



ALL K-12 PARENTS WELCOME!

Personalized Learning Parent Focus Group

THURSDAY, JANUARY 19
6:30-8 P.M.
FHS INNOVATION CENTER
"THINK TANK"

Mrs. Colleen Nagy, Mathematics and TLC Facilitator

Mr. Andrew Bruening, Biology

Mr. Joseph Dianetti, Social Studies

Mrs. Colleen Sliwinski, Biology

Ms. Carli Vandrak, English

~WELCOME to ALL ATTENDEES~

And THANKS, FHS TEACHERS, for joining us!

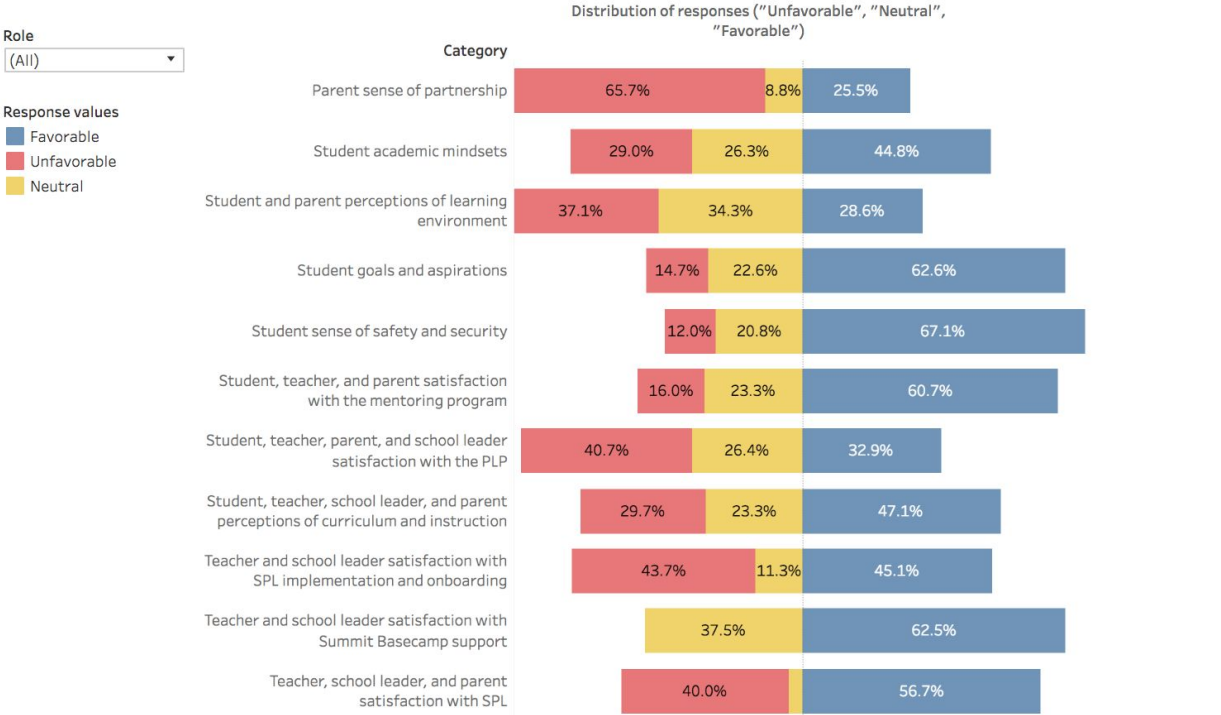
Tonight's agenda:

- “Survey Sez” Highlights and Reflects
- Main event -- Time with our Teachers--
 - Your questions from last month
 - New concerns
- Next month--same time and place, cyber meet and greet with Laura Crowe Zado, our Summit Coach via Facebook Live!

The old-fashioned, low-tech, anonymous suggestion box is on site for your comments and ideas.

High-level summary:

Mixed results constitute a workable baseline and raise lots of questions.



“What we’ve got here is a failure to communicate.”

Satisfaction and Advocacy: Parents

I am satisfied with my student’s experience with Summit Personalized Learning (project based learning, personalized learning time, and mentor..

Overall



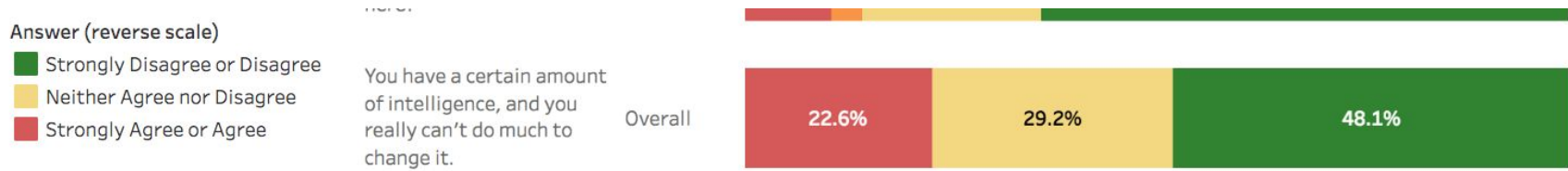
When asked, “How have you seen your student’s learning change this year?” a parent responded:

“Very unorganized and unprofessional. The base camp program is very confusing. It seems is taking the work and responsibility out of the teachers and administration's hands and putting it into the student’s hands. My perception has been that there needs to be more teacher student interaction in the classrooms . It is the responsibility of the teachers and the administration to ensure that our kids are learning and are prepared to further their education. Unfortunately I have not seen that to this point. I feel that Basecamp is an irresponsible and lazy approach to educating our children.”

We absolutely take this kind of input to heart and put our minds and hands into improvement--every day, every period, with every student.

Drilling deeper into “Student Mindset”

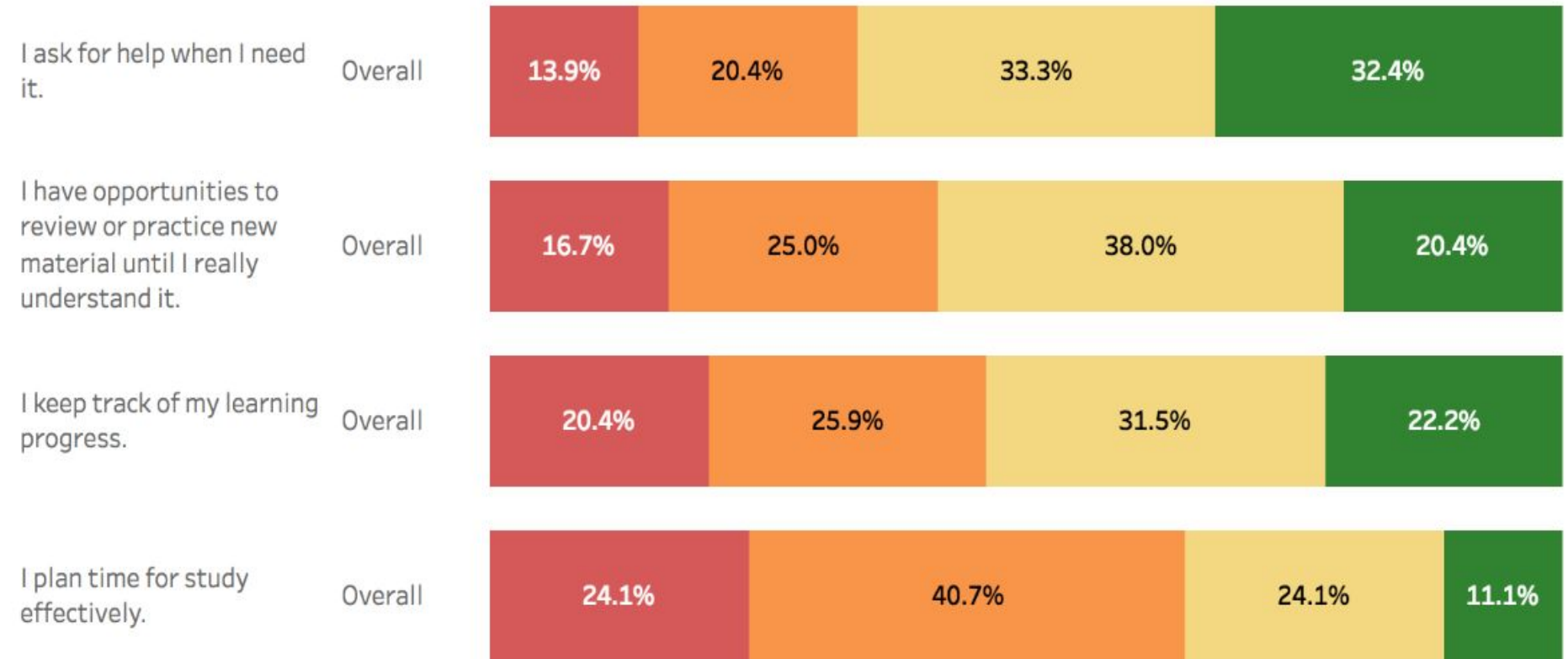
A significant concern appears:



Note: 98% of parent respondents (N 32) stated they expect their student to go on to college.

Are we OK with this?

Learning Behaviors: Students

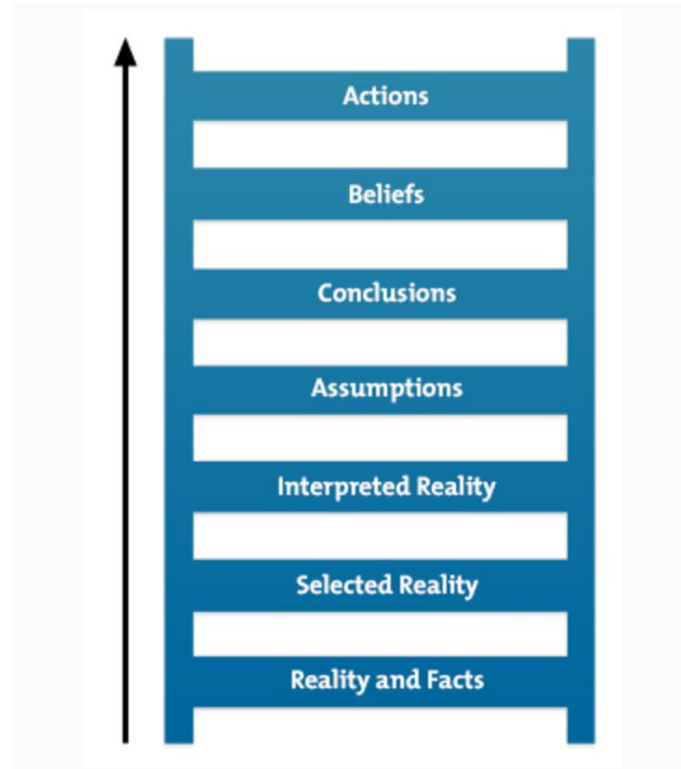


The “Ladder of Inference”

How can we better communicate reality and facts?

How can we be more proactive? Let’s look at some data...

[Here is an interesting, relevant TED ED Talk.](#)



Source of graphic: [MINDTOOLS](#)

Reality and Facts

FHS--PLP Stats as of January 19, 2017

Power Focus Areas

80% of Grade 9 students are on track
in all their PLP courses

11% are behind, one FA

5% in two

1 % in three

3% in four or more

Cognitive Skills Scores (Performance Assessments)

79% of students have grades 70% or higher

19% of students have grades in 60-70% range

That means--

***98% of students are succeeding in
“the major work” of their courses.***

Concept Scores -- Math, using 1-5 rubric

56% of students in Algebra 1 are earning 70% or better.

44% are in 60-70% range.

100% of students are succeeding in Algebra 1.

Questions submitted for/addressed by our Teachers

- What are your lesson plans like? What process do you use to plan lessons?
- Last year, some of the FHS state test results were poor. How are you addressing that?
- What are your go-to teaching practices? In a typical class period, what do you do?
- We heard Math is “different.” What does that mean?
- When you are not teaching a class, what do you do with that time?
- Many people think that, with the platform, teachers do not teach. How do you answer that allegation?
- Tell us about a low and a high you experienced with students this year.
- What are your concerns? What do you need that you do not have? How can the administration help you more/better? What can we parents do to assist?