



2011-12

Linn-Mar Strategic Plan Goal 1 - Student Achievement:

All action on teaching and learning will focus on empowering achievement at the highest level for each student.

Priority #1:

Determine how to provide engaging, diverse opportunities for students which aid and support in development of their creative and innovative capacities.

Linn-Mar Strategic Plan Goal 2 - Learning Environments:

All Buildings and facilities will support the learning and teaching needed to unlock the potential in each student.

Priority #2:

Develop a "blue print" for changes that would help to create a systemic 21st Century learning environment within the Linn-Mar Community School District

Priority #3:

Develop a total plan that defines Linn-Mar's next secondary school.



November 7, 2011 Board/Staff Forum
LRC Board Room @ 4:00 p.m.

Discussion Questions

1. What kind of engaging and different learning opportunities should the District be providing for Linn-Mar students?
2. What does a 21st Century learning environment at Linn-Mar look like?
3. What are your thoughts on Linn-Mar's next secondary school?
4. Other comments:



Board/Staff Forum: November 7, 2011

Group 1 – Barry Buchholz, Rick Ironside, Jeff Gustason, Ivan Gentry, Tina Monroe, Ann Fry, Pam Hackbarth

Group 2 – Tina Patterson, Dave Nicholson, Dawn Young, Erica Rausch, Mark Hutcheson, Bridget Donlon

Group 3 – Ann Stark, Barb Ritter, Trudy Stenersen, Sherri Crandall, Deb Connerly, Jackie Wellborn

Group 4 – Elizabeth Wilson, Dirk Halupnik, Joy Oldfield, Renee Wheaton, Krista Stern, Marilee McConnell

Group 5 – Tim Isenberg, Julie Jensen, Brenda Long, Kim Buelt, Amy Kortemeyer, Joe North

Group 1

1. What kind of engaging and different learning opportunities should the District be providing for Linn-Mar students?

- Kindle's for reading opportunities provides opportunities for student at multiple levels of academic abilities.
- More grants would be helpful to provide technology for special needs population assistance. Software – voice to text helps breakdown learning barriers.
- Curricular question – dictated by the State – very little flexibility.
- Instructional world – time, resources and opportunities for kids and staff; especially training for staff.
- Declarative verses procedural knowledge – how to conduct practices in classroom – will this be dictated?
- Marzano body of work is used to staff development at the high school, (elementary staff was not familiar with the research).
- Email opportunities for parent and student to communicate with teachers has improved communications and learning.
- Focus on measuring learning or measuring behaviors (work completion) is a critical discussion. What will be the future focus; how work completion or skills/content knowledge acquisition?

Group 2

- Elementary
 - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
 - Multi-level classrooms, ex. 2 & 3rd.
 - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
 - Expand the special education module (IEP) to the regular classroom students.
- Middle School
 - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
 - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
 - Expand teacher's tool chest to challenge the students to meet their potential.
 - Expand the special education module (IEP) to the regular classroom students.
 - Change the assessments to reflect methods how students learn.
- High School
 - Facilities would look totally different. Use our communities as learning environments in addition to our schools.
 - Make sure that students meet the standards that have been set in place. This will allow students to progress at their own speed.
 - Expand the special education module (IEP) to the regular classroom students.

Group 3

- Partner with businesses to gets kids involved in the community; this should be required for all students
- We need to prepare all students for a four year college, but if they choose not to go to four year institution, they

will still be prepared for a 2 year degree. Unrealistic to expect all students to prepare for 4 years

- Traditional high school education doesn't fit all learners
- Give students lots of opportunities
- Having TICs in schools on a daily basis has increased teachers security to reach beyond their comfort level. It would be a huge mistake if the district got rid of TICs after one year.
- Online degrees...APEX learning, online alternative to regular learning, involves some AP online courses that LM doesn't offer.
- Program on CNN about education in America...concept of taking all students and group by readiness rather than birth date.
- Currently we keep students in a box according to grade level rather than by ability.
- A number of MS's have school within a school...we need to do something different at the middle school level.
- Project learning would help engage kids.
- We need to be engaging students rather than continuing learning that has not changed.
- Tammy Heffelbauer (Marzano) – break grades into behavior and academics...grade should be based on proficiency. Scores would be reported separately to universities.

Group 4

- get teachers comfortable with technology
- technology driven
- more long term plans for integrating technology offering online courses
 - government - to free up
 - we are way behind on this
- elementaries struggling with technology
- net books or iPads?
- alternatives tablets
- technology plan - goals for moving to the future more specific in the plan budget available?
- bring your own tech - this works for majority in LM; let kids use smart phones?
- look at alternatives to Youtube
 - ex DE streaming
- Technology Center? place for kids to come
- big need in elementary also
- more than school hours - evening hours and morning hours need to staff this can you utilize students

Group 5

- PSEO courses...students getting more college credits....could we offer some high school classes similarly? (on line coursework embedded throughout the course...hybrid course...could we design that here at Linn Mar?)
- Job Shadowing...able to have some opportunities through on line course and then give the job shadowing experience along with the on line course
- Work Place Learning Opportunities...some job shadowing
- Kids with IEPs...could we explore more job shadowing experiences...more opportunity for students to see what happens "behind the scenes" with the work experience
- Foreign Language opportunities for elementary....could the day be extended and do that equitably
- Middle school ...could there be more job shadowing at the building level?
- Special helper of the day.....for students that need a little more attention and guidance, relationship building
- STEM day...through Work Place Opportunities....
- Game of Life....business department at the high school had a special focus day for careers, could other departments have a focused expansion type of day similarly....
- Elementary level...one day of exploring some of the career opportunities that tie into the high school format....
- Stem opportunity/grant options.....could there be some other businesses that would provide the opportunity?
- Extra computer programs after school
- High school opportunities as a creative schedule with night courses....early bird classes....7:00a.m class or a 6:00p.m. class....could help with the overcrowding....teachers working different times of the day.....traditional day would need to do stay however there is some more interest in creative scheduling.

- Flipped classroom.....tutorials available on line to watch the tutorials prior to classroom attendance

2. What does a 21st Century learning environment at Linn-Mar look like?

Group 1

- Unknown! How different should LM become from the traditional teacher/classroom paradigm or create a real world experience that is not building driven?
- LM-TV has helped with real world connections with technology; especially in the theatre department.
- Use of Kindle's or something similar would make an instant change in delivery.
- College level work opportunities – age level behaviors and social interactions should be considered as the old supervision model is transformed.
- Internship opportunities for students to experience or observe real world experiences would change the delivery model.
- On-line classes (article about Iowa City in the paper) is an example of a change in the learning environment that should be considered. Attempt to get away from the factor model.
- Continue to have the competency discussion verses the production model that is currently used.
- TICs are wonderful to help the older staff with technology integration. The TIC model helps move technology into the classroom; especially for teachers that are not technology literate.

Group 2

- Remove boundaries for teachers to allow teachers to share.
- Use technology to create hands on activities in the classroom.
- Encourage teachers to try new things.
- Use same vocabulary throughout the district.

Group 3

- As technology changes, that will drive how learning environments look.
- Rather than giving every student their own tool, it's more the process the district goes through in deciding what they need.
- Plan rather than react
- MS students should be allowed to use their own technology (iPads, laptops, iPhones, etc.)
- Before progressing to the next grade level students should have identified a major and a minor academic area of interest

Group 4

- should include online delivery of some classes staffing issues - helps address longer day split shifts use resources more - too many dead hours better physical learning environments good prep for college - if they don't have the exp we are not preparing them
- access to technology at elem
 - what to use
 - do not have enough
- service requirement for hs kids
- Extra-curric makes things tougher
- take cursive writing out of the curric
- need to be able to print at least
- what do we do when computers go down
- textbooks available online - nice for SS and EM at elementary
 - library open at night
 - access for kids and parents

Group 5

- Books will be a thing of the past.....computer access will continue to be increased
- Adults in the district will need to keep up with the training of the students really means the teachers/adults

learning as well
<ul style="list-style-type: none"> Any digital device....You Tube, Skype, etc....Google docs, etc....
<ul style="list-style-type: none"> The transition for the iVisions system has increased some anxiety with the use of computers/internet.
<ul style="list-style-type: none"> Similar to the parents to understand Power School....if we go bookless the idea of getting parents to understand the system
<ul style="list-style-type: none"> Each generation becomes more comfortable with technology
<ul style="list-style-type: none"> Elementary level.....not sure we can go totally bookless? Can we provide a "Nook" for all students? Is there some need yet to have some paper/book materials...
<ul style="list-style-type: none"> Smart Boards....looks bookless....kids will be picking it up quickly...
<ul style="list-style-type: none"> Possibly more tools to enhance learning....really can see bookless at high school and college level...not sure about the elementary level?

3. What are your thoughts on Linn-Mar's next secondary school?

Group 1

- Access to technology for all kids is most important.
- Not having the 9th grade in the high school would be unfortunate because they bring new energy annually to the building.
- Current building at the high school was designed for supervision – an early college center may need a different environment due to a more mature group of students attending. The current high school was built for a different service model than today's needs.
- Different expectation exists for different grade levels; number of students don't dictate a second high school or middle school.
- This appears to be a question of a type of housing model verses an educational model. A physical question; as an example, a building for 12th grade student assumes that every 12 grader is mature enough to function in a college-like environment unless entrance qualifications are determined.
- Measured by course work offered – difference by aptitude or develop various 9 – 12 grade building options.
- Voc-tech wing would be beneficial.
- Social readiness is a huge factor – how to determine which students are mature enough to handle a different model than today's model. High School will continue to have a socializing aspect that decision-makers should not forget.
- More real world experiences are needed.

Group 2

- The school should not look like our schools today. Look more like an office instead of a school.
- Create a school that is more hands on
- Magnet school
- College readiness center for 11th and 12th graders
- Investigate a new program/school with Kirkwood

Group 3

- There would need to be a safe place to put laptops, etc.
- Learning environments that have specific academies
- A new high school needs to be much more open and not so departmentalized.
- Loss of community
- Pull freshmen out, they can't function in a high school environment. Possible 8-9 grade center? 9th grade center?
- Would like to know what other districts with academic centers have learned from their experience.
- Students are becoming less and less mature and classes don't have leaders. Some have potential but not the maturity.
- We need to go back and teach basic skills at the elementary/middle school level. Students can't stay focused.
- We're seeing the bad parts of digital age. Kids can't focus only for short periods of time.

- The more we engage in screen time the less we have in communication
- Ninth grade building
- Building needs to be more open
- K-8 concept helps students become leaders because the older ones can help the younger ones along.
- K-6, 7-9, 10-12
- K-4, 5-8, 9, 10-11, 12
- Don't like pulling graduated students out since they are typically the stronger leaders.
- We're still trying to plug kids into the old way...we need to move to a digital curriculum
- Suggested doing what they do in Spain...kids stay put and teachers move...problem is students would stay with same ones for the day.
- Combine reading and LA rather than keeping them separate.

Group 4

- extended day and online learning
 - maximize what we have
 - summer hours
 - online courses
 - human resources to run extra hours - we could accommodate more kids
- break out of rigid rules/world
 - needs to be more flexible
- next building = online learning center
 - media rich
 - accessible hours
 - flexible learning spaces
- flipped classroom - changes how we use space
- 8/9 building- or 7,8,9
 - 9th grade not quite ready for transition better transition for 9th graders
- don't want to see two high schools
- better to deal with 9th graders and not mess with 12th grade
- flexible is better option
- individualizing education more
- repurpose ICN room - not used much
- any change would include curriculum changes
- flexibility
- time management

Group 5

- 5th/6th grade building and a 7th/8th grade building...because the high school might not be crowded in future years to come
- If there is a freshman building...it seems like there would be two transitions and is that really the best situation?
- What will Kirkwood be doing with extension of their campus? We don't want to be duplicating if Kirkwood is doing something out in the northern Linn County.
- Seniors don't need a gym for doing PE....various daily living exercises....don't need a lunchroom as large...culinary courses to have a building that can be geared more towards senior year
- Alternative scheduling for seniors to help them prepare more for the time management and choices that they make in college
- Two middle schools that are "thrown together"....there is such a challenge between the athletic teams and when they become in 9th grade they are back together and may not feel as a "team"
- What does research say about the two high schools? What are the transition years that are the hardest? Could we look at expanding the campus into different focus areas.
- Need to really look at what other districts across the nation have needed to build and what lessons have been learned?
- We have some good options that have been started to help support various high school options especially at the

senior level....

- Majority of staff members are not in favor of the idea of two high schools in the district...rather be creative on looking at other options...

4. Other

Group 1

- None

Group 2

- None

Group 3

- There has to be a way to engage everybody

Group 4

- technology integration
 - need to continue this - professionals in place
 - needs to be permanent
- high school should have that devoted only to HS
- people at many levels of sophistication
 - need to have continued support
 - things change so quickly
- continuity between schools - vertical articulation
- pedagogy and standard differences
- more standardization at 8th 9th grade
- open up calendar to year round
 - how do teachers get education
- need different model - for staffing purposes
- elementary interested in year round
- haves vs. have nots in summer
- more evident now than 10 years ago
- future is year round school
- expeditionary learning school
 - hands on
 - field trips
 - awesome model
- affordability...
- lockstep is worst thing for education
- kids don't learn like that...

Group 5

- When that third grade class is at 9th grade and the current 6th grade is seniors....a little over 2100. The high school is concerned that the space will be a challenge. Could there be some creative scheduling happen, etc....more lunch schedules a possibility?
- As we move through these changes and options....can we somehow get more people to give their opinions and accessing the different groups...
- Sharing of the Jamie Vollmer presentation on how to get more information out to the community and feedback from the community