

Idea/Question/Comment/Concern	Staff Feedback	Follow Up/Furniture Structure
What are the educational and instructional advantages of the P-6 Reconfiguration Plan in the Strategic Planning Goals that were provided to you?	Group 1: Related Arts • K-3 in one building - critical learning • K-3 = offers opportunity for peer mentors • Parent consistency - collaboration - partnership • Collaboration space for teachers and student small groups • Less transitions • 6th grade needs on own - not ready for middle but not fitting for intermediate • Scheduling opportunities • Core curriculum instruction needs changed - not balanced now in 4-6 schedule • Band and choir • 6th grade pathways - science and social studies Group 2: 5th ELA • All in agreement with K-3 • More alignment of curriculum • K-3 = Stronger relationships - parents, students, teachers, teams • 6th grade has always driven the master schedule • Have more flexibility in master schedule • Data would truly drive grouping and instruction Group 3: 5th Math • Leadership opportunities • Could this create jobs? • Reallocate administration • Give SG more room - to have learning opportunities • Less interruptions • More elbow room Group 4: 4th Math • 6th grade is a different beast - they need something on their own • Scheduling is difficult with 6th grade • Pre-K will help prepare Group 5: 4th ELA • Space for small groups • Space for special ed to pull small groups • Related Arts classes in their own rooms rather than traveling • More time in classrooms - rid of 2-3 lunch blocks Group 6: 6th ELA	• Visit other schools

	• Group 7: 6th Math •	
What specific instructional activities can you improve on by the new P-6 Reconfiguration Plan?	Group 1: Related Arts • Career pathways • High school students go to P-6 to Group 2: 5th ELA • Integrated curriculum Group 3: 5th Math • Built in mindfulness activities that everyone does (Stop, drop, yoga pose) • Need to connect with teachers that have been in other districts for "out of the box" ideas Group 4: 4th Math • Smaller class sizes • Maker Space - STEM Group 5: 4th ELA • Group 6: 6th ELA • Group 7: 6th Math • Band after school • Start the day with homeroom - teach integrated chromebook connections	
How would you set up the classes and instructional teams? (subjects, self-contained, ability, looping, grade level teams, subject teams)	Group 1: Related Arts • Multi grade level teams • Block schedule type classes • Eventually 10 sections • Multilevel grade high ability class Group 2: 5th ELA • Multilevel teams - planning, clusters • Could lead to more aligned curriculum • All of us are 4-5 teachers Group 3: 5th Math • True Data Driven Grouping and instruction (even if it is multi-level) • Teams with related arts - mindfulness activities • 4-5 teachers, Lab, IA, RA person = one hallway Group 4: 4th Math • Some self-contained 4th grade classrooms - less transitions	

	• Flexible ability grouping based on data - for 5th grade • Not sure 4th grade is ready for flexible grouping • If students are experienced with flexible grouping then good in 4th • 4-5 Content teams PE/Wellness with Math/Science, Art and Music with ELA • Makers Space - Robotics - STEM • Different RA each day • RA - 2 day rotation - so they can teach a skill one day and apply the skill the next day Group 5: 4th ELA • Teams of 4 working together with the same kids - • Flexible guided reading grouping within the team of four Group 6: 6th ELA • Reading teacher AND a Language/writing teacher • Reading based science or social studies class • Goal is to get to 10 sessions - • More middle school schedule - maybe 3-4 periods Group 7: 6th Math • No block schedule • Need to see students everyday to build relationships • Content specialist - teach 4 periods a day • Could there be one team of two - that switches with one another and the rest be teams of 4?	
How does this restructure affect differentiated instruction? (Remediation, Title III, High Ability) How would you group and regroup students under this new plan?	Group 1: Related Arts • Giant shift in housing can lead to giant shift in differentiated instruction • Small groups • Multi-age high ability class Group 2: 5th ELA • Multilevel small group intervention and remediation • Use NWEA to do flexible grouping • Cluster grouping - high ability and average high together in 2 classrooms • Title I and High Ability on the same team Group 3: 5th Math • Staffing support • Need a Math Intervention Specialist • Skill based flexible grouping • High school students being Instructional assistants Group 4: 4th Math • High Ability Teacher	• Small learning pods • Skyward scheduling - recording of grades/classes • Visit other schools

	Group 5: 4th ELA • Planning time together for different levels - so every teacher doesn't have to plan for a low, medium, and high • Feels that switching classes is appropriate for 4th grade • Small group pull out - for high ability instruction - but still connected to the rest of the grade Group 6: 6th ELA • Flexible grouping by content area • Each student have their own schedule Group 7: 6th Math •	
How would you set up the related arts in your building under this new plan?	Group 1: Related Arts • Classes set up where movement of students is fluid • Choir - is a 6th grade general music necessary with 70-75% (170-175 students this year) of the class in band/choir? • Remediation • Student Elective • Robotics - STEM • Leveled classes - advanced art, remediation PE, • Student Choice • 6th grade band and choir = go to BGMS • Technical shop Group 2: 5th ELA • 4-5 = Health/total body/hygiene should be part of related arts • 4-5 exposed to all related arts • 6th have a choice in related arts • Chromebook connections is a filler to make schedule work • Related arts = teaching critical thinking qualitative reasoning • Related arts need to be truly related arts - kids need to be kids • Incorporate related arts • Integrated units in related arts • 5 day rotation of related arts Group 3: 5th Math • 4-5 students need exposed to all related arts • Some Related Arts are mandatory , but some can be elective • Science lab • Maker Space • Technology, 2-d, 3d art	

	• Creative writing • Tie related arts into the pathways • Disconnect in music - how can we modernize music, technology, and math? Group 4: 4th Math • Not traveling into the classrooms • Library with instruction - 4th grade • Chromebook Connections - All year for 4th grade and Programming and Code in 5th grade • Art • PE - team building activities • Conflict resolution • Health - hygiene - nutrition • SEL needs to be part of EVERY class, not just in wellness • Related Arts planning Group 5: 4th ELA • Foreign Language • Media with instruction • Chromebook connections all year • Daily rotations - consistent schedule • Weekly? • World Culture integration with music and art Group 6: 6th ELA • Band every other day - go to BGMS for band • Student electives - Band, choir, or artistics • Choose electives based on pathways wanting to work towards in high school • College and Careers Naviance Group 7: 6th Math • Wellness • College and Career Readiness • Economics • STEM (by 9 weeks) • Related arts by 9 weeks • 2 mandatory related arts and 2 elective related arts (4 for the year) • Band after school	
How does this restructure affect the physical layout of the	Group 3: 5th Math • Room in the hallway for STEM projects - • Small team labs for projects/activities	• Small learning pods throughout the building • Tables not desks

building/classrooms/teaming	- Physical space and different layout for some of our special ed Group 4: 4th Math - Maker Space - Learning Labs - Small group instruction rooms - Cool off/mindfulness area in each team's area - Too close of proximity of a mindfulness room could interruptions to other classrooms Group 5: 4th ELA Group 6: 6th ELA Group 7: 6th Math	
How do you see this restructure aiding in the return of some of our special ed students? How can the space be utilized most effectively for special education programming? How does the restructure affect SEL/behavior management/PBIS?	Group 1: Related Arts - Appropriate staffing - Area for life skills - Student Choice - Physical Areas - Small group time is a must - Learning communities - Who would teach 6th grade Related Arts Group 2: 5th ELA Group 3: 5th Math - Needs to be more fluid and data driven by skills - Flexible and Fluid! - Transition area for students that do not need to go to RISE, but need something extra Group 4: 4th Math - Small grouping room for differentiated instruction - Special ed instruction and instructional room to be located with their team Group 5: 4th ELA Group 6: 6th ELA Group 7: 6th Math	

How will this impact the reinstatement of your SUCCESS period using the 8-Step Process?	Group 1: Related Arts • Must reinstate • Fluid groups • Multigrade • Remediate, Practice, Enrich • ALL teachers in building has a small group • Done within Small Learning Communities Group 2: 5th ELA Group 3: 5th Math Group 4: 4th Math • YES!!!! Group 5: 4th ELA • YES!!! • Teams of 4 - multi grade level Group 6: 6th ELA • Group 7: 6th Math •	
How will the restructure affect the professional development?	Group 1: Related Arts • 6th grade lead teacher • Shared Instructional Coaches Group 2: 5th ELA • Multi - grade level clusters - 4th and 5th working on same skills Group 3: 5th Math Group 4: 4th Math Group 5: 4th ELA • Group 6: 6th ELA • Group 7: 6th Math •	
How will the restructure affect alignment K-6?	Group 1: Related Arts • More alignment K-5 and 6-12 Group 2: 5th ELA Group 3: 5th Math Group 4: 4th Math	

	• NEED alignment of Core Curriculum - I-Ready Math and Reading Program • K-5 being aligned and 6-8 being aligned • Problem Solving application Group 5: 4th ELA • Multi-grade level team planning would help with aligning curriculum from 4th to 5th • Need a Core Curriculum for Reading Group 6: 6th ELA • Need a Core Curriculum for Reading • Need a core writing curriculum Group 7: 6th Math •	
How will the restructure affect the beginning/ending school times?	Group 1: Related Arts • Adjust time K-5 more closely • 6-12 aligned and earlier Group 2: 5th ELA Group 3: 5th Math Group 4: 4th Math Group 5: 4th ELA • Group 6: 6th ELA • Group 7: 6th Math •	
How will the restructure affect the transportation?		
How do we communicate with the community, parents, and students about this possible change in grade level alignment?		
What are some of your concerns?	Group 2: 5th ELA • All Agree this is an effective concept! • What kind of money is involved? • Why not two K-5 buildings	

- Why build a new building - why not stop taking transfer students?
 - Why is Keeping Motivated Staff/Compensation Plan not the #1 Goal?? (in the top 25 in state)
 - SG will become 4-5 building = we need to be sure to take the mentality of 4-5, NOT 6th grade mentality
 - How/Why did this whole idea come up?
- Group 3: 5th Math**
- All Agree this is an effective concept!
 - How does the staffing look in 6th grade academy - principal, related arts, teachers???
 - Worry about sharing related arts teachers with 6th grade academy - could impact teacher motivation - teacher retainment
- Group 4: 4th Math**
- All Agree this is an effective concept!
 - How would preschool be priced? Who would be able to attend (some state funding is headed our way - foresee reduced cost for our students)
 - Pre-K needs to be separate
 - Where does Social Studies fit into the pathways/curriculum??
- Group 5: 4th ELA**
- All Agree this is an effective concept!
 - Start and end time for school? (align K-5 more closely and BGMS and BGHS more closely)
 - What is the plan for getting more instructional support - need more instructional assistants
- Group 6: 6th ELA**
- All Agree this is an effective concept!
 - Licensing ????
 - If getting a masters, should you departmentalize to move to 6th grade - ELA, Reading
 - Curriculum alignment between 6 and 5th and 6th and 7th
 - Uniforms?
- Group 7: 6th Math**
- All Agree this is an effective concept!
 - Great because of difference in age
 - Master schedule - opens
 - Would Related Arts travel?
 - What are we going to do for support staff?
 - Would Stacy travel?
 - Could there be a Math/Reading Specialist at 6th grade and one at 4-5

	• Lockers? Backpacks	
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