

Interests and Engagement

High School Day

Meeting 4 – 1-25-2024

Group Conditions



- Center our work on positive outcomes for students
- Make space and take space
- Focus on asset-based language
- Calling in vs. calling out

Committee Roles

What are the various roles for people on the committee?



Facilitator

Lead the committee through the steps, provide oversight of the process and to report back to the Superintendent.



Committee

Learn, engage, be creative, be strategic with each task with a focus on closing gaps and improving conditions / outcomes for students.



Board Member

Observe the committee process, discussions and recommendation to inform the whole Board of the process and outcomes.



Superintendent

Receive feedback from the committee.

WELCOME BACK

Find someone you don't normally sit with **share a good experience** you've had since our December Meeting.

HS Day Committee Meeting Objectives

January 25, 2024

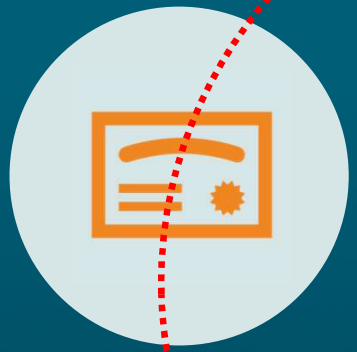
Content Language

- Synthesize and prioritize our interests for the high school day by revisiting charts from last meeting through group discussion and synthesis.
- Outline a community engagement protocol to solicit feedback on interests AND gather additional perceptual data by using discussion in small job alike groups and charting conversations.
- Generate questions for community engagement to solicit feedback on interests and gather perceptual data in small discussions.

Operational Expectation 14

The Board believes that each student has the potential to achieve at high levels and to accomplish significant academic and personal goals. It is our responsibility to ensure academic success for all students by closing opportunity gaps and providing equitable and inclusive learning and working environments for all students and staff. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement, opportunity, and well-being. We are committed to raising the opportunities and achievement of all learners regardless of race, ability, religion, language, culture, ethnicity, income, sex/gender, gender identity/expression, sexual orientation, and other aspects of student identity. We must interrupt, identify, and remove systemic barriers causing predictability of success and failure that currently correlates with these factors.

Scope of Work



Understand 7-Period Impacts

Engage community in understanding the impacts of the 7-Period Day.



Recommendations

Engage community in understanding any recommendations for change we might determine for the high school day.

The timeline for this work is flexible, not intended to be completed by the end of this year. Any changes would need careful implementation planning and a long runway for change.

Family/Community/Student Survey Comparison of Lowest Results by Level

Lowest Results – Elementary

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- District transportation to and from school
- 4th/5th grade orchestra/band opportunities
- Improved athletic facilities and playfields

Lowest Results – Other

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Lowest Results – Secondary

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Lowest Results – Overall

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Comparison of Top Results by Staff Group

Top Results – Elementary Staff

- Additional school and classroom support staff
- Small class sizes; teacher to student ratio
- Safety Net (intervention programs)
- School counseling supports
- Clean and well-maintained buildings

Top Results – Middle School Staff

- Additional school and classroom support staff
- Small class sizes; teacher to student ratios
- High school athletics
- School counseling supports
- Secondary performing arts access and opportunities

Top Results – High School Staff

- Small class sizes; teacher to student ratios
- Clean and well-maintained buildings
- Secondary performing arts access and opportunities
- Additional school and classroom support staff
- Career & Technical Education courses and opportunities

Top Results – Overall

- Small class sizes; teacher to student ratios
- Additional school and classroom support staff
- Safety Net (intervention programs)
- School counseling supports
- Clean and well-maintained buildings

Comparison of Lowest Results by Staff Group

Lowest Results – Elementary Staff

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities
- New instructional materials or textbooks

Lowest Results – Middle School Staff

- 7-period day for high school students
- New instructional materials or textbooks
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities

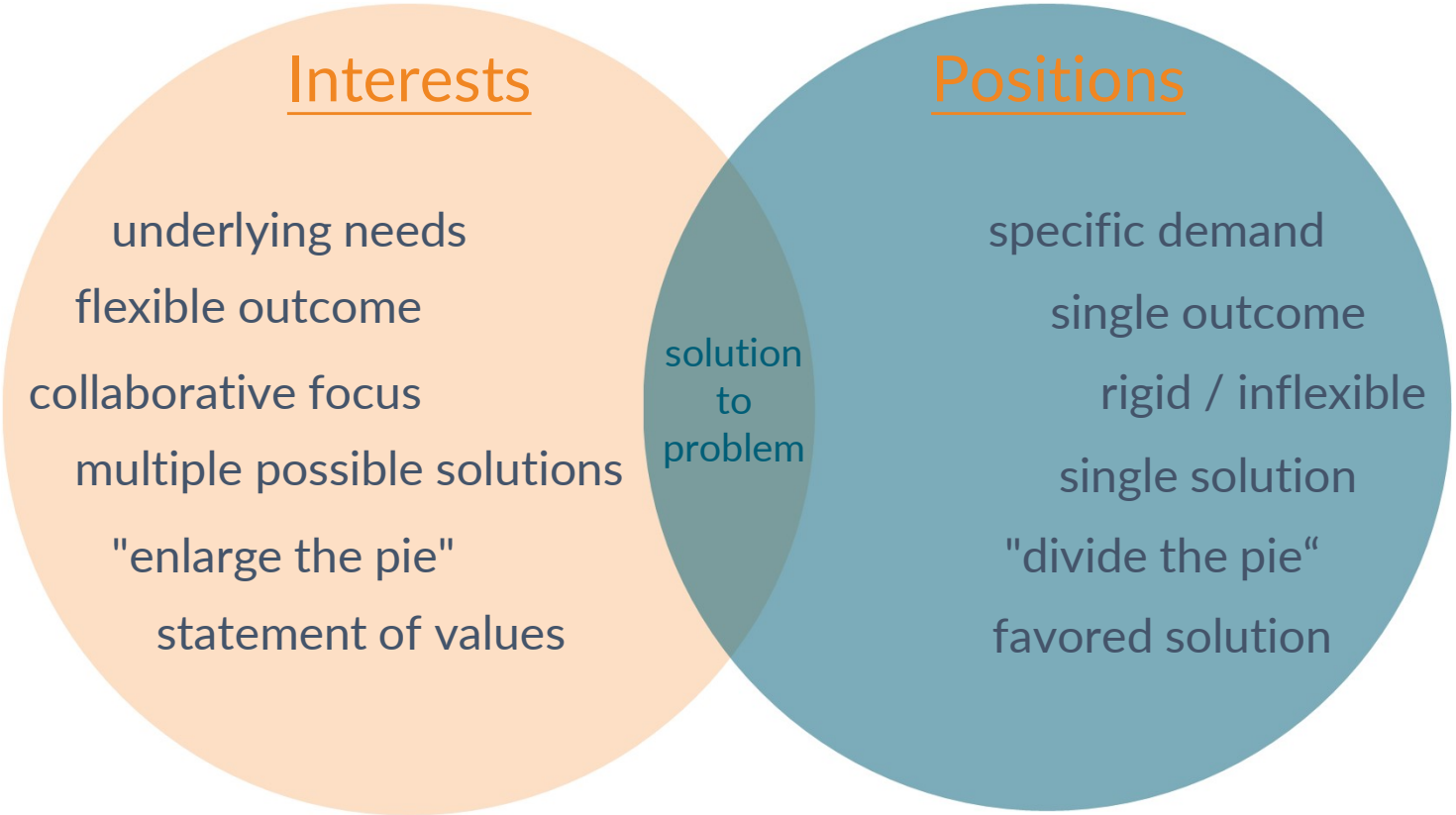
Lowest Results – High School Staff

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Teacher training and professional development
- New instructional materials or textbooks
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities

Lowest Results – Overall

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- 4th/5th grade orchestra/band opportunities

Position vs Interest



To identify the underlying interest behind a position, ask "Why?"



Generating Interests

What are your interests related to the high school day?

- Helping students balance workload and life.
- Keeping the 7-period day.
- Financially sustainable.
- Going back to a 6-period day.

Our Task

Using individual sticky notes, write as many interests on separate notes as time allows.

Identifying Common and Priority Interests

- Students – Red
- Administrators – Blue
- Teachers / Other Staff – Green
- Parents / Community - Yellow

2 Min

Job Alike Groups

- Sit with your group, students, teachers/staff, admin, parent/community

15 Min

Review and Group Interests

- Review the charts identifying similar and overlapping interests
- Group these interests together, consolidating the overlapping interests. Use sticky notes or write directly on the chart paper

35 Min

Discussion and Clarification

- In your group – clarify the underlying values, meaning, and implications of the interests
- Consider the guiding questions on the next slide.

20 Min

Share w/ Whole Group

- Spokesperson shares out consolidated interests and discussion around guiding questions for Interests

Guiding Questions

Considering Feasibility:
- How feasible is it to act on this interest within our current structures and resources?

Evaluating Equity and Inclusivity:
- How does this interest serve diverse groups within our community, including students, teachers, and parents?
- Are there any groups or perspectives that might be particularly affected by this interest, positively or negatively?

Looking at Long-Term Effects:
- What long-term benefits or changes can we anticipate for students and the broader school community?

Connecting to Broader Needs / Goals:
- Could addressing this interest help in meeting broader educational, social, or community needs and district goals from your groups' perspective?

On Your Organizer

Clarify the underlying values, implications, and meaning of 3-5 high priority interests from your groups' perspective using the guiding questions.

Prioritize the group's interests while discussing overlap and consolidation of multiple.

- Assign a note taker to keep notes on the conversation for each interest as you consider the guiding questions
- Assign a spokesperson to share out at the end
- Assign a timekeeper

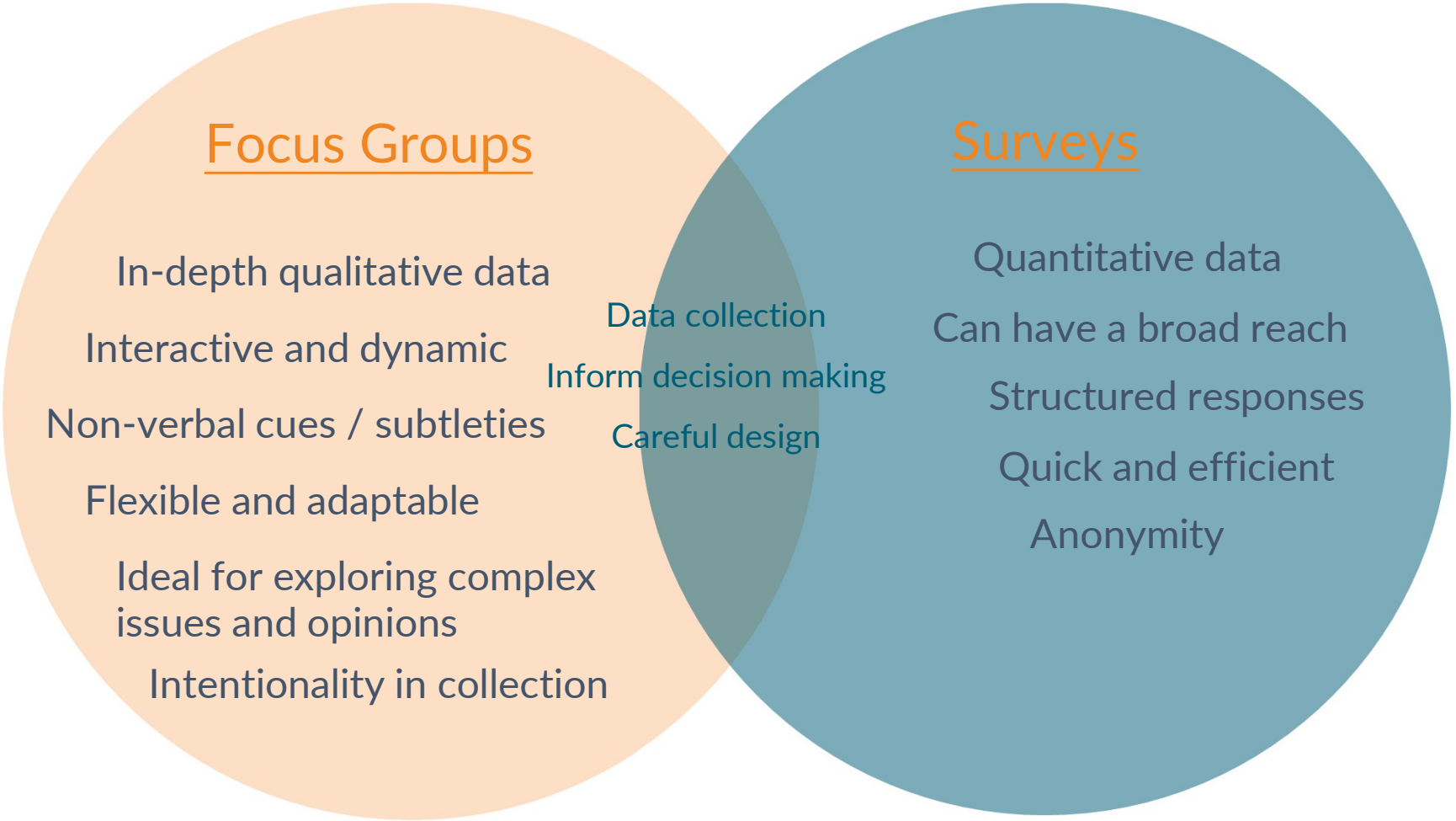

Share Out



The Data Story

Not about positive or negative or good or bad.

Focus Groups and Surveys



Focus Groups

Group Activity - 30 Minutes

Chart Your Group's Thinking

Interests

How do we interrogate and validate the interests we have identified in a focus group setting?

Generate ideas from your group's perspective on getting feedback through focus groups on the interests. What might that structure look like? What would you want to know to be able to respond? Open ended or in response to what we have developed?

Perceptions / Impact

What questions should we explore in focus groups to gain greater understanding of the 7-period day story?

What questions do we want to explore through focus groups to better understand impacts of the 7-period day? Who should we be talking with?


Share Out



Next Meeting: March 7

- Perception and interest data - analysis
- Moving from interests to options
- CTE Data

What: Refine the protocol and questions for focus groups
When: Early February (TBD)
How long: 1-2 hours
Where: Teams or In-Person (TBD)

email Scott if willing to help
sbeebe@lwsd.org