

Big Idea Pertaining to Goal	Hornet Park K-1	Central 2-3	South Grove 4-6
<p><b>Educational and instructional advantages of the PreK-6 Reconfiguration Plan in the Strategic Planning Goals</b></p>	<ul style="list-style-type: none"> <li>• Watching kids progress from PreK-3</li> <li>• Relationship building</li> <li>• Articulation</li> <li>• Peer Mentoring - 2-3 graders will be great role models</li> <li>• Cadet teachers can be more involved and helpful</li> <li>• Share instructional ideas/strategies</li> <li>• Flexible instructional grouping with opportunities to meet student needs - high</li> <li>• Multi grade level peer mentoring - especially with students struggling at home</li> <li>• Peer check-in check-out system</li> <li>• Variety of related arts opportunities</li> <li>• Build Camaraderie between the two staffs - become ONE unit for the STUDENTS</li> <li>• All on the same page academically with less transition</li> <li>• Easier for parents - more convenient - less drop offs</li> <li>• Siblings stay together longer</li> <li>• Back to School - Meet the entire Learning Community Team - It is about the "whole student"</li> <li>• Siblings can be on the same learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum alignment horizontally and vertically</li> <li>• Work together Pre-K to fill in gaps</li> <li>• PreK - 3 teachers will get the full picture of how a student progresses - will help align and close gaps</li> <li>• No rivalry or competition between schools</li> <li>• Consistent procedures and leadership</li> <li>• Parent perception</li> <li>• Relationships should be stronger</li> <li>• Consistent and comfortable</li> <li>• Stability for students, parents = increase learning</li> <li>• Background knowledge of each grade is powerful is understanding what students are capable of in each grade</li> <li>• Relationship with the students and families</li> <li>• Follow the students - so important to build relationships with parents</li> <li>• Know and connect with siblings</li> <li>• An opportunity to teach a different grade level</li> <li>• Consistency with EL</li> <li>• School Counselor Team - share a space, plan, discuss families/students.....</li> </ul>	<ul style="list-style-type: none"> <li>• K-3 in one building - critical learning</li> <li>• K-3 = offers opportunity for peer mentors</li> <li>• Parent consistency - collaboration - partnership</li> <li>• Collaboration space for teachers and student small groups</li> <li>• Less transitions</li> <li>• 6th grade needs on own - not ready for middle but not fitting for intermediate</li> <li>• Scheduling opportunities</li> <li>• Core curriculum instruction needs changed - not balanced now in 4-6 schedule</li> <li>• Band and choir</li> <li>• 6th grade pathways - science and social studies</li> <li>• All in agreement with K-3</li> <li>• More alignment of curriculum</li> <li>• K-3 = Stronger relationships - parents, students, teachers, teams</li> <li>• 6th grade has always driven the master schedule</li> <li>• Have more flexibility in master schedule</li> <li>• Data would truly drive grouping and instruction</li> <li>• Leadership opportunities</li> <li>• Could this create jobs?</li> <li>• Reallocate administration</li> <li>• Give SG more room - to have</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities for professional change - grade changes</li> <li>• Consistency</li> <li>• Great advantage to connect with parents</li> <li>• Parents have asked for ALL DAY preschool</li> <li>• On average getting 2-3 days a week asking about preschool</li> <li>• Support system for students PreK-3</li> <li>• Behaviors should improve - no relearning of expectations</li> <li>• Alignment</li> <li>• Not have the big jump to change schools at 2nd grade</li> <li>• Parent support and help - get them in K and keep them through 3rd!</li> <li>• Resolves space issues</li> <li>• Parent relationships</li> <li>• Communication</li> <li>• Fewer behavior problems on the bus - older role models with younger students on bus</li> <li>• Cohesive with communication, families, staff, everything</li> <li>• Community building</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical alignment</li> <li>• K-3 team meetings</li> <li>• 3rd grades should be more successful with consistent alignment and professional development</li> <li>• Co-teaching opportunities</li> <li>• Easier transition for students - Avoid the culture shock of transitioning at 2nd grade - Fluidity will be powerful</li> <li>• Common Language, same expectations, instruction during the foundational years</li> <li>• Build relationships</li> <li>• Get to see growth over the 4 years - develop the scope and sequence of curriculum and instruction</li> <li>• Building on strengths and talents sooner and using those to better instruct students</li> <li>• Build curriculum maps together</li> <li>• Better communication</li> <li>• Staff support - they have more background knowledge when K-3</li> <li>• Sense of family, stability</li> <li>• Increased PTO</li> <li>• Better communication between grades/staff/students/parents</li> <li>• Consistent intervention practices</li> <li>• Better tracking of the core group of BG Students - Is what we are doing effective?</li> </ul>	<ul style="list-style-type: none"> <li>• learning opportunities</li> <li>• Less interruptions</li> <li>• More elbow room</li> <li>• 6th grade is a different beast - they need something on their own</li> <li>• Pre-K will help prepare</li> <li>• Space for small groups</li> <li>• Space for special ed to pull small groups</li> <li>• Related Arts classes in their own rooms rather than traveling</li> <li>• More time in classrooms - rid of 2-3 lunch blocks</li> </ul>
--	--	--	--

		<ul style="list-style-type: none"> <li>● Relationships!!!!</li> <li>● Thrilled about the idea!</li> <li>● Collaboration about students - to best meet their needs and continue their progress without an interruption or loss of progress</li> <li>● Build relationships with students before they have them in their class!</li> <li>● Having one consistent leadership will enhance effectiveness of academic, behavior, and curricular expectations</li> </ul>	
<p><b>How can instructional practices be enhanced PreK-3 with the Reconfiguration Plan? Include differentiation, teaming, and alignment</b></p>	<ul style="list-style-type: none"> <li>● Alignment - everyone on the same page = easier do do in same building</li> <li>● Increase awareness between students, families, teachers</li> <li>● Share assessments, grouping, fluid movement, data = Consistency K-3</li> <li>● Clear communication - consistency - lessen the gap in progression</li> <li>● Data conversations = more meaningful and student centered</li> <li>● Sharing resources</li> <li>● Not looping, but staying in one grade = experts in your grade/content/team</li> <li>● School Families to promote multigrade level relationship building within the learning communities</li> <li>● Easier tracking</li> </ul>	<ul style="list-style-type: none"> <li>● Has already started with Lisa being in both buildings</li> <li>● Consistent strategies, language, vocabulary</li> <li>● Teachers working together K-3 already - has been a positive for teachers AND students</li> <li>● Consistent - shared guidance curriculum will be beneficial</li> <li>● Student based decision making - flexible grouping within learning community</li> <li>● "Transition between grades room"</li> <li>● Special Ed, Title I - going from 2 grades to 4 grades</li> <li>● Stagger SpEd kids every other grade teams - Craig</li> <li>● Consistency and building of foundational skills - We can see and understand what a standard/skill looks like in K, 1, 2, and 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Giant shift in housing can lead to giant shift in differentiated instruction</li> <li>● Small groups</li> <li>● Multi-age high ability class</li> <li>● Multilevel small group intervention and remediation</li> <li>● Use NWEA to do flexible grouping</li> <li>● Cluster grouping - high ability and average high together in 2 classrooms</li> <li>● Title I and High Ability on the same team</li> <li>● Staffing support</li> <li>● Need a Math Intervention Specialist</li> <li>● Skill based flexible grouping</li> <li>● High school students being Instructional assistants</li> <li>● High Ability Teacher</li> <li>● Planning time together for different levels - so every</li> </ul>

	<ul style="list-style-type: none"> <li>• Welcome area</li> <li>• Parent Resource - Can create now</li> <li>• Delegate and have specific areas of expertise</li> <li>• Need an attendance/support person</li> <li>• Staff the parent resource room</li> <li>• Multi grade learning communities -</li> <li>• Intervention Specialist on each community rather than a tenth section</li> <li>• No looping - but stay in the cohort - flexible movement in the cohort</li> <li>• K-3 learning communities working together</li> <li>• Interventions more consistent with less interruption - close the gap more quickly</li> <li>• learning communities being in groups of 8, two groups of K-3. 12 seems like a large amount of classes when the idea is to have a smaller, more familial community. think this would alleviate Title 1 strain. Right now, we have 2.5 title 1 specialists servicing 9 classrooms and they are booked solid and working each minute of the day.</li> <li>• I also think 8 teachers for collaboration is a "sweet spot" number.</li> <li>• Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Student success = empowerment</li> <li>• Aligning curriculum K-8 in Math and Reading</li> <li>• ELIT team = guided reading groups</li> <li>• No looping of students</li> <li>• Self contained</li> <li>• Small learning communities (cohort) that share students - teachers plan, group, and regroup together - can do some mixed grade levels</li> <li>• Break down standards K-3 to determine what a standard looks like in K, 1, 2, and 3</li> <li>• At least 1 Special education and Title I teacher on each team</li> <li>• Once a month meet together with your content pod to align K-3; other weeks align with your grade level team in your pod</li> <li>• Grade level pods/wings with strong leadership and consistent professional development K-3</li> <li>• Co-teaching - shared grouping</li> <li>• Smaller class sizes</li> <li>• Powerful to have multigrade teams -</li> <li>• Powerful mentorships</li> <li>• Building the relationships</li> <li>• Curriculum alignment - same textbooks K-6</li> <li>• Aligned instructional practices</li> <li>• Aligned professional development</li> </ul>	<p>teacher doesn't have to plan for a low, medium, and high</p> <ul style="list-style-type: none"> <li>• Feels that switching classes is appropriate for 4th grade</li> <li>• Small group pull out - for high ability instruction - but still connected to the rest of the grade</li> <li>• Each student have their own schedule</li> <li>• Must reinstate Success</li> <li>• Fluid groups</li> <li>• Multigrade</li> <li>• Remediate, Practice, Enrich</li> <li>• ALL teachers in building has a small group for Success</li> <li>• Done within Small Learning Communities</li> <li>• More alignment K-5 and 6-12</li> <li>• NEED alignment of Core Curriculum - I-Ready MATH and Reading Program</li> <li>• K-5 being aligned and 6-8 being aligned</li> <li>• Problem Solving application</li> <li>• Multi-grade level team planning would help with aligning curriculum from 4th to 5th</li> <li>• Need a Core Curriculum for Reading</li> <li>• Need a core writing curriculum</li> <li>• Choir - is a 6th grade general music necessary with 70-75% (170-175 students this year) of the class in band/choir?</li> <li>• Student Elective</li> <li>• Robotics - STEM</li> <li>• Leveled classes - advanced art, remediation PE,</li> </ul>
--	--	--	---

	<ul style="list-style-type: none"> <li>• Same procedural language - consistent expectations</li> <li>• Easier for parents - transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Related arts will rotate 1-3 and PreK-1 will do something different</li> <li>• Do not want 9 week electives</li> <li>• Every student grades 1-3 needs to have music, art, p.e., technology, and SEL</li> <li>• Seeing the students once a week (weekly rotation)</li> <li>• How can we more effectively implement social studies and STEM in PreK - 3</li> <li>• Maybe want to loop 1-2 and not K or 3</li> <li>• Interventions can be aligned - progress without interruption</li> <li>• A wealth of resources available with all of the teachers experience, background, and materials</li> <li>• High ability identification, instruction, curriculum, certified high ability teacher</li> <li>• Consistency in Title I K-3</li> <li>• Inclusion approach - special ed students need spread out on every learning community - not on one team</li> <li>• Multigrade level peer mentors</li> <li>• High Ability Curriculum and instruction in a high ability classroom with fine arts, success period, and other times with the regular class</li> <li>• Pull out multi-grade for high ability reading and high ability math</li> <li>• 8 step process success period - flexible grouping dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Student Choice</li> <li>• 6th grade band and choir = go to BGMS</li> <li>• Technical shop</li> <li>• 4- 5 = Health/total body/hygiene should be part of related arts</li> <li>• 4-5 exposed to all related arts</li> <li>• 6th have a choice in related arts</li> <li>• Chromebook connections is a filler to make schedule work</li> <li>• Related arts = teaching critical thinking qualitative reasoning</li> <li>• Related arts need to be truly related arts - kids need to be kids</li> <li>• Integrated units in related arts</li> <li>• 5 day rotation of related arts</li> <li>• Some Related Arts are mandatory , but some can be elective</li> <li>• Science lab</li> <li>• Maker Space</li> <li>• Technology, 2-d, 3d art</li> <li>• Creative writing</li> <li>• Tie related arts into the pathways</li> <li>• Disconnect in music - how can we modernize music, technology, and math?</li> <li>• Not traveling into the classrooms</li> <li>• Library with instruction - 4th grade</li> <li>• Chromebook Connections - All year for 4th grade and Programming and Code in 5th grade</li> </ul>
--	---	---	--

		<p>on student data</p>	<ul style="list-style-type: none"> <li>• Art</li> <li>• PE - team building activities</li> <li>• Conflict resolution</li> <li>• Health - hygiene - nutrition</li> <li>• SEL needs to be part of EVERY class, not just in wellness</li> <li>• Foreign Language</li> <li>• World Culture integration with music and art</li> <li>• Band every other day - go to BGMS for band</li> <li>• Student electives - Band, choir, or artistics</li> <li>• Choose electives based on pathways wanting to work towards in high school</li> <li>• College and Careers Naviance</li> <li>• College and Career Readiness</li> <li>• Economics</li> <li>• STEM (by 9 weeks)</li> <li>• Related arts by 9 weeks</li> <li>• 2 mandatory related arts and 2 elective related arts (4 for the year)</li> <li>• Band after school</li> </ul>
<p><b>How does restructuring impact the physical layout of the building/classrooms/teaming?</b></p>	<ul style="list-style-type: none"> <li>• Counseling Center/Nursing Station - Adult and Child, Parent Resource room, laundry facilities, homeschool advisors/counselors, mindful moment room, Food and clothing pantry, shower facility, wi-fi</li> <li>• Need to have a parent resource area with direct access to the outside</li> </ul>	<ul style="list-style-type: none"> <li>• Special Ed room and Title room for each team</li> <li>• 3 community pods for the 3 teams - 14 room community</li> <li>• Multiple conference rooms (one in each pod/wing)</li> <li>• Open area for working with students</li> <li>• A large space (wing) designed for extreme behavior students - so they have a flexible transition learning area</li> </ul>	<ul style="list-style-type: none"> <li>• Room in the hallway for STEM projects -</li> <li>• Small team labs for projects/activities</li> <li>• Physical space and different layout for some of our special ed</li> <li>• Maker Space - Learning Labs -</li> <li>• Small group instruction rooms</li> <li>• Cool off/mindfulness area in each team's area</li> <li>• Too close of proximity of a</li> </ul>

	<ul style="list-style-type: none"> <li>• Protective covering outside to get students in safely in inclement weather</li> <li>• Need multiple playgrounds</li> <li>• Parent Resource Center - could receive not only resources, but also "Learning Stationing"</li> <li>• Anticipated traffic flow</li> <li>• When kids enter and exit the office they need to be able to be seen - no one can sneak in</li> <li>• Kiosk - receptionist/welcoming person and Attendance Officer, Admin. Assistant, Guidance Secretary</li> <li>• Special Education Resource Room with an attached/enclosed calm down room</li> <li>• Title Room is separate from SpEd Resources Room</li> <li>• Sensory Space in the Counseling Center</li> <li>• Preschool Speech Teacher</li> <li>• 2 Speech Spaces and Teachers located centrally</li> <li>• Parent hub full of resources - if parents feel supported, they are more likely to support you</li> </ul>	<p>(Counseling Center), mindful moment room, etc</p> <ul style="list-style-type: none"> <li>• Counselors, Behavioral specialist. Adult and Child</li> <li>• Adult and Child needs two spaces (one for therapy and one for social skills)</li> <li>• Design like a fidget spinner - Counseling Center in the middle, 3 pods(wings branching off)</li> <li>• Need an EH room - working on SEL skills, transitioning</li> <li>• 51 room educational classroom</li> <li>• Good leadership is a must - data driven - it is about the students!!!!</li> <li>• Related arts/Humanities/Fine Arts wing - extending from the Counseling Center</li> <li>• Larger classrooms/flexible classrooms</li> <li>• Teacher workspace built within each learning community-</li> <li>• Will there be more than one cafeteria?</li> <li>• Will the Preschool have a special education teacher?</li> <li>• Will Miss Kathy's special education be a part of the K-3 curricular program or the preschool program?</li> </ul>	<p>mindfulness room could interruptions to other classrooms</p> <ul style="list-style-type: none"> <li>• Small learning pods throughout the building</li> <li>• Tables not desks</li> </ul>
<p><b>What are some foreseeable support needs with housing PreK-3 at one campus? (administration, counseling,</b></p>	<ul style="list-style-type: none"> <li>• One Principal, 2 Vice Principals, 2 counselors, ....</li> <li>• Guidance area in the center</li> <li>• Family - Parent Center</li> <li>• Attendance Officer - tardies,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training - Title I, High Ability</li> <li>• Relationship building with the staff - start now</li> <li>• Strong leadership team</li> </ul>	

<p><b>instruction, custodial, behavior)</b></p>	<ul style="list-style-type: none"> <li>absences, letters, tracking - If we have ED and CIP, how do we transport them? If not transportation - We need the program in each building.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior specialist</li> <li>Instructional Counseling Center like (HEA at BGMS)</li> <li>Intervention Specialist rather than adding another section/class</li> <li>Professional development</li> <li>At Risk Staffing</li> <li>Up the mental health support</li> <li>Instructional aids for each team</li> <li>Early childhood knowledge - state requirements</li> </ul>	
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>alternative to expulsion program</li> </ul>	<ul style="list-style-type: none"> <li>Behaviors more easily addressed under one roof</li> <li>Consistent expectations and implementation of PBIS under one roof</li> <li>Younger students have role models to watch for positive behaviors</li> <li>Less transitions may decrease extreme behaviors</li> <li>Student/Parent/Staff relationships</li> <li>Need EL support for each pod</li> <li>Consistency in expectations, knowledge of students, being able to predict and prevent behaviors</li> <li>Common language and practices</li> <li>Great to have meetings and plan together</li> <li>Shared guidance</li> <li>School Counselor Team - share a space, plan, discuss families/students.....</li> <li>Consistent practices,</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate staffing</li> <li>Area for life skills</li> <li>Student Choice</li> <li>Physical Areas</li> <li>Small group time is a must</li> <li>Learning communities</li> <li>Who would teach 6th grade Related Arts</li> <li>Needs to be more fluid and data driven by skills - Flexible and Fluid!</li> <li>Transition area for students that do not need to go to RISE, but need something extra</li> <li>Small grouping room for differentiated instruction</li> <li>Special ed instruction and instructional room to be located with their team</li> </ul>



		<p>communication, and language</p> <ul style="list-style-type: none"> <li>• Multi-grade peer buddies</li> <li>• Extend the morning meetings - PreK - 3</li> <li>• Fosters relationship building</li> <li>• Watch and seek support from other teachers in your learning community to work together with the students based on their emotional and behavioral needs</li> <li>• Less time should be spent on procedures each year</li> <li>• Being a "Peer Buddy" could be a reward for students</li> <li>• Role models for appropriate behaviors for younger students</li> <li>• Cadet teaching opportunities</li> <li>• More effective Social Emotional Learning - background knowledge, teacher knowledge, learning community - know the whole child and needs K-3</li> <li>• Same reward system (tickers, points...)</li> <li>• Strengthen the PBIS program</li> </ul>	
<p><b>What are some of your concerns?</b></p>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Transportation</li> <li>• Community Backing</li> <li>• School start and start times - Younger should start earlier than the high school</li> <li>• 7:30 ideal time for K-3</li> <li>• How will pre-school fit in here?</li> <li>• What will teams look like?</li> <li>• Admin?</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• General spaces - gym, cafeteria, etc. - Logistics</li> <li>• Big -</li> <li>• Staff Relationship building</li> <li>• Moving</li> <li>• The number of students that young in one building</li> <li>• Discipline problems</li> <li>• Will special ed teachers be on a team with other SpEd</li> </ul>	<ul style="list-style-type: none"> <li>• All Agree this is an effective concept!</li> <li>• What kind of money is involved?</li> <li>• Why not two K-5 buildings</li> <li>• Why build a new building - why not stop taking transfer students?</li> <li>• Why is Keeping Motivated Staff/Compensation Plan not the #1 Goal?? (in the top 25</li> </ul>

	<ul style="list-style-type: none"> <li>• How will the construction impact HP instruction during that time???</li> <li>• How will we get another referendum passed? Community support - Teacher support - Get the word out</li> <li>• How will the district sustain the leadership dollars? - Reallocation of people - No new administration hiring -</li> <li>• How will the transportation pick-up, drop off policy work? What happens when no one is there to pick up students?</li> <li>• How does the leadership work? Possible Assistant Principal for each Learning Community? 2 Instructional Coaches and 2 Assistant Principals?</li> <li>• Make sure teachers are fully supported from the beginning - to set the standard</li> <li>• How will the preschool be led???</li> <li>• Will they have their own administration?</li> <li>• If looking at CIP and EH back, where will they be? They are typically not in the same building</li> <li>• Bring back BGHS and BGMS students back from Rise</li> <li>• FIRST - parents want, job opportunities, easier transition</li> <li>• Will special Education have a Resource and Instructional room in EACH learning community? yes</li> </ul>	<p>teachers or with their Learning Community teachers.</p> <ul style="list-style-type: none"> <li>• How to balance special education caseloads with each learning community or team?</li> <li>• Having to switch grade levels and learn a new curriculum</li> <li>• Classroom size</li> <li>• Class size</li> <li>• How do we make best use of the space for 900 hundred students</li> <li>• Wish we could do a K-5</li> <li>• Make sure the logistics of the building, teaming, learning communities promote the small town/schools with big town opportunities philosophy</li> </ul>	<p>in state)</p> <ul style="list-style-type: none"> <li>• SG will become 4-5 building = we need to be sure to take the mentality of 4-5, NOT 6th grade mentality</li> <li>• How/Why did this whole idea come up?</li> <li>• How does the staffing look in 6th grade academy - principal, related arts, teachers???</li> <li>• Worry about sharing related arts teachers with 6th grade academy - could impact teacher motivation - teacher retainment</li> <li>• How would preschool be priced? Who would be able to attend (some state funding is headed our way - foresee reduced cost for our students)</li> <li>• Pre-K needs to be separate</li> <li>• Where does Social Studies fit into the pathways/curriculum??</li> <li>• Start and end time for school? (align K-5 more closely and BGMS and BGHS more closely)</li> <li>• What is the plan for getting more instructional support - need more instructional assistants</li> <li>• Licensing ????</li> <li>• If getting a masters, should you departmentalize to move to 6th grade - ELA, Reading</li> <li>• Curriculum alignment between 6 and 5th and 6th</li> </ul>
--	---	--	---

- CIP programming?
- Community Center location and accessibility for elderly
- Questions about public preschool option.
- Suggest a Tiered bus drop off, pick up
- Multiple drop off and pick up lines
- Younger students go earlier than high school 7:30
- Who is going to make the teams?
- Will Related Arts teachers continue to do Tier 2 interventions?
- Will we continue to have a Social Emotional Class/Curriculum as a related arts class?
- Would the SEL class be more effective on an "as need elective"?
- Smaller class sizes? Will not cut transfer students - but will put a cap on class size - Can control the size with transfer students
- Intervention specialist in lue of additional teacher on each team
- Parking?
- Will the current HP rooms increase?

- and 7th
- Uniforms?
- 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