

Dennis Intermediate

Master Planning 2017-2018

FEB 12, 2018 04:21PM

Exceptional Education

FEB 12, 2018 04:21PM

Strengths

We have implemented programs to augment reading skills such as orton-gillingham, system 44, read 180, and resource room instruction. —

Teachers work hard to implement IEP's. —

Our teachers provide a safe/nurturing environment. —

Dedicated teachers and staff. —

Everyone is trying to do the best for each student. —

Basic coverage in English and Math. —

We have some dedicated and experienced teachers. —

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Areas of Growths

Specialties broken down, LD, ED, BD etc rather than all exed teachers having to cover all disabilities. —

Caseloads are too high for the need. —

Caseloads are too high in some grade levels —

Too many IEPS being written with pull-out minutes that we aren't able to service in a cohesive way —

Coverage in other content areas. —

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Would like to see...

Staff should be placed based on their strengths. The relationship between the gen ed teacher and the exceptional ed teacher is critical to student success. —

Less concern about providing students with as little as possible and more about providing what they need. RTI students receive more support than identified students. —

Need a bigger staff to truly meet the needs of our students. Need more than core class support. —

services set to serve the best needs of the students not to the amount of staff —

Para's not pulled to cover classes leaving IEP minutes not being met. —

A regular tutoring time available for any students to come after-school--teachers able to sign up for extra dutypay —

Want to ensure that students with IEPs are spread out in more classes instead of lumped together. —

A sensory room/dedicated space —

Additional exceptional ed. teachers. —

ANON YMOUS FEB 14, 2018 01:23PM

Someone to teach behaviors to kids who can't seem to act like they are supposed to in school.

Alternative Education

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Strengths

Having a place for students to go that need a smaller environment. —

CYS fills a nitch for students in need of intense services. —

alt ed programs in intermediate schools could be helpful

—

Some students can find success in another environment.

—

Existence of CYS

—

A larger setting for students who need an alternative setting. Some of them should not work their way back. They need and should have a permanent placement in the alternative building

—

More seats, better transition process.

—

Kids who are suspended need to go to alternative Ed of some sort...not home

—

An alternative that is not based on behavior, but based on academic need.

—

alt ed in intermediate schools

—

Additional communication between admin and teachers.

—

Greater collaboration between building and CYS.

—

An alternative program for regular ed kids that can't handle regular classroom structure!

—

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Areas of Growth

The 20 day time period of students at CYS with no transition or requirements for return are not working.

—

Shouldn't be such an extensive process to get kids into alternative ed. We waste weeks and weeks of learning time for kids who get 6 more weeks of this strategy and 6 more weeks of that strategy etc, etc

—

Alt ed services need to be expanded to provide the best environment conducive to their learning.

—

There are some students who have proven over and over again they cannot handle the regular school setting, but we continue to throw them back in to disrupt the learning process again and again

—

Expand CYS to meet the needs of our students.

—

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Would like to see...

We continue to allow students to disrupt the learning environment at the expense of those who want to learn. We enable/excuse behaviors. We need a simple process to identify students who need alternative placement and we need to use it.

—

Some students still permitted to severely disrupt the learning environment for WAY too long before anything gets done to address behavior.

—

Difficult to get some students moved to CYS while others seem to get fast-tracked.

—

We need a plan for students who are transitioning back to their original building.

—

I think an alternative approach within in the building with alternative ed teachers should be explored.

—

^ Yes!

—

A better transition for students returning to the classroom.

—

ANON YMOUS FEB 13, 2018 03:32PM

We need more options for our middle school students who struggle behaviorally while at school. The traditional school day and programs are not working for them. Maybe a more vocational approach for these students.

More communication to help the students with transitions to and from.

—

ANON YMOUS FEB 14, 2018 01:22PM

We need a bigger program for middle school kids who constantly disrupt the classroom environment.

Early College

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Strengths

Motivate students to seek out the possibility of post-secondary education.

—

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Areas of Growth

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Would like to see...

More information available about this program to all staff/teachers. —

More education to regular ed kids about high school expectations. How what they're doing now affects them in junior high and high school. —

EC program should be housed in one building. Connection between Hibberd program and other intermediate programs is tenuous at best and disruptive to rest of home building. —

EC in one bldg would be better —

All EC program in one building. Keep resources together —

Creative Arts

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Strengths

The students have a variety to do. —

Good variety —

Many options in our programs. We have highly skilled teachers. —

There are a variety of options for students. —

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Areas of Growth

Full time music teachers for each building — More budgeted money set aside for creative arts! — Less karaoke more

learning to read music so they can be better at band/choir —

More storage space. —

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Would like to see...

Foreign language curriculum aligned with RHS —

Better scheduling to spread out which classes students get. Some get gym every year, some never get it etc. —

Exploratory Language —

More offerings for vocational ed. —

Need consistency in when students take what exploratory. —

Schedule that is set based on grade level offerings. —

More equipment storage —

More equipment. —

ANON YMOUS FEB 13, 2018 03:19PM

Adequate variety of offerings at each grade level 5-8

Social Services-Wrap around Services

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Strengths

Therapy Dog, Honey, available for visits. —

We have caring staff. —

Multiple services available in

our building. — Great but

overworked staff! —

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Areas of Growth

A cohesive way to integrate mental health services. —

More mental health services discussions with students —

Additional counselors that actually have time to meet with students that need it. —

More training for all staff regarding social skills, etc. —

More staff, mental health services without losing instructional time —

Pk-3, 4-5, 6-8 or 6-7 then 8-12 —

more opportunities for 5/6 collaboration —

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Would like to see...

6th grade day look like 5th graders day. —

Training on de-escalation skills. —

At least one more teacher per content area. —

Additional mental health staff. —

PK-2; 3-5; 6-8 —

less transition the better and building community —

Grade Configurations

Splitting 5/6 and 7/8 would drastically reduce the ability to grow community and relationships with kids. I really dislike That idea —

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Strengths

5/6 and 7/8 building would allow better structure and behavior support for each age group. If not separate buildings, 5th should return to elementary. 5th grade should not be in middle school. —

Transitions are fewer between buildings —

5/6--transition from elementary to middle and 7/8--transition to HS —

Our facility. Not many middle schools have an auditorium. —

Allows some interactions between grades levels. —

5/6 building and 7/8 building would decrease transiency and allow for more collaboration among grade level teachers. Also would create a more cohesive staff because everyone in the building would be on the same kind of schedule and in the same mindset. —

Keeping 4 and 5 grades per building can build longer relationships although there is little connection between grade levels so this really only helps admin, multi grade people. —

5/6 building 7/8 building —

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Areas of Growth

More connection to RHS before matriculation-better prep for 8th grade transition. —

The current grade confguration requires intermediates to run two "schools within a school." I believe the best grade confguration is 6-8. —

5/6, 7/8 building —

Only having 1 of a grade level subject area teacher for 6-8 prevents flexibility —

8th grade does not belong at the high school! —

6/7/8 building again. — I would

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Would like to see...

like to see 5/6 building and 7/8 building — 6-8 buildings.

Return to 6-8 buildings. We've been 7-9, 6-8, 7-8, and 5-8. Of those confgurations, the 6-8 worked best. —

Return 5th grade to elementary buildings. —

We don't need 8th grade at the high school. We need a 5/6 building that transitions students from elementary school and a 7/8 building that transitions students into the high school. At both schools early college/honors programs can be on separate tracks than other students. All can come together for creative arts. —

5/6 and 7/8 would consolodate resources, reduce transient issues —

5/6 buildings, 7/8 buildings —

If wanting more than 2 years in a building; pk-3; 4-6, 7-9, 10-12 with high school housing special programs for higher capacity. —

Extra-Curricular

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Strengths

Variety of offerings. —

More opportunities for students in their buildings, and behavior and grade requirements for students to be on the teams. —

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Areas of Growth

Grade requirements for participation. —

Academics and behavior need to determine whether a student is eligible. —

Possible to provide transportation to strategic drop-off points. —

5th graders are so excited to support their new school and then we offer almost no sports for them to show their school spirit —

Team building activities built in to practices. —

Dennis students having to go elsewhere for practices reduces participation even more. Cross country had to go to Test, etc. —

Emphasis put on incentives for students to participate in extra curricular activities. —

More activities offered after school. —

District wide guidelines for academic requirements to participate in sports. —

I'm unsure if there is a minimum GPA to participate, but I know there where multiple students playing sports with failing grades. These should be a motivator for better grades. —

Would love to see fewer lay coaches and more members of faculty coaching. —

5th grade has very little activities they can participate in (some kids aren't academic team students and the only school sports they can join are swimming and track) —

Communication between coaches and faculty. — Academic eligibility brought back. —

new types of clubs such as lego robotics, book club, news crew, etc offered as after-school clubs for junior high students —

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Would like to see...

grade requirements/behavior requirements enforced at the junior high level —

look at renovating or adding sports facilities to encourage participation at the intermediates —

Updated uniforms for many sports. Equity between boys and girls support, minimum grade requirements enforced. —

Student life grant money used to support 5th and 6th grades and now doesn't...that is a bump in our road to growing programs. —

School specific sports!!! Kids don't have school respect/dedication. —

in school coaches would help too!!! —

Athletic director would definitely help with grade/playing time connections —

A middle school athletic director position that's more than just an extra duty. Housed in middle schools. Half days maybe. —

Grade and behavior requirements for participation —

6th grade trip of some sort....something district wide maybe —

ANON YMOUS FEB 13, 2018 03:56PM

Drama Club

ANON YMOUS FEB 13, 2018 03:56PM

Baseball

ANON YMOUS FEB 13, 2018 03:57PM

Tennis

