



LPCSC Strategic Planning Teams

2016/2017

PK-4 Key Questions

Each Strategic Planning Team will identify and address key questions. The overall focus of each team is to look critically at its assigned topic and to establish a five-year plan to better prepare our students for success.

Listed below are the initial key questions for each team's consideration. These questions reflect the vision and needs identified during the Feasibility Study and are presented as they relate to the five continuous improvement domains that drive our efforts. Additional key questions will be identified by the teams during their initial meetings. Early team meetings will also focus on creating a timeline of priorities to be completed before programming changes go into effect in 2019-2020.

Pre-K-4 Programming Model Key Questions

Guaranteed and Viable Curriculum

1. What will the instructional model be for math, science, English, reading and social studies for grades Pre-K-4?
 - Small group instruction within the classroom with materials to support the groups of all ability levels
 - Workstations for student work
 - 4th grade based on 5/6 model to support the transition from elementary school
 - Focus on power standards at all levels
 - Consistent vocabulary across grade levels
 - Purposeful, evidence based discussions

2. What supports do we want to keep/put in place in order to ensure academic success of our students in this grade configuration?
 - Full time assistants
 - Technology special to teach computer science standards
 - More support for special populations - ED, Sensory, LD, Community-Based, etc., including Autism and Behavior Consultants

- In school suspension room/program for each school
 - Additional counselors - perhaps ½ time
 - Parent education for all parents
 - Strengthen ties with community outreach programs
3. What college and career readiness, STEM, fine arts, high ability and related arts experiences are recommended for our students?
- High-ability (accelerated learning) resource room
 - STEM as a special
 - Music/performing arts/ theater
 - Technology special to teach computer science standards
 - Maker's space in each building
4. Considering the above questions, what daily schedule do we want to follow for grades Pre-K-4?
- Consistent schedules allowing for consistent routines throughout the week
 - Collaboration time at grade levels built in
 - Collaboration time with spec. Ed available
 - Built in PD with late start or early dismissal or e-learning days
 - Longer/adjusted day
5. What academic programming and resources could be shared between grades Pre-K-4.
- All programs/resources can be shared across all grade levels
6. What Special Education disabilities will we serve at grades Pre-K-4? What are the program needs that should be included in the implementation plan?
- ED
 - LD
 - Mild
 - Developmental Delay
 - Severe Moderate
 - Continue to service all of our kids
 - More special education teachers
 - Parent education for all parents but especially the Spec. Ed families
 - Strengthen ties with community outreach programs
7. What technology do we want our students to be using in order to prepare them for future success?

- E-learning days
 - Coding experiences
 - One to one devices
 - 3-d printers
 - social media/ cyber safety
 - Continue use with Google/Google Classroom and Chromebooks
 - Online testing practice, such as NWEA
8. What extracurricular experiences do our students have, and what needs to be deleted or added, in order to meet the needs of all students and prepare them for future success?
- Robotics
 - Music/performing arts/theater program
 - Sports
 - Foreign languages

Safety

1. What supports are needed to ensure the physical and emotional safety of students and staff in the Pre-K-4 configuration?

School Wide Physical Safety Needs:

- Training of lunch (cafeteria and lunchroom) personnel for Crisis situations ex. CRP, heimlich, de-escalation techniques, CPI
- Email for assistants and ways to access their email during the school day
- Safer pick-up/dismissals
- Safer entries where visitors have to come directly to the office, not allowed directly into buildings
- Strategic placement of classrooms (not having community based classrooms as the first classroom in the building)
- Fenced in playgrounds (one section at least)
- Handicapped buttons on more doors, not just front door
- Revisit emergency drill plans
- Emergency backpacks for every classroom, including resource rooms and Title 1
- Motion sensor lights on the exterior of buildings
- Bathrooms in more classrooms, including Pre-K, community based, and primary grades
- Radios for every classroom
- "Student Runner" plan consistent throughout the buildings

- Safer gyms such as padding on walls behind basketball goals
- Consider updating policies/make quick reference guides or flip charts that are consistent among building and include info on all procedures

School Wide Emotional Safety Needs:

- After school program as a "Safe Harbor" for at-risk students to help with emotional needs as well as homework support, possibly with transportation
- Space to offer children that need a cool down/sensory break
- More counselor support
- Offer outside services for counseling that meet during the school day at the individual schools
- Lunch buddies or recess buddies
- Assistants need breaks
- Teacher collaboration on a monthly basis (early release, etc.)
- Summer programs
- Jump Start/Head Start
- More staff for supervision in classrooms and for special programs
- More behavior consultants and autism consultants
- Subs assigned to the building on a daily basis so the students are familiar with them
- All staff access to the high school fitness center
- Free before and/or after school care for employees children
- Bullying programs
- PD on self-regulation techniques

Question: Are there any safety measures or technology being added to the new buildings that the other buildings are lacking?

Professional Development

1. What professional development is needed in each domain in order to successfully make the transition to the new intermediate programming format?
 - Revisit poverty training, Ex: Ruby Payne
 - PD will be driven by the grade level structures chosen to be used at the new building
2. What training/education will be provided for parents and staff regarding special needs programming?
 - Parents need to be made aware of what is being offered for students with special needs.

- Programming may need to be put in place to help parents and staff understand the different types of special needs and how to support students' emotionally as well as academically
 - Special Ed supervisors continue to be “train-the-trainer” for building staffs in areas such as ED, autistic spectrum, etc. Ex: Libby Sturm - trained teachers/staff on what ED program looks like, referral process, data that is needed etc.
 - Training on the RTI process with staff in regards to the roles of each individual- teachers, parents, spec.ed, responsibility.
 - Review of areas of eligibility, criteria that needs to be met for each area yearly within the school.
 - Survey staff on available SPED programs (resource room, autism, ED...) to see which topics they would like to have presented during Professional Development training.
3. Where will time be “carved out of the school day” to provide guaranteed curriculum coordination and professional development?
- E-learning days would allow us to have time to go over student data and drive instruction and provide training for teachers on the programs we are using
 - Late start or early dismissal could allow for extra time to go over student data and drive instruction and provide training for teachers on the programs we are using
 - Special programs brought in to “entertain” students in large groups, so teachers could have more professional development-assistants pulled to monitor students so teachers are free to get PD or PLC time.
 - Allow additional time for collaboration with gened/speced. staff to address concerns/provide strategies/etc.

Add a staff member that would be responsible for the enrollment of new/WD students in the many programs we use that the elementary level. (perhaps for the corp)

Goals/Feedback

1. What goals will we set to assure that the committee is successful in preparing the way for the programming changes to begin in the 2019-2020 school year?

Smart goals will be developed by each school's data team based on the results from the assessments listed in question 2.

2. What data will be monitored to measure our success after the transition to the Pre-K-4 configuration?

- State Assessment Scores
- IRead 3
- ISTAR
- WIDA
- NWEA
- Corporation Provided Progress Report for PreK
- iReady Diagnostic Test

Who will monitor the success of the redesign of PreK - 4?

Parent/Community Involvement

1. How are parents engaged in the planning process?

- To date, parents have not yet received much correspondence regarding the plan.
- Information about the process could be sent home via principal newsletter.
- Online survey (also made available hard copy) for parents to gather their input on concerns/ideas
- Possible building and/or district forum for Q & A
 - Pre-determined questions to be sent home regarding what will be addressed at the forum. (sports @ 4th grade, extra curricular, use of extra space)
- On the LPCSC website- scrolling information to keep parents in the loop.
- Possible Special Education forum for Q & A

1a. Should Parent/Teacher Conferences remain intact?

- Maintain the same structure that is currently in place with the exception of adding online sign-up
- Have conferences twice a year for Pre-K- 4?

2. How will businesses/parents be engaged in the PreK-4 program, once established?

- Develop a program to market our schools- meet with local businesses and inform them of the activities within our schools and programs.
- Reach out to local businesses and parents to volunteer for specific activities within our school programs.
- Send out a survey to businesses and families ask what they would like their level of involvement to be.
- Set up an afterschool homework help session- many parents even in elementary school need help, helping their children with homework. They do not understand the fast pace and the way materials are presented.
- Involve stake holders- parents and businesses in the decision making processes within the building.

- Consideration of each business partnering up with elementary buildings again.-Specific businesses with certain schools and programs.
- Establish programs for business employees to come in and work on specific content areas with students (ie. Howmet with the science/math content)
- Incorporate community/business involvement with presentations, etc.
- Mentoring program/ Buddy program
- Have businesses come in and show this is "How It's Made"
- Demonstrations/ business assemblies
- Work Stations for students
- Interview Days/ Have parent come too
- Bring your parent to school days
- Parents talking to classes for the day about their family and jobs.

3. How can business involvement increase?

- Delegate school personnel "contact person" per business.
- Show businesses how the students benefit from their assistance. Give them credit!
- Job shadowing
- Corporation/business quarterly newsletter
- How do businesses show students how and why it is good to get involved in the community?
- Send Newsletter to businesses from the schools and invite them into certain activities
- Fundraising together for a common goal
- Quarterly business get-togethers with schools to discuss ways to improve partnerships and ways to improve schools and businesses.
- Open communication and relationship building

4. What parent educational activities throughout the school year do other corporations strive to involve parents in so they are involved in their child's learning?

- Offer "mini" sessions and incorporate parent involvement by them coming in to teach the skill. This would go beyond sports- also involve the arts, fitness, journaling or writing a book (and publishing!), home economics (cooking, sewing, wood working), etiquette, etc.
- Offer a few sessions each month for students to choose from.

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