

## **Small Group LIT Notes**

### **9-15-14**

#### **Mary Symonds:**

- Attendance a major issue as it effects student achievement and building climate.
- Would like training with 85-minute periods.
- What is personalized learning? What does it look like?
- Make the school a community hub (examples: tennis shoes for PE students who need them, dentist, health)
- Focus on school climate and morale.
- How can we recreate the lesson that a student has missed? Study buddies, videos, etc. Would like a database of activity ideas for when a student misses a class that is accessible to all teachers.

#### **Scott Benner:**

- Two main foci – block schedule and evaluation system and connection to student growth.
- Absences and grading were also discussed.

#### **Danielle Schafer-Cloke:**

- Group wants to keep the focus on reading and not lose that focus this year.
- Would also like to focus on technology. They don't believe they have the tools to be able to use technology. Want more subject specific trainings using technology with TRTs.
- Trainings on how to use 85 minute periods, transitions within block period, and how to teach students who are absent during the longer period.

#### **Susan Sears:**

- Sustain reading focus and add EOC math and technology as focus areas.
- Trainings: student engagement/motivation, 85 minutes content specific, and include examples of personalized learning.

#### **Todd Busse:**

- Focus on student engagement, extended time-sharing across departments.
- We would like a common problem-solving rubric. Example: writing answers to complex problems.
- Would like more training on PBL and STEM.
- Training on How to look at student growth that is efficient. Illuminate training. Would like tools for showing individual growth.

**Matt Pakinas:**

- Would like more support, time, money and resources in block schedule.
- Standard based project straining in specific content area.
- Increase morale at the high school with staff and students.
- More professional development with cross-curricular collaboration and working between departments.
- Retain reading goal.
- Personalized learning training.
- Illuminate training.
- Career Cruising training.
- More training on block schedule.

**Koni McLean:**

- Attendance should be a focus – possible public service announcements to public and parents about importance of school attendance.
- Professional development training on how to improve handling daily administrative tasks.

**Brian Higgins:**

- Want more technology trainings with some practice time.
- Career cruising trainings.
- Engagement training and trainings like LIT did last year.
- Relationship building is important and should be a focus.
- Would like to have a menu of workshops for each LIT Monday, not just one workshop, but also a variety that staff can choose from. Would like building wide strategies that would track student achievement.

**LIT Small Group Summary**  
**9-22-14**

**Mary Symonds:**

- Focus on school climate and grit and resilience.

**Todd Busse:**

- What does engagement mean?
- How is failure to work being used?
- Where does student responsibility come into play?
- What are different departments doing to help students succeed?
- If students do not want to be here it does not help to focus on reading.
- Reading class needed
- Engagement is not the only way. Some are engaged but still do not meet standard. How do we bridge gap. Formative assessment.
- Student buy in needs work!!!
- We are 50% of learning — students are 50% of learning.
- We can only do so much.
- We had opportunities in the past where a student could fail and still make up time to graduate. Now we do not have failure in our schedule. If you fail one class you do not graduate.
- Failure in class should not be based on one assignment for a class.
- Experimenting is good for students, failure is a way to growth.
- 7 period day???
- Credit retrieval is too easy?? Are standards being met in the credit retrieval???
- Real world — students step up when they see the need
- Relevancy of what we do in class to real world
- Students might not know why they are in school

- Attendance is an issue
- What percentage of students do homework? Not assigning homework as much
- Make ups with shorter PAWS???

**Scott Benner:**

- Interventions – create a systematic, well-aligned system of things teachers can do to help failing students and training in that
- Attendance – more follow-up, calling in parents of students who are continually missing, more enforcement of tardies, making parents aware of absences and holding them responsible
- Motivation – are students scheduled into so many “help” classes that they are losing the opportunity to take electives that would make them excited to come to school? Ex: Core Success, COE classes, EOC prep. Are tests taking over our curriculum?
- Training for longer periods – we need in-depth training relevant to our subject areas in teaching in the longer periods – training with other teachers in same subject area who have been teaching this way for a while
- Concerns about pacing in the block – some classes finish quickly, other in the same subject but a different period take much longer. Get training to help us with this.
- Training on enrichment activities for “amazing” students who finish everything quickly.

**Susan Sears:**

- Focus on attendance – bring hope to students to attend classes and deal with students skipping classes.
- More block schedule training.
- Change the landscape in education – On time graduation vs. when ready to graduate.
- Offer more Internet classes
- Share best practices in the block schedule.

**Brian Higgins:**

- Building action plan to combat attendance and disengagement issues
  - Awareness of relationships
  - Positive climate
  - POSITIVE NOT PUNITIVE
  - Root cause analysis

- Knowing many student groups disengage will help us bring those students back
- Culminating Project used to be sold as a relationship package. If we pursue something like it again we need to set it up so it doesn't get gutted.
- PAWS was sold as intervention package. Same issue.
- Building action steps to communicate the importance of education
- Demographics of the school
  - What is the poverty level and how much does it matter?
  - Should we focus on amount of money made by graduates?
  - Are we teaching students so they can have more stuff?
  - Who is on free/reduced lunch and what does it take to get there?
  - How many/what state/legislature initiatives are expected of us that are also expected of schools that have very
  - different demographics? Why do we have to meet the same standards?
  - Unfair
  - Unrealistic
- Positive Behavior Intervention Support
  - Students who feel loved and needed are motivated to succeed
  - Students who feel like slaves have hostility
- More, focused collaboration time for teachers
  - Professional development is no needed as much as collaborative/personal development of the professional development we've already received.
  - Let us collaborate with each other
    - Gives example of what we are being asked to do in class
    - Gives us time and a team to really develop skills
- A) Better teachers - Content – department collaboration?
- B) Better people – Strategies to connect with students
  - More staff to staff, less expert to staff
  - Staff is experts, btw
- Can LIT goals please focus on ALL students?
  - Demographics make it seem about specific groups of students
  - Focus seems culturally biased
  - We need to embrace all students and promote the belief that all students belong to the same whole: Students