

Elementary PD Input Meetings

Central Office Administrators and board members attended each elementary school during their Professional Development time to discuss agenda items with the schools staff.

Chuck Reynolds – Charles Elementary

Strength/Successes

Child centered staffs
Creative arts
Extra-curricular sports/clubs
Cadre-PD opportunities
CIS/Centerstone/Y-Care
Community partners
City-Wide opportunities (college, mental health, etc)
EC, Logos, CYS, CTE, AP

Areas of Growth

Grade configuration
Class size – consistency
Bus schedules – early pick up/drop off (late)
Subs/coverage when no subs
Consistent curricular offerings
Nurse on staff daily
Physical space/app. Space/equipment
EL training/materials – curriculum
Behaviors/mental health – growing need
Preschool/developmental K (transitioning)
Success time/para support

I would like to see.....

Preschool Center
Transitional K class
Alternative placement beyond CYS
Social/emotional support services – additional
Additional technology
Improved security – district
Magnet schools
Flexible learning spaces
Lower student : teacher ratio
Full time creative arts/gym floor/art room
5/6 and 7/8 buildings
Redistricting

Assistant principal/Dean of student, etc
Snacks daily

Corey Hartley – Starr Elementary

Special Education

Not enough teachers to service needs (including speech)
Decision made on teacher numbers, not need
Number of minutes seems inadequate
Huge diversity among groups
 Severe behavior
 Severe academic need
May need to be expanded
 More programs
 More bodies
May need place/services between Baxter and general education classroom
Counselors are needed in every building
 Centerstone is limited/not reaching a large group of kids
 Others needed to meet growing needs
Possible counselor as specials slot
Rotating special ed person in addition

Boys and Girls Club

Busses are full
Helps meet needs

Creative Arts

Opportunity for all students to “shine”
Exposes kids to the arts that would not otherwise be exposed
Creative Arts is a MUST HAVE
Enriches academics and social skills
Ideally would like to have creative arts teachers in buildings more

Grade Level Configuration

If bussing is an issue (\$) why split grade even more?
PreK-2, 3-6, 7-12 *6th as mentors to 3rd and 7-8 wing in Jr/Sr High
If bussing is not an issue PreK-2 and 3-5 populations would work well
The 5-6, 7-8 programs seem separated/disjointed
 Possibly put in different buildings
PreK-K building, 1-5, 6-8, 9-12 (could better meet needs of 3 year old students)(pool of resources)
Pair Diploms with PreK program at RHS?
We can service many more Preschoolers if transportation was provided

School Start/Stop times

Bus kids arrive at or before 7am/leave at 2:30pm

Affects instruction

Suggestion

Instead of Kelly Services, take # and put paras in all classes. Paras can be used as sub when teacher is gone.

High Ability

Lack of support/program with "Risers" at Test and Dennis

Students who are High Ability but not in "program" not services as well

How can we utilize the people/resources we have more effectively?

Pull out program (connect with other peers) students come back enthused, shared learning with others

Can enhance learning in general education classroom

CoGat data not utilized after placement/not placement

Jennifer O'Brien - Crestdale

Special Education

What we do well.....

Life Skills program

Access to like peers

Communication to parents during transitions

Preschool in same building as Kindergarten

Concerns

ABA Centers

Not licensed teachers

Pulling students for services

Not all classrooms equipped for needs

Add

ABA Services

Promote programs at RCS

Transitioning programs (Special Ed Preschool to General Ed)

High Ability

Keep

Logos Program

Concerns

Students at Hibberd missing out on experiences

Filling in needs of students as they transition in/out of High Ability Programs

Documentation

Add

Option for High Ability to be able to stay with peers
3rd/4th in elementary building

English Learners**Keep**

Translators

Can take care of problems before they happen

Concerns

Checking EL box during registration when students are not EL

Exposed to second language but not EL

How do we better support dual exceptionalities?

Add

Support other EL families (not just Spanish)

PreSchool**Keep**

Keep preschool

Good teachers teaching kids to love school

Concern

Preschool facilities

Restrooms, changing tables, physical space

Transportation

Clear direction on preschool focus, curriculum, direction

Promoting preschool

Add

Transitional room

Special education to general education

Evaluation team

Service team

Preschool center with access to other classes

Same age classrooms

Jumpstart to Kindergarten

Alternative Education**Keep**

Keep at CYS

Concerns

Transitions

Loss of academic focus

Process of placement

Lack of communication from CYS

Add

Classrooms at buildings
Transitional room
Options
Proactive supports for behavior

Creative Arts**Keep**

Keep them All
Gives students a place to shine other than the classroom
Having eLearning in classrooms
Physical books and kids learning how to check them out

Concerns

Funding for creative arts
Shared spaces or spaces not conducive for class
 Example: carpet in art room
Time to plan

Add

STEM to STEAM
Shared vision
More collaboration with classroom teachers
Designated staff at one building at all times

Social Services**Keep**

Boys and Girls Clubs
Centerstone
Keep All

Concerns

Sharing resources
Updated social skills curriculum
Need more adult mentors

Add

Place before school (school delays)
Ycare at multiple buildings
CIS need more hours
Centerstone lessons in classrooms
Social skill groups
More community partners

Grade Level Configuration**Keep**

Keep it the way it is

Older kids take leadership roles

Concerns

Parent pick-up having kids at multiple buildings

Buildings set up for needs

Life skills would split up

Life skills transitions are difficult now

Add

PreK-2, 3-5, 6-8, 3-6, 7-8

Collaboration

Curriculum

Expectations

Transient students

Rob Tidrow – Westview

Considerations to Master Plan

Pre-K is a transportation cost (Special Ed)

Extra Room if Pre-K is moved out of building

Pre-K in building helps with transition to kindergarten

Data on if behavior and academic scores have been affected with the transition from Elementary to Intermediate

Pro with 5th, 6th, 7th, 8th

Centerstone personnel is limited to Centerstone students

Creative Arts is needed

Themed schools i.e STEM, ARTS

Westside Boys and Girls Club is very beneficial and needed

8th graders to High School is the lowest grade that should be added to that environment, and that should be considered with caution. Look at 8th grade honors.

PK-2 all expertise in that area

PK-2 downside is larger grade level teams

Downside to 7th and 8th grade together is that transitions are quick

Watch moving individual grades and sticking them in a building without support

Concern of class size

Look at transportation to equalize the class size amongst schools (HUB)

Importance for CYS, to help students with extreme behaviors – look at expanding it with more staff

Need funding for robotics

Continue career centers at high school level

Public need to be more aware of what RCS offers – Marketing

High School renovation

Benefits to k-5 and 6th -8th (middle school)

Keep class sizes down and space

Need more resources, ie: personnel, technology, space

Sheila Hobbs – Fairview Elementary

Exceptional Education

Pros

K-2 screener for High Ability
R+I process
Interventionists
Success – Built in time – ability to serve
ELL services – push in
Pam Lipps
CYS option
Behavior Specialist
Desautels training

Cons

High Ability test for low
R+I long process
Not enough interventionists
Not enough EL Services
Process for CYS – Return

Preschool/Creative Arts

Pro

Creative arts teachers teach with passion (How to carry over)
Licensed teachers
Nice that preschools are in neighborhood

Cons

Not enough
Dedicated area
Media-qualified (tech)
Pre-K transportation
PreK-K full day transition
Curricular needs of creative arts

Social Services

Pros

Glad we have what we have
Building level Boys and Girls Club
 After school availability
More than Words
 Curriculum
 Word of the Month
PBIS

Positive implementation

Cons

Need more of it

Space Separate for Boys and Girls Club

Structure of setting

Nurture – volunteers

More than Words program is confusing

Grade Configuration/EL Clusters

Pros

PK-2, 3-5

Planning

PK-5, 6-8

5th sill belongs in elementary

Cons

Less buildings (transition)

Parent with kids buildings

Feel like two buildings within one building

5th grade is to old

Configuration numbers in rooms

Equal & Equitable

District average – need of building

Mike Shunneson – Vaile Elementary

#1

Donuts with Superintendent

West End Bank

Cross Point and other churches

Backpack blessings

Gleaners

More than Words – Leslie Bolser

Wolverine Shoes

Traveling Dentist

Eye Doctor

Behavior support options

Exhaust a bunch of possibilities

Field Trips

Pre-K

Instructional coaches support

Tech time

RTI process

Tier 3 services
Technology for students and teachers
Junior Achievement
Cope services
Jacy House
PTO
Seasonal programs
Circle the State with Song
Folk dance
Healthy fresh fruit and vegetables
Paras - Special Ed support
Sports for EL
Visible Administration
Breakfast/Coffee with Cop
Science Curriculum
Centerstone connection
Meridian
CYS and Alternative program
Sensory awareness
Connection/Partnerships (Hills Pet Food)
Attendance/good behavior parties
Positive referrals
PBIS
Robotics club
Study Buddies
CIS
Science Fair
ELL (Rosie)
Spelling/Math Bowl

Programs

Doing well

Music (specials)
Success time
Boston Run
Gifted Program (Hibberd)
Rosy
Boys and Girls Club – tutoring
STEM
4H – after school
Homework program with YMCA

Grade Configuration

Move 5th to elementary?
Not sure where 6th fits
Pre-K (logistics vs services)
Getting kids to a central Pre-K
As grade levels are split so is the conversation of teachers
Maybe a 5/6 building?
Pre-K (PreK-1) makes a difference
5-9 possibility
Combining kids and the support to provide for them

Add

Sensory needs
PT or OT sensory room
Morning offerings
Students
Arrival time/bussing schedule
Paras on the bus
Student management system
Option for Admin
Diversity of staff
Vice Principal
Mental Health support
Counseling services
Preventative services
Recess
More gym – 3 days or more per week
Parent Programs
Attendance support
More snacks (a lot of the kids are hungry)
Clothing story for kids
What are kids eating – evaluate this
Extra cart

Concerns

Improve Success time (paras are being pulled)
More men at the elementary
Open circulations (support/promote reading)
Teaching life skills to all students
Crisis team
Class sizes (staffing at beginning of the year)
Para numbers
Autism support

Strategies/training

Subs and paras

Licensed people for both Tech and Media specialists

Curriculum map

Timing....too much per "cycle"

Computer Science (define it)

Study Buddies should be more organized - students are on a wait list

Paras being pulled

Cost of bussing to attend field trips

ISR...Resource Room (continuum of services)

Both academically and behaviorally

Interventionist are spread thin – split position

High ability program in the building on shoulders of classroom teachers

Instructional Coach

Assessment...good pieces. Too much, what do we really need?

Ability to do guided reading (NWEA cycle)

Nursing services (more severe medical issues)

Psychomotorist (evaluations)

Mental Health Services for students (speech services – caseloads)