



Parent Town Hall Forum
Tuesday, May 15, 2018 7:00 pm
SCCS Gymnasium



Agenda

- Description of the changes
- Why are the changes necessary?
- Financial Analysis
- Grow the value of the SCCS education
- Desired learning culture
- Impact on students and student outcomes
- Implementation strategies
- Implementation challenges



Changes for 2018/19:

- Structure

- Middle and High School-Cohort Model (7/8 grades, 9/10 grades, 11/12 grades)
- Elementary School-Combined Classes (*K/1 grades, 2/3 grades)
- Elementary Co-Teaching Model 4,5,6 grades

- Scheduling

- *K/1 separate for part of day; combined for part of day
- Middle and High School-Block Scheduling (A **block** schedule is a system for **scheduling** the middle- or high-school day, typically by replacing a more traditional schedule of six or seven 40–50 minute daily periods with longer class periods that meet fewer times each day and week)



Why is this change necessary?

- Financial
- Value of the SCCS education
- Learning culture



Going Forward-SCCS Academic Values:

- A strong academic program that emphasizes multiple teaching methods (Direct Instruction, Project Based Learning, Experiential Learning, Small Group Learning, Speaking/Presentation Development)
- Opportunities for ability group placement
- Interdisciplinary learning
- Reduced homework time/stress
- Emphasis on development of 21st Century Learning Skills(Collaboration, Critical Thinking, Communication, Creativity)
- Integration of PSEO into the SCCS academic program/schedule
- High faculty collaboration



Going forward- SCCS Supports a Learning Culture that Promotes:

- Student ownership of learning plans
- High student engagement
- Teachers as learning and life coaches
- Space for student struggles
- Relationship based instruction
- Constructive critique; encouragement to grow
- Healthy balance between competition and collaboration
- Creative learning opportunities



Going forward- Student Impacts:

- Education that meets personal learning styles, levels, and interests
- Increased student engagement and ownership of learning directions
- Potential learning tracks (college, technical)
- Greater emphasis on skills expected at the next level of education and the workplace
- Off-campus learning
- Integrated education to reflect connections between disciplines; connected view of learning and life
- Homework reduction/stress (due to higher student engagement/more practice time)



Implementation Strategies

- Plan to implement new learning strategies over 2-3 year time frame
- Lead Teacher model
- Early adopter model
- Professional development; individual and group
- Problem-solving



Implementation challenges

- Short runway for change
- Teacher professional development; learning to teach differently
- Developing a new and different learning culture
- Adapting to a collaborative approach to teaching
- Space limitations for new methods of teaching and learning



Open Forum

- Questions, Comments and Discussions



Adjournment

