

Minutes
Strategic Planning Goal Committee #2
Wednesday, September 24, 2008
Wood River Middle School Library

Strategic Plan Goal #2: *Every student receives a rigorous curriculum that prepares them for college, and is supported by challenging, inspiring, and relevant instruction.*

I. Introductions

- A. Who you are.
- B. Your interest in serving on this committee.

II. Meeting Norms

- Start on time, end on time (4-6)
- One large table group – face to face communication
- No cell phones
- Meet at the same place each time (WRMS Library)
- One person speaks at a time
- Respect others and opinions
- Stay on topic
- Focus on “anything is possible” – be open minded, positive, and optimistic
- Support all decisions made by group – positive promotion of our decisions
- Keep focus on the **students**
- Create an attainable plan
- Keep school district mission as focus
- Stay strategic – productive and task oriented

Comment: We will need some cross-goal communication between goal meetings.

III. Strategic Plan Overview

- A. Creation of the Plan, to this point.
 - a. Derived from 6,000 comments – resulted in 10 goals
- B. Purpose of the Plan
 - a. vision/direction for next 7 years

- C. How our work here fits in: creating an action plan.
 - a. determine strategies to provide that direction (travel analogy)
- D. Next phase for the Plan after our work here.
 - a. Practitioners reach the destination – follow through with strategies set forth by this committee

IV. Small Group Activity: Further Defining Our Goal

A. Defining “rigorous curriculum”

- Maximizing opportunities for students to learn without a ceiling
- Consistent set of expectations that are intellectually challenging and universally attainable
- Inspires a child to stretch beyond his/her comfort zone to attain greater levels of academic success

Discussion:

- Set an expectation beyond the norm to challenge students
- What is rigorous for one child may not be to another – rigor is different for different students
- growth is the key
- The current system has a ceiling (for the most part)
- Believing that students can move beyond the ceiling – need that belief in students in our definition (students want to know we believe in them – and belief of students in themselves)
- When students achieve something they didn’t think was first possible
- Have we established our “basics” – are they defined in our state standards, will this be addressed in another goal
- More is not the definition – not the answer – it is about depth and level of thinking (higher order thinking)
- Definition should be CLEAR – do not want the perception to be “more”
- Differentiating is one way – but it is very difficult (some are better at it than others)
- HOW - what is our product – how are teachers going to get there
- Involve students on a more global level – (consider other goals to make sure this perspective is included in the final plan)
- A better curriculum is Concept base, not Content base (currently have content based curriculum) – Skill subsets (quantity v. quality)
- Parts delivery v. whole delivery – integrated v. isolation
- Less is more!
- Are there model curriculums out there that are based on concept based, and not content based?
- IB – is concept based (learn states and capitals v. comparing two states and present learning)
It is more process oriented
- Does IB conflict with our state standards? (Colorado has found that it supports it)
- Bloom’s taxonomy – higher order thinking....emphasis of IB
- IB - Project –summative assessment
- Primary, Middle, Diploma – different types of programs
- WRHS has AP and concurrent enrollment/dual credit
- Need teachers who are open minded for it

B. Defining “challenging, inspiring, and relevant” within the context of our goal.

Discussion of **relevance** – Whole Group

- Students able to function in the world
- Is it relevant to the student – not to us
- What colleges are finding – incoming students not prepared (writing, thinking, problem solving)
- Conflict with “the basics”
- Students determine the relevancy (no longer, because “I told you – because I said so” – different generation)
- Students learning differently
- Should view Pay Attention – video clip (Jill will download for our committee to view)
- Sense of individualism
- We don’t want to go so far to say, that students determine what is relevant – with regard to what we expect – (such as Firefox)
- Communication skills are essential (listening, speaking, writing, internet/texting/email)
- 21st Century Skills
- Have limited amount of time – time- time- time, is a factor
- Reflective practitioners gage whether the instruction is relevant to students by observing the responses of the learner
- Reflective practitioners reflect with others (horizontal teaming)
- Are there other programs out there, besides IB? – may need a research group
- Mastery learning – another thought (not so much need for constant review) – half the class already know it

V. Definition and Use of Curriculum

A. Bull’s Eye Activity

- a. Matt provided a beautifully blue diagram of Curriculum
- b. How does assessment fit into the picture – it is the bull’s eye
- c. Bull’s eye is ISAT/SAT/others...(hmmmm) – hit the yellow dot with eyes closed – two shots (what our students are expected to know)

B. Curriculum Flow Chart.

- a. Constant ties to State Content Standards – when we write curriculum
- b. The standards define the box form which we clarify our curriculum
- c. Align our curriculum with the standards – align with the expected standard achievement

Discussion:

- Is there yet another component that should be included in this flow chart?
- More than just our skills based tests – the whole child, the affect, the social, emotional, etc.- yes, many other valued and important components that are not listed as a standard
- Teaching to the test – depth and concept v. content, rote, skills – Hope for more arrows feeding into the curriculum than is currently displayed
 - Enhance our approach to get to the standards that would be “richer”
 - Some of the standards are not tested
 - State standards are often stated at the higher order level – not just knowledge based skills

- We are well-beyond the ISATs – but some students are functioning below that level (missing essential skills) – challenge of our district (variables that influence – language difference
- Options for students to move beyond “standards” – (ceiling as previously discussed) – challenge to current system – promote multi-diverse class compositions
- Need to take the ISAT seriously – but need to see the bigger picture – the ULTIMATE goal

VI. Emerging Strategies

- A. Suggestions as opposed to action plan.
- B. Update of progress on the Strategies.

Gave overview of our first steps – what are the emerging strategies?

This is our starting point – not abandon, not limited to

We will look at and discuss these at our next meeting – please read through

VII. Future Meeting Dates/Times

Reflection:

- What are the emerging strategies?
- Can we have a list of the 21st Century skills – (provided for each meeting) – also need vision and goal available at each meeting
- Looking at other concept based curricula out there – like IB (educating us on any other models out there – or are new) – consider setting up research groups next meeting
- Worry about focus – quite task oriented – Lee wants something to do – and he wants it now
- What is our deliverable? What is our deadline? What is our expectation?
- May need sub-groups – or work-groups....start doing some searches now – if interested
- See what we have, where we want to go? – recommending group
- Is the current calendar going to meet our timeline? – If we need to, we adjust the meeting dates – we make that determination

Guiding Calendar distributed – just a framework – a start – can change as we need to

Suggested Agenda:

Review Emerging Strategies

AVID presentation – invite HS member – Angie will contact Marcia Grabow

IB presentation – Middle school team

Math Academy – Angie

Assign Tasks

Comment:

Need HS representative

Bring food

VIII. E-mail List - confirmed

Minutes will be sent to each member