills, transitioning Group 3: • Transition room/area for extreme behaviors • 51 room educational classroom • Good leadership is a must - data driven - it is about the students!!! Group 4: • Related arts/Humanities/Fine Arts wing - extending from the Counseling Center • Larger classrooms/flexible classrooms • Smaller learning communities Group 5: • Group 6: • Teacher workspace built within each learning community • 51 room for extreme behaviors - • Mindful moment/refocus room • Will there be more than one cafeteria? Group 7: •	Minimal visual stimulants in the hallways Wider hallways Sinks in the hallways Maker's Space - Imagination Station
How can the space be utilized most effectively for optimal differentiated learning?	Group 1: • Group 2: • Group 3: • Group 4: • Group 5: •	

	Group 6: - Each Learning Community would “specialize” in an area; One community = high ability specialist, one community = EL specialist, Group 7:	
How will adding a PreK to the campus impact K-3? (physically, socially, emotionally, academically, financially)	Group 1: Group 2: Group 3: Group 4: Group 5: Group 6: Group 7: - Will the Preschool have a special education teacher? - Will Miss Kathy’s special education be a part of the K-3 curricular program or the preschool program?	Preschool laws, requirements, funding...
Support Questions		
How does the restructure affect SEL/behavior management/PBIS?	Group 1: - Behaviors more easily addressed under one roof - Consistent expectations and implementation of PBIS under one roof - Younger students have role models to watch for positive behaviors - Less transitions may decrease extreme behaviors - Student/Parent/Staff relationships - Need EL support for each pod Group 2: - Consistency in expectations, knowledge of students, being able to predict and prevent behaviors - Common language and practices - Great to have meetings and plan together - Shared guidance	More sinks in the art room Sinks on the doors

	• School Counselor Team - share a space, plan, discuss families/students..... Group 3: • Consistent practices, communication, and language Group 4: • Positive - same language - expectations • Multi-grade peer buddies • Extend the morning meetings - PreK - 3 • Group 5: • Same language, same expectations, - takes away the learning curve by having the same • Fosters relationship building • Watch and seek support from other teachers in your learning community to work together with the students based on their emotional and behavioral needs • Morning meetings are a must Group 6: • Less time should be spent on procedures each year • Being a "Peer Buddy" could be a reward for students • Role models for appropriate behaviors for younger students • Cadet teaching opportunities • Morning meetings are a must for PreK-1 • More effective Social Emotional Learning - background knowledge, teacher knowledge, learning community - know the whole child and needs K-3 Group 7: • Common language, expectations, and practices • Same reward system (tickers, points...) • Strengthen the PBIS program • Consistency with common language	
What are some foreseeable support needs with housing PreK-3 at one campus? (administration, counseling, instruction, custodial, behavior)	Group 1: Group 2: • Teacher training - Title I, High Ability • Relationship building with the staff - start now • Strong leadership team Group 3: • Behavior specialist • Instructional Counseling Center (HEA at BGMS) • Intervention Specialist rather than adding another section/class	Classroom separate for extreme behaviors - with a behavior specialist as a part of the Counseling Center Wayne Township for preschool

	- Professional development Group 4: - At Risk Staffing Group 5: - Up the mental health support - Instructional aids for each team - Early childhood knowledge - state requirements Group 6: Group 7:	
How do we communicate with the community, parents, and students about this possible change in grade level alignment?	Group 1: - Each teacher round up 15 parent/community supporters Group 2: - Each teacher round up 15 parent/community supporters - Teacher support at the community meetings - Alert now, reminder labels, teacher calls to invite parents to community meetings Group 3: Group 4: Group 5: - Need help spreading the word Group 6: Group 7:	
What are some of your concerns?	Group 1: - Money - General spaces - gym, cafeteria, etc. - Logistics - Big - - Staff Relationship building - Moving Group 2: - The number of students that young in one building - Discipline problems Group 3:	

	• Group 4: • Will special ed teachers be on a team with other SpEd teachers or with their Learning Community teachers. • How to balance special education caseloads with each learning community or team? • Group 5: • Group 6: • Having to switch grade levels and learn a new curriculum • Classroom size • Class size • How do we make best use of the space for 900 hundred students • Wish we could do a K-5 • Group 7: • Size - worried about having so many students in one building • Make sure the logistics of the building, teaming, learning communities promote the small town/schools with big town opportunities philosophy	
Building Relationships between K-3 NOW	• Teacher field trips between buildings • Hiring as a K-3 unit (Craig and Erin hire ny new K-3 staff together starting in 2018-2019) • Joint PLC's	
Questions Previously Asked? 1. How will the restructure affect the beginning/ending school times? 2. How will the restructure affect the transportation?	1. School times will change and be more aligned PreK-6 and 7-12. PreK3 will start later than BGHS 2. Transportation times will change and be more aligned PreK-6 and 7-12. PreK3 will start later than BGHS. Building additions will include parking and transportation plans/patterns	