



Community Advisory Groups

Ypsilanti Community Schools

Small Learning Communities

Program Configuration

March 14, 2013

Committee Membership

Jennifer Martin, District Administration Debra Swanson, Teacher

Sandy Bogoski, Teacher Bert Okma, Administration

Aimee Conat, Parent Bob Oliver, District Staff

Jason Evers, Parent Kelly Pennington, Principal

Kimberly Freeman, Parent Meredith Schindler, Parent

Kelli Glenn, District Staff & Parent Darin Stockdill, Parent

Scott Heister, Teacher Natalie Turner, Assistant Principal

Georgina Hickey, Parent Jeannette Woltmann, WISD

Design Pillars

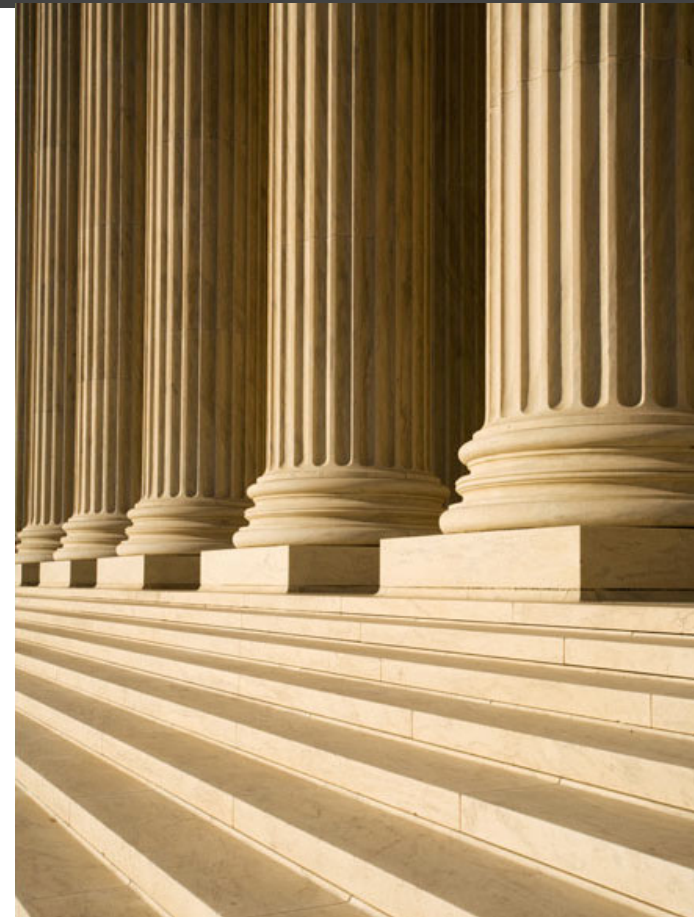
Birth Through Kindergarten Entry

Leadership at All Levels

Positive Culture/Climate Focused on Learning

High Quality Teachers/Teaching

Every Student Will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation



Core Values

Diversity

High Expectations
for All Students

Student Voice
and
Empowerment

Vibrant Family
and Community
Partnerships

Educational
Excellence

Resilience

Creativity and
Innovation

Respect

Responsibility

Guiding Principles



1. High expectations for ALL learners
2. Evidence-based best practices while allowing for innovation and creativity
3. Family and community partnerships
4. Student voice and empowerment
5. Responsibility, efficiency and financial viability

What are Small Learning Communities?

Small Learning Communities emphasize small structure and curricular specialization as well as focus on the learner and learning and in particular, the active and collaborative nature of students' and teachers' work.

In a Small Learning Community, interdisciplinary teams of teachers assume responsibility for student educational progress across years of school and maximize flexibility to act on the knowledge of students' needs.

Recommendation

The High Quality Teachers and Teaching Advisory Committee recommend multiple options for small learning communities at the middle school and high school level. The number of small learning communities will range between 3-4 at the middle school level and 3-5 at the high school level.

We recommend the Board of Education develop in-depth planning to support the implementation of small learning communities through a work team process to include parents, staff and community members. The instructional model, theme, and partnerships for each learning community will be determined through the work team.

Effective Implementation of SLCs include...

- Interdisciplinary Teaching and Learning Teams
- Rigorous, Relevant Curriculum and Instruction
 - Authentic Assessment
- Inclusive Program and Instructional Practices
- SLC-Based Continuous Program Improvement
 - Building/District-Level Support for SLC's

Non-Negotiable Instructional Standards

There will be non-negotiable instructional standards for all of the small learning communities in the district outlined by the instructional model committee on March 28.

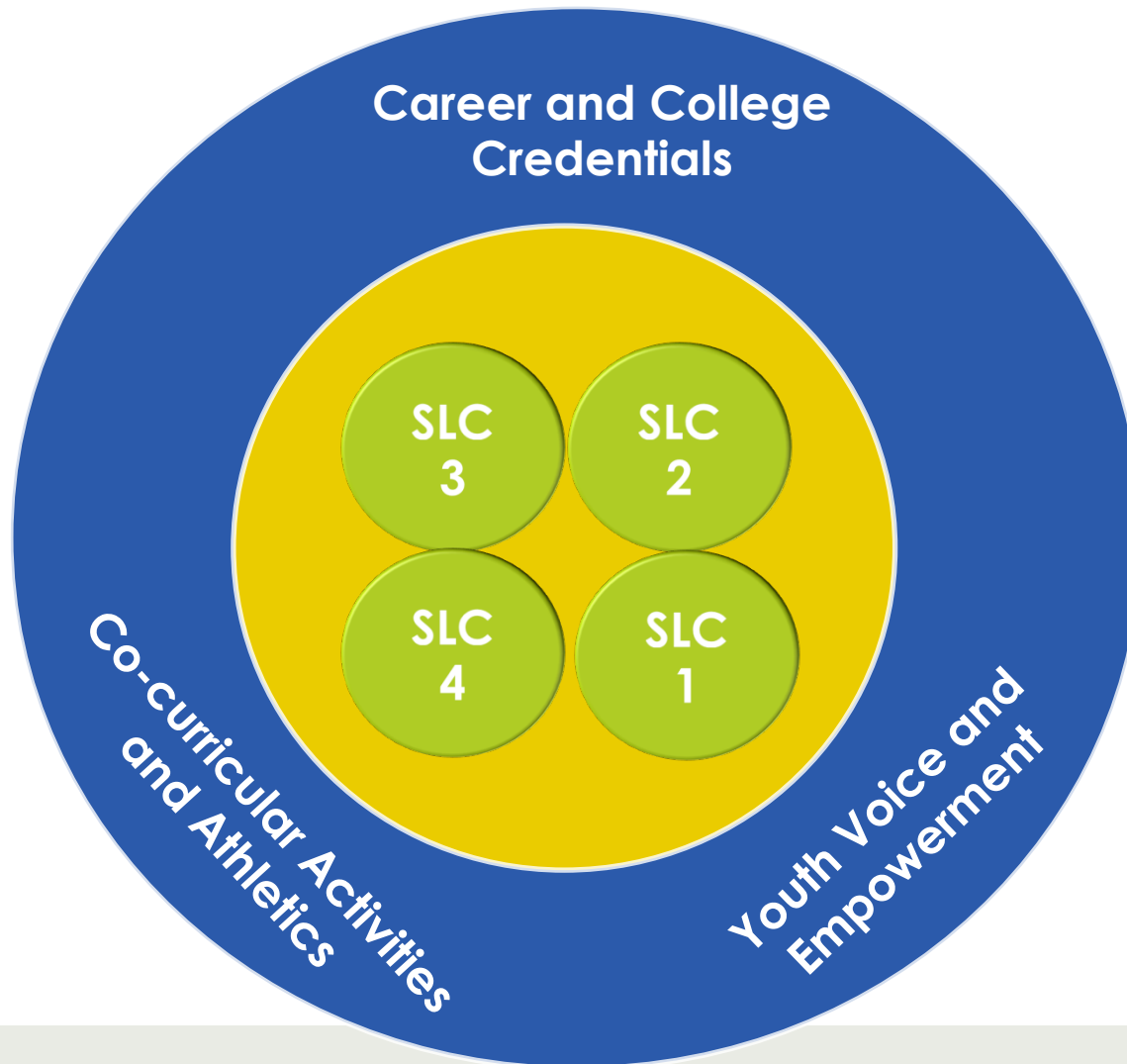
Using the following assumptions we recommend that the program configuration committee move forward with making facility recommendations for the secondary programs:

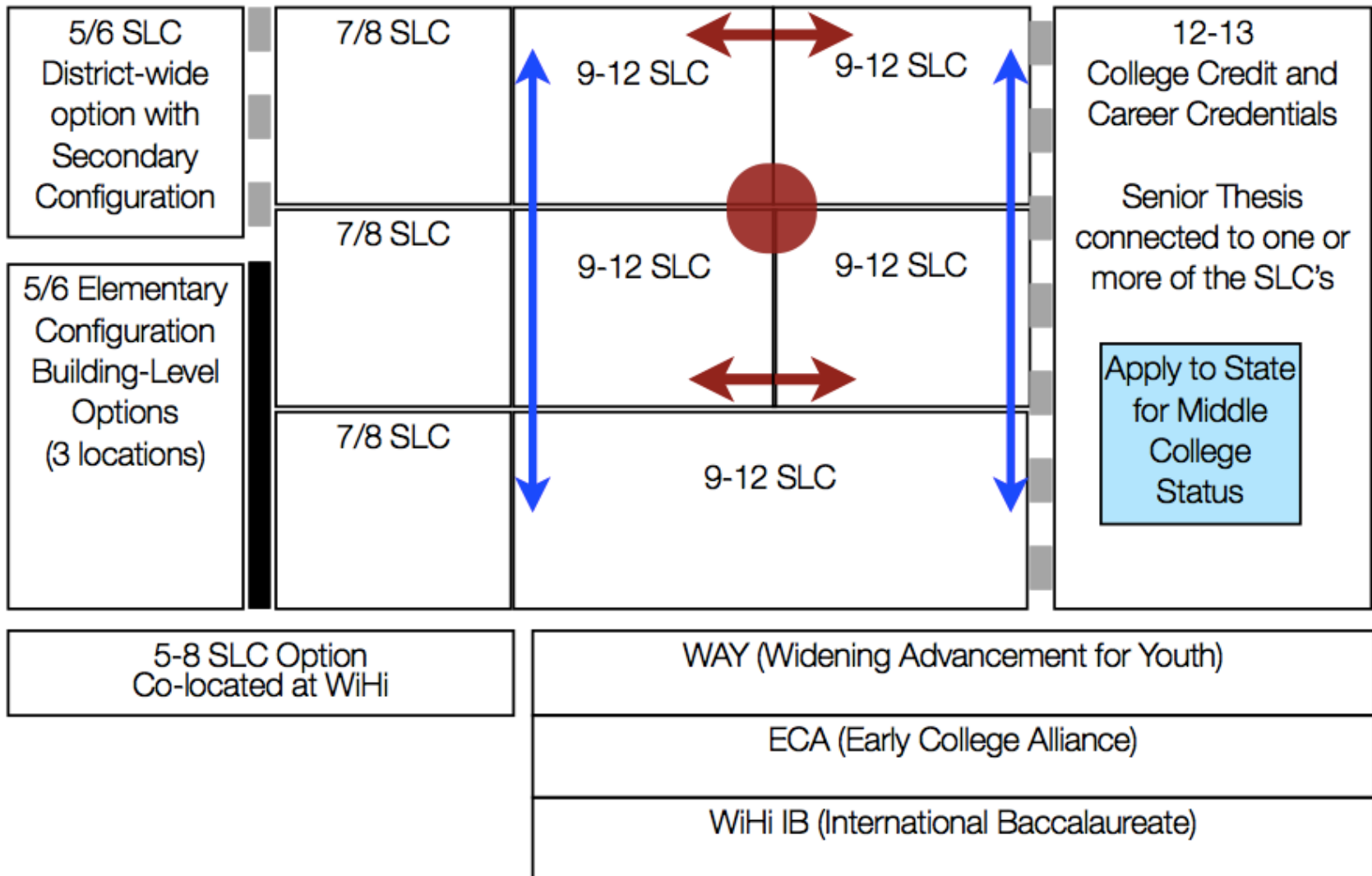
- The numbers of students in each small learning community will range from 120-600 depending on the program focus and design.
- These learning communities may or may not be co-located in the same building.
- Athletic facilities and access is important for both middle and high school students

HQTT supports.....

In addition to the recommendation, we support one of the middle school small learning communities as an international academy partnered with the Washtenaw International High School and the Board of Education's previous decision to support New Tech as one of the secondary instructional program/models.

Small Learning Communities





High Quality Teacher & Teaching
Design and Configuration Subcommittee

High Quality Teacher & Teaching

Design and Configuration Subcommittee

Shared Understanding

- Instruction and student needs drive facility decisions flexibility in program location as the district grows and needs change we need to be fluid in our facility usage.
- Work from a growth mindset vs. a fixed mindset.
- Rigorous Core State Standards-Based Curriculum
- Community Partnerships
- Intra/Inter SLC Collaboration

Current Programming w/in districts currently (need to be thoughtful in addressing these programs)

- Project Lead the Way
- New Tech
- RCTC

Questions?