

High School Experience 2009 – Minutes Day 1, Session 1

Intro – Round Robin

Student 1: Skyline - question, optimal HS experience. Preparing for future, thought that optimal HS experience is to learn basics, able to go on to future goals. Wondered what you all thought it was.
Student 2: sick
Student 3: Skyline – Belief statements – my point of view, access, being able to take all the courses, IB program. A lot of complications, getting them taken, balance music and language. Citizenship – school wide projects advertised. Freshman focus – this helped.
Student 4: Skyline – belief statements – communication between adults and students, school and students. Access & Connectivity – lots of opportunities available but not advertised. Worried about breaking school rules, rigid student schedules. Hard to fit everything in.
Student 5: PCFC – Two stood out, Access & Conn – Big into music, hard to take language, music and advanced courses. Connectivity – makes it easier if you can find a way to be connected
Student 6: PCFC – statements – for some these are very easy. I am the type of person who takes charge, really tries to see the bigger picture on what classes I need to take, and what activities are available to me. Some kids don't do that so they have a harder time connecting. They are just getting through
Student 7: PCFC – Fitting everything that you need into your schedule is really hard. It's hard to know how to do that, and who to ask for help
Student 8: Skyline – Balancing all of your interests, a lot of different clubs are created, but can't be apart of them due to other scheduled activities. Would be great to have someone available to help students balance.
Student 9: Skyline – Very important – Citizenship – students in school connected with each other, foster contemplative thinking. Improves overall status when older, guidance counselors, or perhaps a group. Students could benefit from a mentor program, from guidance counselors. Organizing daily routines so they can fit everything in
Student 10: Skyline – HS is about preparing for future. Some of the things we do don't seem worth it. I suck at Spanish. I did poor on the final. I feel it's not necessary, just dropping my GPA. Not helpful.
Student 11: Skyline – Access – Roadblocks, selective electives. Takes away from individual interests. Forcing students to like just these things... We have a wide variety, but not enough (electives). Connectivity – Had a good experience, recommends encouraging more students to be involved and to try extra activities. Citizens. Connecting with other students. Community Service to park at church lot, not just to get sash at graduation, service was so much fun, met tons of people. More than just getting the sash at grad, it was about connecting. Should do more logical problems. Everyone thinks about some topic, talk with each other, anyone can join conversation.
Student 12: Skyline – All are goals we're trying to reach. (items on sheet) In some ways they are there and the opportunities are there, but not for every student. For outgoing personalities it's easy, but for some it is very hard. Afraid to talk to teacher (referenced brother), hard time talking to teachers. Some are grasping opportunity, but some are not. Not sure what we can do to fix, we have things that are out there. No one knows about it, some don't think they can do it, that "teacher doesn't like them", can't do IB classes. Instead of immediately shutting the door, taking the risk to try. Not really sure how to get more kids more comfortable to take those risks.

Susan: What helped you take the risk, was that someone noticed your potential, and encouraged you to take the risk? What are some themes you'd like to ask about ?

#4 Adults understanding what you can do, helping support student abilities. Someone sees you have potential. Ability to advertise/advocate opportunity for students.

#8 Implement ROTC - thought it was really cool - a female student taking initiative to start ROTC program. We are able to pursue those interests. Many different groups like Philosopher's club, dungeons and dragons....

#3 Motivation students have to go talk to a teacher or mentor. We could have an advisory to help students reach teachers. Help with schedule, talk to. Don't think we have the opportunity at Skyline. Passing time only 5 minutes, no time to talk to teachers, most unavailable other times.

#9 Don't have the opportunity to hook up with someone who can help them. Very hard to find a time that everyone can sit down and talk. (today had to get out of class for this session). A time when kids know they can come get help. Help with academics, organizing schedules, family issues, study issues. Kids and teachers can get involved. Need a facilitator. Maybe kids who have experiences in divorce, death, held back etc...talk with others relate because they know what they're going through. Very broad range of advisors.

#10 – Hard to get help. Certain teachers you can go talk to all the time, others are really hard to get time. Counselor cannot do a thing at all. If you need to get out of a class. It's tough, you have to deal with it (teacher issue – want to get out of class)

#12 – We need someone (or a group) to help you with above: in all grades. Discussions with each other, don't always need the teacher. Give students options, other than teacher. Other places to go get help, information . Helps to have the verbal conversation, instead of looking everything up on the computer. Should work on communication between the grades. Students helping students.

#6 not connected with other students. (other grades) How do I get connected, (freshman)

#12 Beginning of the year is great, but as the year goes on, kind of dies. Communication throughout the year, for freshman, and between the grades.

#1 Love to be able to talk to other students who went through IB classes. Wished we had more connection throughout the grades.

#5 going to Skyline – I was worried. Would like someone he knows ahead of time, A student, before school begins. Easier to talk to people your own age.

#3 entered skyline – intimidating as a sophomore. Mixed classes are great for connecting. Heard about honor society tutoring. Not sure if it's running, hard to find out.

Susan - May be tons of opportunities for some, but schedules prevent. Don't always know of opportunities, how to get to them. Even if they exist, certain obstacles come into play. Desert of access. Talk about that a little more. What could it look like if it was working well?

#12 Motivate students to get involved, get answers etc. Easy for some, not for others. Roadblocks. Not sure how to prevent, but maybe more communication. Tutors that go to the library after school. Most of the time no students show up. Getting that information out. Announcements, posters, multiple avenues.

#4 Tutoring in afternoon, - some don't have ride home. Some don't drive. Make it more known, help all attend.

#11 So many personalities – Some advocate for themselves. Others don't worry when they don't understand. Kids who go to tutors, are already motivated to advocate for themselves. The word tutor is a "bad" word. Maybe could come from upper classman, go to PCFC in classrooms, talk to students about classes, put them in a environment where they are forced to hear it. Posters not effective. Astronomy club poster, didn't even know there was a club for that. Too many posters. Hard to know how fun something really is with a poster.

#6 Registering for classes – Would rather hear from a student who has taken the class, not counselor. They haven't taken the classes, can't answer questions about it.

#8 Student who has taken a class, should be able to talk to an incoming student. Not the same getting it from a counselor. Peer conversation is always better. Way more effective.

#1 counselor can't really tell you how to juggle music and IB tech, language etc. On paper the counselor can go through it, but upperclassman would be very helpful

#10 Have never met linkcrew leader. Phone call in summer. Saw the t-shirts, never talked to them.

#11 Disagree. I saw them all the time.

#8 linkcrew partner is very different form me. Tough as a whole to come together, be a leader, kids are scared.

#9 Connection part is hardest. Motivated to help, but connecting is hard.

#8 camp was on leadership, not connecting with students.

#9 getting to the bottom of how I can use my skills to help someone with different interests.

Susan – Where are we on the 5? Access is definitely an attribute, how are we able to access?

#3 – Senior arrogance – message contradicts.

#4 Cool to be on top. Not much the school can do to stop seniors or upperclassman from acting superior.

#3 Seniority ok, but if willing to be linkcerw leader, they should be willing to step down from arrogance.

#11 Freshman should be able to participate in activities/clubs. Was able to laugh at seniors back, if you know upperclassman from other activities, you can connect with them in the hallway etc.

Susan – recognize link crew as a way to connect. Being in a sport or a club is a much better way to connect. Doing the same thing, common interest.

#8 linkcrew is good, but I think it should change a little.

#7 agree that we need to be more of a community, stop thinking that everyone is above me, think of everyone as your friend.

#9 Should this be emphasized in link crew? Relating to academics, sports, clubs. Reconnected in school. Bigger community of school.

#3 videos at PCFC about things at the school – things happening, clubs offered. Student's choice to pay attention, but making funny videos like that can help students know what's available to them. Not effective at lunch.

#12 – Opportunity was presented to students, but they didn't focus on what was offered. Need to get students, to take responsibility to listen, and know what is available.

#10 Spartan TV in class last year, paid attention. But they don't play it this year. No point in getting it right (kids in video class) because it's not being played in class. Motivation that was there isn't there anymore.

#3 What can you do about someone's personality? You can't expect a quiet person to become a talkative person.

#12 that's where the teacher should come in. Some teachers don't play the Spartan TV some do. Should be required to play, make sure the students are quiet and listening.

#1 Lead by example. If you see someone texting, tell them to stop. Talking tell them to shut up. If I see someone doing something wrong, I am going to tell them. Have seen a lot of kids successfully change.

#8 Advertise each club and different classes more, so we can get the right people involved in them. Tough to be excited about something you're not producing. (school paper). Getting the right people involved.

#12 Need a place where kids can express themselves. Paper, TV one way to express.

#6PCFC video production made videos, but only kids who are in the club see the video. Natural helpers video really cool, that's why I am there, but few people knew about it.

#9 How do you appeal to someone. Visual, auditory. Newspaper, over intercom... incorporate all aspects of learning. Students can advocate their opinion in so many ways. Need to be picked up by the teachers.

Susan – Really looking at this question like what can we as students do differently to reach the 5 belief statements. Are there ideas out there that will help us be more effective with each other? Connection - to what role do the teachers play in optimizing connectivity? Focused a lot on what do we need to do differently as students.

#11 Expression – Older brother who already graduated, makes fun of me (“skyline girl”). Brother wasn’t treated really well, pressure to be like everyone else. Hard to face. Not sure how to deal with it. Pressure/peers. How can you still be liked by not doing what everyone else does.

#5 School district lets us wear whatever we want. (Kilt) Cool that our school is an environment that you can wear whatever you want (mostly), and express yourself.

#3 pressure you feel in terms of being able to express yourself. Always room for improvement from students and staff. Reflection of real life. In the future there’s going to be pressure. You are you. You can wear whatever you want, as long as it doesn’t offend. Worry about yourself, don’t be a tattler. These are things you learn as you grow up, part of life.

#10 –At school I am pretty comfortable being who I want to be. Easy here.

#12 What about in the classroom?

#10 – fine with it. Depends on your teacher. What do you think your best revenge would be? Lion King, how Simba got revenge on Scar. You can be who you want to be, don’t be ridiculous. Wore a Got Crab shirt. Got to meet with Ms. Fidor (?). Expression is acting who you are without worrying about what everyone else is going to think about you.

#9 Allowed to act as expressive as you like, within the boundaries of education. IS it acceptable to be openly expressive with no regards?

#10 doesn’t need to relate directly. Being yourself, coming to school, preparing for future. Not going to have a future, unless you are allowed to be who you are.

#9Beneficial to future, it’s ok. Teachers should accept.

#12 shirt would be inappropriate-but school handled it well, respectful. If you wore that shirt to a job interview wouldn’t go very well. Refocus the conversation – is the opportunity there in class to say what you want to say? As a sophomore is it open?

#7 allowed to express ourselves, but could do better. If you knew your class better or were involved in activities or clubs.

#8 TOK I wish everyone could experience that. He makes you feel like you can be yourself, and you have an important perspective. (Senior history class)

#3 History class is lecture and notes. Can’t have an open math class where you can discuss. History and LA would be great to have discussion time, but need class time to learn.

#12 what about group tests? Helped me so much. Should be carried through all math classes, help students connect, and learn from each other.

Where is expression allowed?

#10 IB English – reading poem. Open discussion on what we think the poems are about.

#5 Beginning of year did a few projects where we talked about ourselves. Forced to, so even the quiet kids had to participate. That was cool getting to know those people. Would be good to have that a few times a year, instead of just at the beginning.

#6 Getting to know people. In math, getting to know you through an activity. Group discussion learn more from your peers. Class discussions are very important. Haven't had those opportunities in my classes.

#11 We have group discussions, instead of just having the teachers teach us, how do we get other students get involved?

#3 it takes time to get to know people, so I can understand that for seniors they can be more open. A teacher can implement class discussions, but it's students' choice to talk. Let people have time to get to know each other.

#10 You don't have group discussion on the first day. We are given time. After a couple of weeks you're at the point where you should know each other. Challenge day worked for a couple of weeks.

#1 get a bunch of different groups of students.

#10 challenge day helped you realize that no matter who you are you are connected to one another.

#12 classroom risks (speeches etc). Not everyone has the same idea of what a risk is.

#5 taking classes you're not sure you can do, but taking the risk to take it. Signed up for honors, wasn't sure if I could do it. Taking that risk, was big for me, turned out well.

#12 Safe and structured environment – school in general. People you talk with, what you're learning. Skyline provided that very well. PCFC was great too. There are some things that can be improved upon. Some students are just the way they are. Sometimes these things have to happen, but if you push them to do it, they could realize that it's not so bad. Public speaking classes – for me it's easy, but some are in it not by their choice. Can see those students getting more comfortable. Because they were forced it challenged them. They realize it's not so bad, good experience for them.

#10 resiliency – is something that you learn from your parents. Upbringing is going to teach you to take risks. 9th grade I should have repeated. Talked about it, but didn't. My parents taught me to take reasonable risks, instead of staying in my comfort zone. You get better by taking risks.

#4 how you are raised gives you perspective on risks. Here are the opportunities, I may not succeed, but I will keep trying. People need to first be motivated to take risks. Sometimes fear takes over.

#3 taking risks to get to know other people. Went to Morocco for a student exchange. Family spoke Arabic. Couldn't communicate with my host family. After the first few days, I was completely fine communicating with my host family. If you can get people to try to be socially more open, that would be great.

#8 Branching out with your friends in 9th grade can be huge. Don't seclude in a click. Make friends in a diverse community in the school. You will miss out on so many things if you stay in a small group.

#10 Skyline does a great job, so not clicky

Closing remarks:

#1 what I learned a lot is that we want to connect more. I would not have expected that. As far as what the district can do I don't know. The risky classes skyline offers are good. Making the connection between students and counselors. Making a timeframe where we are allowed to go talk to them.

#3 For me – I want to have a balance between social, academic and extra activities. Connectivity always came back into the discussion. We didn't come up with that many ideas, but if that could improve it would be good.

#4 Never really touched on citizenship – could really bring students together. Being able to communicate is important. Results of having connectivity (resiliency)

#5 When I first started 9th grade, step dad read something on internet. One thing it said, if you go to school, do your classes and go home. You won't get anything out of high school. Cool that everyone talked about how to access and get connected.

#6 after this I think all of these words connect in some way. Has to go back to how much you want this. How we use opportunities.

#7 I think I will take away that you need to take more risks.

#8 everything starts with the people who are passionate about what they are doing. Higher up people should really encourage students to take risks for what they are passionate about.

#9 I think one of the overall things that I have taken away is that compassion is key. If you are compassionate towards others you model for all at the school. We all need to work together. Act to each others success.

#10 Don't have much to say. I just guess like forgot – Pass.

#11 What I learned is that I see we all have had a good HS experience, but there are obstacles, lack of communication. These have all been here all along, just need to enhance them.

#12 One of the main things is to ask the district not to take away the opportunities. Keep on giving. Eventually someone will notice. Cut from volleyball, was lost, grades slipped. Late tryout for cheer.

Tried out, made it, won state. District changed their minds that we could have a late tryout. Keep opportunity open for everyone in all activities, clubs. Don't take away, keep a broad offering.

#10 perfect life – school, sports, chess club, I work. I think I have 7 hours a week where I get to chill. Doesn't include homework time. I feel enriched. It's really cool that I have all of these. Motivating people to take the initiative to take advantage of the opportunities while you're this age.

#11 are we going to see results from this?

Day 1, Session 2 (staff)

#8 – Is there some sort of perceived gap in our high schools? Can we dive deeper into the “why” of this exercise? Is this part of a continuing improvement plan?

Patrick: Most people think ISD is great. We do a lot of great things here, but we’re not exactly sure if everyone has that same experience. Desire to constantly look for how we can be better.

Round Robin

1: Skyline – First thought? Why is it that principals have so much free time that they can sit around and think about how we can make learning better. Things that come to mind. Access – It seems to me that at some point we have to consider the challenges of the things that are already in place. Traditions and things that we have done before. Connectivity is something students are crying out for. Hard to meet their needs in a traditional 6 period day. Resiliency – is great. I have lots of questions about expression. Excited about enhancing the conversation about these items. Great to bringing the engagement the students have with classrooms. Authentic learning.

2: Skyline – Big picture – None of these words are specifically academic in nature. Is about the whole person. Resiliency – struck me. We want students to experience successes and failures, stakes are low in HS. Create an environment in HS where they can try it, see if they like it. They need to be prepared coming out of HS to pursue many different academic routes. Are we doing our best to meet all of these needs? We need to find a way to give our students ways to express themselves.

3: Skyline – I like the categories. Very interesting. Incredibly important to look at the HS experience. One thought is citizenship – brings back memories from "give-get-respect" assemblies. Sense of community and how people treat each other. Resiliency is weakest area. Interesting perspective to be a parent and teacher. Liking classes based on liking teachers. Agree with the thought that HS is low stakes. Parents see it differently. (College...) Are there good creative ways that we can make changes without financial dependency? (Budget/funding)

4: PCFC – Our goals at our school. Super for super hero. Theme at our school. Value these goals. Connected to the belief statements listed. Access piece...student wants to move into an honors class, without prior credit. Should we let them in? What is the worst thing that would happen...have conversation. Someone asking for a reach/goal. Maybe we can make that happen for them. Help students at the mid-semester to have the opportunity to make up a failed semester. Area we’re light on is access for students in technical programs. (auto, woodworking) Kids with those interests, have no access to those programs. Math...above and beyond regular path, biggest risks for students to accelerate and be successful. Connectivity – List of students, who knows them, does someone know these students? Try to connect a staff member to a struggling student. Kids being unhappy at school usually means they don’t feel connected or have any friends. Even though we do a lot of intentional things, there are still those who don’t fit in.

5:PCFC – Access & Connectivity. Access to various types of academic programs. My Jr High had a new woodworking tech shop. No question that it would be part of offerings. Have a lot of students now that could get a lot out of those types of classes. Access to academic success. I have never taught at any of the other schools in ISD. We do a lot to support students in the 9th grade courses. Designed to help students who struggle in those areas. (special classes) Our school is very connected between staff and students. We do a lot to address this area.

6:PCFC – Resiliency piece – the perspective is that the stakes are high (parents). I wish I knew a way to help them take risks. Some students will not take the risk unless they are sure they will do well. Access...I wonder about those kinds of choices (electives), moving outside comfort zone. Expression is so much less developed than the others. Maybe we think expression is important, but we're not sure. ISD is great. Skills students come into classroom with is great. Am I giving them the skills they need to move on to HS? No time to have those conversations. I worry about that a lot. Hard to think of a way for those conversations to open up. Are they going out with equal great skills they came in to my class with?

7:Skyline – Access & Connectivity – Library mode. Access to materials, ideas, people, places. Here we have done a good job of having a school that supports the library. There are times that I wonder if the kids really know that we work hard to provide this for them. Maybe there is a better way to coordinate my expertise with theirs. Citizenship – What does it mean to be a good citizen? Kids zoom in the library in the morning. Don't stop what they're doing to do the Pledge, not sure if it's that way in the classroom. Resiliency – love the idea of getting back up when you fall down. Take chances. Learning how to fall so that you can get up. Expression- Series of books or videos (this I believe) one of the things we need to be more sure of here and as a group.

8:Skyline: Access & Connectivity overlap each other. 30 kids in forensics class. Meaningful conversations with each. Very difficult to have that time. Wednesday schedule is such that while I am here in the morning, there are no kids. Eastlake HS has study tables during a set time. All teachers are available at that time (scheduled). Would like to be able to meet students without worrying about bus schedules or after school activities. (planned time). Cheating...due to the desire to get perfect grades even on a mock quiz. Very good at creating papers so as not to look like plagiarism. Expression – purple strands of hair, I asked her what it was, she said self expression. Dress code. Since day one, I have been uncomfortable with the manner of dress in our school.

9:Skyline – Theoretical framework – how we filter down to classroom level. Definable skill set? Or are we aiming to articulate these better? Students will be engaged, emotional, where does that leave us? How are we using this language to shape as a lens to look at ourselves as teachers. Are we using these as structures to translate these into framework. Like the notion with connection with other teachers.

10:Skyline – How can I make this happen – first thing I thought of is requirement. Comes back to love of learning. Reactions to these 5 things, trying to cultivate a love of learning in students. Access to resources that they have in the library, appropriately use the internet. Connectivity – How do you determine if we are connected to students? I could try to be more concrete in making connections with

students. Exit interviews is a good process. Students excited about it. Glad to have the focus on them (students). Recurring theme between classes, unified for students, give legitimacy. Citizenship – getting student to pay attention to what’s around them. So concerned about getting their grades. How can I get students to care about what else is going on in the world. How it effects them? IB students get to feel like leaders, but when do the “c” students get to feel that. We should foster that. Resiliency – Teaching students how to deal with an A-. Giving students empowerment. If you always have to have someone else take care of things for you (parents) you are not in charge. Requirements to graduate, if those change, some students will be upset, resumes won’t be as competitive.

11:skyline – Don’t apply to me (registrar). I have two teenage daughters. All comes down to connectivity, felt tied to the school. Teacher encouraged them to keep trying. If they connect with someone, it makes a huge difference. Doesn’t have to be their teacher, but someone they see often. When kids come in to our school or parents call they ask what the environment is. They hear it’s a tough school not only academically, but socially tough for students to fit in. Connectivity is critical.

What are some things that you might want to talk more about?

#6 love the theme of Love of Learning. Not about the grades, it’s about the learning experience.

#8 Self expression – level of learning. What they are doing (assignment) is an expression of themselves. Perhaps defining what self expression really is for them. (not sharpie tattoo on my hand...) Getting them to understand what self expression really is.

#2 taking risks/chances. Reminded me of college special ed class. Each kid goes around and has chips. Some have a stacks some have less. Each kids has a different amount. The kids with all the chips are the risk takers. They have less to lose (chips). What can we do to give students chips so that they are willing to lose a few?

#6 We began sending postcards to 5 kids. (each staff memeber) Actually been really cool. So many of the kids have come back to say thanks, I was surprised that they seemed to really like it. It has made a difference in their feeling of connection. Surprised at how much the kids took them to heart, thought they would ignore them.

#5 Postcards have been an interesting process. Pre-addressed cards. (given out at staff meetings). Cool to see who is left over at the end. Take those kids and connect.

Susan: Recognizing current circumstances. Start to think beyond our mental models. What are the possibilities of Access, aside from what it means right now.

#3 Connectivity – advisory is a dirty word, but in theory is a good idea. How come it works at Eastlake? How is their model different? There has got to be more than one way to make advisory groups work. Financial roadblocks. Does anyone know of a creative idea that would proved a regular connection for kids. Wednesday morning time is not meant for students, but for collaboration with staff.

#8 Listen to the kids side chatter at Eastlake – they talk about advisory as a beneficial program for them.

Susan: Explore outside of familiar programs. What does it look like when students are experiencing high levels of connectivity.

#3 end of year party for kids in certain groups. Kids naturally connected.

#9 Community if different than citizenship. Ability to notice if someone is having a hard time or falling through the cracks. Sub groups support each other. What does it look like on a broader level. Safe to make a mistake, without taking all of your chips away.

Susah: What does this make you wonder?

#8 what high schools have these qualities. What's going on in the schools where the sports programs are not fantastic, academics are normal, easy to fit in. Either you're in a defined group or you're not.

Susan: How does that relate to these beliefs?

#5 Resilience – Allowed to move out of comfort zone. I don't feel like Issaquah as a community fosters stepping outside of comfort zone. Not the most diverse in the world. One student told story about being in Seattle at night, scary experience. Makes it difficult for students who come from outside the community to fit in. Other end of spectrum – another student who was popular, athletic, liked by girls, went to one of the high schools. Optimal background, all the chips, still ended up not enjoying it. Ended up affecting all aspects of his life. Not sure what is different about his story than anyone else's.

Susan: Are you hearing any themes?

#2 the importance of feeling connected to your school. Important that each student feels they belong at their school, have pride.

#10 Typical high school (talking behind backs...,) give the students a positive environment to experience what that would be like. Maybe it's just the norm, making fun of each other. Within sphere of teacher maybe there is something we can do to give students strong experiences in the 5 belief statements.

Susan: What do you have influence over?

#8 how you manage your 5 hours a week with students. Perhaps give up some class time so that once a week I could do something to further nurture with these kids. Maybe an advisory model. Instruction time is limiting.

#1 One thing that has to happen, revisit structures within the building. Instructional minutes. How much content am I going to try to convey. Give up class time one way, revisit some of these things, how do I model for students in the classroom, provide an environment where the kids feel safe on an individual level to take risks. Build skills to become resilient learners. Revisit structures decision we made. Give them opportunities structurally, also model for them. Could be really powerful.

Susan: To What extent are the classrooms the vessel to reach students in these sections.

#1 There will be resistance when we are asked to “give up” something structurally to foster something else.

#9 Verbiage re-think could meet resistance. Could have to be a shift in thinking how to activate these words.

#1 If you’re activating, you’re living it too. Is staff willing to move out of comfort zones to model for students?

Susan: Am I hearing this properly? This is the way it is, would be hard to foster these things in the current structures? Even if you begin at your own personal sphere of influence if these things are optimized?

#4 Internet world. Access to specialized courses. Within our district, allowing kids to take two courses outside our curriculum. If we opened up the doors to that, the kids could tap into other types of things that could be interesting or challenging.

#6giving a wider variety of things you’re doing. Vary your assignments and projects. (per student) Spend a lot of time on the Romeo and Juliet segment. Good for students, step outside their comfort. Get so deep in it. Watch the act, talk about it, read it in depth, compare with the current play. Have to produce a scene, perform in front of the class, analyze their performances. Have time to write essays, looking at two different performances, critiquing, and producing. Everyone has one thing they are good at, everyone has something they are not good at. Spend an enormous amount of time on this. Really good for the students to go through the whole process. Never done anything as awesome as this project. Strong way of getting them into a difficult piece of text. Good intro to Shakespeare. Resiliency really comes out. Memorization, everyone really works hard. Self expression comes in to play, make choices about how they do their own play and analyze it. Community is fostered ion this project. Must be in groups, placed with someone they might not always work with. Depend on each other, support/trust. The amount of time we spend on it is what is the key to why this is a very popular segment for the students.

#8 3rd year doing forensics, Students have to defend the integrity of their evidence. Long project. Have to be right, but also have to articulate to a judge and others. Co-dependant on each other to get results. Kids from first and second years believe this is what made the course valuable. Can’t satisfy the judge, inherent risk.

#5 experience applies to all of us. Speaks to what all of us would like to do. Rethinking structure and time. So much you have to get to, not a lot of time to spend on one thing. They have to leave the class with certain skills.

#8 All of us doing something, embedding all of our curriculum to align. Time driven by what students can do and understand. Time can get away from you.

Susan: Would need community agreement around these things that we do.

#3 learning experiences are awesome. Stress is the number 1 thing I work with these kids. Want them to learn how to be resilient. Are we asking them to do something we are willing to do as well? "This is so out of my comfort zone" (referring kids on a suicide when I teach physics). Do we need to do some work as a staff to enable us to connect better. Model for the students. Fantasy Island in another district. You could apply to do another job in the district for one day to get a global experience. Really see other sides. Can we ask of ourselves what we ask of our kids? Can we learn from that and go to the next level.?

Checkout

#1: I like the thought that we can't expect more of our kids than we ourselves are unwilling to do. Do we want to go above and beyond, if so the kids will follow

#10 five goals in the classroom. Making sure that they are taking risks. Need something they can really dive into so they can connect.

#9 How can we do this as a group to make these 5 actualized. How to we create an authentic community where our students are getting these things from us.

#8 Spent 27 years in public safety organizations. Structures much more strict. Greater opportunity if we had more flexibility. Subtle change, I could picture doing these things. Tough walls to break down.

#7 Still struck by resiliency. Trying to figure out ways that I can help kids or staff or both to be more resilient, take more changes, go beyond their comfort place. What can I do, what can I help with, how can I create places for these changes. How can I create opportunities?

#6 Would be easier to do this with more time and flexibility. Always comes down to time. Maybe thinking of how can we work these into your classroom.

#5 Advisory – we had one, but failed for many reasons. Some of the things we were doing in that program were really good. Helped make it easier to add these into daily routine.

#4 enjoyed hearing different ideas and opinions. Like to break into small groups to keep the conversations going.

#3 Hope something tangible comes out of this. Move to next step.

#2 Conversation based on connectivity. One of my previous classes turned into a very connected class. What if it could be like that in all of our classes? The class itself connected. Not by the material, but the environment fostered it. Citizenship was not discussed as much. Discussed with students, care about you academically, but also care about the kind of person you are when you leave this classroom. What are we doing to create "great people"?

#1 Positive learning, connections when students were very involved with each other. Interesting that the principals have given these ideas for us. For principals, in what ways am I fostering or modeling these ideas?

#8 what now? What happens with this information, where does it go.

Day 1, Session 3 (parents)

#6 These questions are so bulky – I broke them down to a smaller piece.

Susan: Talk about one thing that came to mind, not the whole list.

Round Robin

1: Excellent experience so far. Son has autism. Hard for teachers to understand. We introduce ourselves every year with every student. Counselors have been fantastic. Teachers make a point to learn how different he is, provide us with frequent feedback. The athletic program, a lot of focus on baseball, basketball, football, not the smaller sports. These sports being treated as more important impacted me. Ignore that loud music on the football field, it's to pump up the football players. Tennis program receives \$500 for season, just covers tennis balls. Filters down to the students, school doesn't value tennis, but have a fantastic coach. Hasn't stopped the kids from taking part, expression. Feeling of not being involved is there.

2: Many positive things at Skyline. Teachers willing to take a group of students to DC, and Peru. Push envelope, extend themselves. I would like to see this continued. Another interesting thing. Office hours important. Posted by teachers. Different teachers have different accessibility. "Don't pay for a tutor, come see me". I want you to be successful message. Some teachers do it, some don't. Chemistry club, open to all, teacher wants the kids to be successful. Access to career center, IB coordinator is good, one thing that I don't see are the guidance counselors. Just 3 for this entire school. Who does the "life" things at our schools. Visibility is huge. Lunch 'police' hall adults, athletic director, office staff.

3: Agree with all. Sports – track. Activity bus took football team first, track kids had to wait, even get taken off the bus until after the football kids have been taken home. Very positive experience so far. Son in advanced math, principal worked out that he would have a class as he progresses. Small group of kids open to attend that class. Math competition, skyline was only one in ISD among 100's of teams. Skyline has provided many opportunities for kids to be successful. When compared to Bellevue and Lake Washington, math competition. What if we had a coach like that? What could we be, we could be so much better. Skyline math club Runs themselves, coach themselves, practice themselves. National team from Washington state, had to talk to other schools to get that information. Skyline kids want to be on that team to compete in contests. Debate club meets but doesn't compete. If they could get the support from staff, teacher passionate about supporting kids to be the best they can be. Teacher comment about Stanford, only one kid from Skyline went there. Discouraged student from having Stanford as his goal.

4: Son has had amazing experience here. Connectivity, teachers have discovered things in him that he didn't know existed. Humanities teachers are amazing. Son wants to be an English teacher. They connected with him. Impressed that he was an athlete as well as IB program. Connected kids together.

Bell to bell mentality, keep test score up, get through the material. Not as connective with kids. Put out the letters, could know more have more access to *who* students are. As a teacher I need access to what my students are doing so I can get to know them.; their interests. Frustration as a parent, - some classes where they didn't know who my child was. Assumptions due to athlete. Didn't get as much out of those classes. Resiliency – you need to push yourself, need to take those harder classes. Tried to take an IB Physics. Formula for GPA.

5: Resiliency – amazed at the teacher's resiliency. Amount of support from the teachers is amazing. 3 kids with disabilities. Connect to one thing. When you know your child has issues, the adjustment from one year to the next is huge. Work hard in June to set up the transfer, past few years have had quite a large number of roadblocks. Love to see some kind of bridge built over that hole. PCFC - microphones when they were brand new, took a long time to get sound system up and running. Daughter hard of hearing. "I didn't know teachers spoke when they faced the board". Devastating for a parent to learn that her daughter missed out on so much learning. Took many months at Skyline to get hearing unit for her to use. (4 school months to get it). Tough for her through the years with learning challenges, tried to help her. Kept testing out of IEP program. Too challenging in mainstream setting. Son developing a mental illness. Hard during teenager years. Some teachers have been really great, managing him, his cycle. Trigger to get to Vice Principal, so he can get to the "safe" place. Would love to get past the IEP rules and say this is what this kid needs. Biggest success has been principals and some teachers who get what this kids needs despite what paper says. When those things are in place, finally my kids have instruction.

6: Two sons in college now received a good education here. Happy to say they did not peak in High School, happy to say. Access needs to be revisited in ISD. When something arises, the policy that relates to it needs to be revisited at that time. Connectivity – Kids taking higher math classes, refer to BCC or a tutor because they experienced better understanding of material. Outside of the school to get better teaching on material offered at school. Advanced classes many kids who would be able to take these classes but they don't because there is no plan b in place. If they start failing, they can't get out of that class. For the trimester or for the year. I get the logistics of that. For a kid to be successful, then take an advanced class, struggle. The pressure for GPA is so strong that some kids will not try those advanced classes. Wish there was a re-grouping of that process, policy. Citizenship – a lot of opportunities up here. Challenge Day program, feel each other's pain. Understand what other kids are going through. Some of the citizenship stuff is very mechanical. Needs a lot more depth. Maybe motivational assemblies.

7: Bell times. Teen sleep requirements/patterns. Shouldn't have teens starting school at 7:25 am. There have been so many studies on teen sleep, optimal learning timeframe for teens.

8. Our kids have had a good experience so far. Access to a wider variety of electives would be better. Kids could experience different paths.

9: Kids have had a good experience so far. Unique to the teacher perspective. Some teachers are great, online website, etc. Some not so great. Family Access is not updated accurately or timely. Lesson plans

should be online, (gone for a week...) Some teachers are available, some do not accommodate to do a little extra with the students.

10: Teacher interaction, access to quality teaching on a consistent basis. Access to the resource package so students can do what they want to do.

11. There is a feeling of elitism up here. Whether real or imaged, it's here. Parents more so than students, their expectations are sometimes unreasonable, which adds pressure.

12. Son on IEP, access to great education. Looking to next few years, concerned about variety of offerings.

#6 All about football. Always have been always will be.

#1 Built in expectation, and how kids have a perception of it going in. For example, prior to coming to skyline, children who are not in the mainline, have a hard time. The school has exceeded expectations. The sports piece is that it's so pervasive from parents to the kids, coaches to the athletes. Football is king. Recipient of new uniforms, stadium. Resentment between siblings. (football gets everything) Should have similar level of respect/value for other sports.

#8 New Athletic director is great, impacting the sports culture. Reality is that in the real world football is given more attention.

#4 no one comes to baseball games. Football is such a community event, huge stadium, social event. Whole community coming together in one place.

#10 My son gets acknowledgement and recognition because he wears uniform. Harder for other kids who aren't involved in the big 3 sports. Could be more networking for teachers to know something about each kid. Nice to be known for more than who you are in the classroom. Many are overlooked/lost in the classroom.

#2 We live in a powerhouse area. Athletic program is great here. When a kid gets cut it's an identity thing for them. It affects them and how they feel about themselves at school. So many other things for them to get channeled into. Team of parents/staff to help these kids. Connected to expression.

#5 points for leadership, extra points. Daughter who didn't feel connected, started wearing colors on Fridays to earn points. Has helped bring her back to feeling connected. Wanted to go to the game. I know there is security, know where they are. Good positive experience.

#3 Talked a little about GPA. How does the GPA Curve work? Consistent standard across the district? Weighted? In a class are there a certain percentage of a's? GPA package for college application. Taking harder class not getting the good grade, GPA is impacted. How is it determined. Is the GPA considered if you're taking a harder class? Is it a percentage?

#4 No – All follow grading scale. Weighted – IB for class rank only, not GPA. 3.65 may be rated higher than a 3.7 due to taking IB classes vs general level. Moves them a little, not a whole lot.

#8 Can help you when applying for college. Rated higher.

#3 weighted GPA is not looked at by college.

#8 Looking at outside math. Common theme around here. Somehow needs to be addressed. Something is not quite right there. Personal experience, both kids are good in math, but that has been the most challenging. Curriculum, no additional support. Bell rang, over. No support. Not connected to class setting, not supported. Belief that is shared widely that if math might be a stretch subject for you, you might go elsewhere to obtain help.

#10 Sense that as you get higher up in math, is learning facilitated? Getting through curriculum. Too often inflexible to learning or diving deeper. Engaging children in a meaningful way. If kids don't work with other kids they don't really learn optimally. Fear that higher math won't be available next year on campus. Very frustrating and discouraging.

#6 One math teacher has a really strong accent. Hard to understand. Kids have asked her to write more on the board. Hard experience with trying to learn math from someone who doesn't speak clear English. It is what it is, but there is frustration.

#9 Parents across the district say that math is in trouble in the ISD. Go outside for "real" math. Frustration across the board. Optimal experience would address math issues, recognize an undesirable pattern. (getting math elsewhere)

#12 Two different schools, teachers for math (two students). Middle school teachers have been rushed to move kids up, students missing core things on this path as a result. A lot of holes in the math curriculum. Not a teacher or Skyline issue, but a curriculum one. Great teacher who spent Fridays just going over math facts. Should have learned in elem, but didn't.

#9 a lot of teachers teach to pass the WASL, not to teach the subject. If you miss that perspective, you've lost that concept. Told to teach to pass the test.

#4 We have kids that are dying for volunteer hours, need citizenship. Love to tutor, going into teaching. No one comes to see them for tutoring. Send out flyers for free tutoring, but no one shows up for student volunteers. What can we do within ourselves. We're not using what we have, not encouraging our students to use the resources available.

#3 definitely a cultural thing. Math club provides tutoring. Some kids go every week to ask questions and get tutored. Not very popular, perception is that math club is for geeks. I don't know how to change that.

#10 Most go to an outside tutor.

#11 There is the sense that when you pay for tutoring you are getting better service. Not socially acceptable to be tutored by another peer. A real or imagined roadblock is there.

#10 A lot of one on one (facebook, texting, email) going on, maybe not officially at school. Maybe kids figure out themselves. Substantial amount of helping one another behind the scenes.

#6 Who is awake at 7 am? I have been on the bell time bandwagon for a long time.

#7 In order to change the schedule, may have to work with transportation schedule. Huge animal.

#1 There are college courses that start at 7:00, kids should be ready. First job you're not going to get prime hours. Real life. They can manage and adapt. Set expectations.

#6 optimal learning time begins at 11:00 am. Cannot function optimally earlier than that.

#8 I have one night owl, one early bird. Both learn to adapt. Resiliency.

#6 younger kids get up earlier naturally. Flip elem and high school

#7 looked at academic studies talking about sleep needs of teenage students. Need 9 hours of sleep every night. Bodies and chemical makeup's are changing. There are periods of time where they can't fall asleep before 11:00. Not because they are not tired, but because of the changes going on in their brain chemistry. Optimal time to start school would be at least an hour later than now. 9:00 would be better. On their toes. Younger kids could start earlier. Inverted schedule, start elem at 8:15, secondary at 9:00. Sports schedules are effected. Creating optimal learning, and accommodate sports schedules really hard to accomplish.

#3 School breaks – summer is the best time to do something. The other breaks are short and frequent. Just get study routine, then another break. Can we merge breaks to be longer but less frequent?

#1; Short breaks in between a 6 to 7 week period can give them time to de-stress. So much pressure for kids now, common issue. High academic challenging community. Prepare them much better than we were prepared for college and advanced degrees. Fridays, our kids are ready for the two day break.

#3 larger breaks are more effective. Working parents would like that too.

#6 Know of someone with an intense schedule. Parents allowed her a “drinking” night to de-stress. How can I relax, can I drink, take grandma's pills. Needs to be a healthy balance. Outlets to release stress.

#10; Would like to see that those kids who are not engaging, have a way to bubble that up. Part of the stress is the lack of control over their environment. If learning is sub par, there is no way for them to communicate that without adverse effects. Opportunity to take expression classes. Right now must chose between music and language. Could provide balance. Wish for some way for the students to bubble up those places where they believe the teachers are not delivering. Wish for there to be a way for continuing improvement. Have a coach/shadow. Shared skills/techniques.

#8 Need more options – take more expression electives. No cooking, shop, etc.

#10 School not enjoyable. Would be more engaging and open if they had the opportunities for expression electives. Have more joy

#6 need more well rounded offerings.

#11 The need for an ambus (?) person. Confide in them, and it won't come back to hurt you. My students wasn't getting what they needed, "maybe I should go talk to them". "Don't do that" I'll be marked for life. Need to be able to talk/vent with no negative impact.

#12 varieties are important for finding a niche. Some aren't going to college. Need to find a niche. Electives could help guide students to new avenues. The more they can explore the more successful they will be.

#6 some kids come home and complain about what's happening in the classroom, but aren't willing to do anything about it. Student, teacher, principal meet together when there is an issue. That combo is threatening, intimidating. If there was a different way to go about solving those problems between teacher and students.

#10 Has to do with culture in the classroom. Optimal experience would include a culture where they can advocate for themselves. We do not have a culture where it's ok and safe. Discouraged by teachers. "Don't be annoying, I don't have time for you now." Lack of communication about office hours, best way to communicate with teachers. Students not equipped with a process. Lies in the face of the adults, advocate for yourself take care of it. Blows up in their face.

#2 coach our children to go to the teacher. They go, but don't have the skills to really get what they need due to their age. Depend on the teachers to help draw out what the needs are. Grade or negative impact. Consequences are huge for these kids. In their minds it's bigger than what they are.

#7 Making sure that someone on the staff has some connection with every single student. Get together in staff meeting. Someone make connection with the students who are unknown.

Summary – Checkout

#12 See two themes. One feeling of every student feeling included, the ability for students to communicate with teachers. Class offerings, concerns about the math program.

#11 Theme that I see is the desire to participate. I've never seen anything like this. Blessed to have a school like this. We are just fine tuning our already great school. Would not have my kids at any other school. We love this school district.

#10 My expectations and hopes are heightened by this process. Thrilled that leaders are taking this on. Hopeful for some changes. Wouldn't that be wonderful to enhance what we've got. Realistic me worries that we cannot make significant cultural changes. Hope that we stick with this, and fight for meaningful changes. Try some things. Try to something better in some area.

#9 Many assets that exist where communication can help expand. Tools are available without using budget. Good experience.

#8 All here for a reason, good district. Pleased with overall result. Just a matter of tweaking. It is stuff that can just be done. Existing people in building, extra effort from all.

#10 I hope this exercise is about more than that. My hope is that this effort leads to something meaningful and different.

#7 People want to have everything available so kids can succeed. Stress that our kids feel. Would like them to have some outlets for that. Electives.

#6 ditto

#5 Heard some great ideas. Excited to see them develop. I have been reminded of things to follow up on that I have forgotten about. Would love info on peer tutoring.

#4 communication is huge. Need to change a lot culturally. Need to stop paying for things we have access to (student tutors) got to get everyone connected to that. Resiliency – Love to think that teachers will be more open, but reality is that chances are your boss (in real life) isn't going to be just like you. Learning process, part of resiliency. Football halftime should be highlighting other sports and activities.

#3 respect football kids, respect others who do other things (not necessarily sports). Curriculum needs to be modified. Creating opportunities for all children, college bound or not. Vocational offerings.

#2 Great school. Lucky to be here. I see these 5 things as core values that can be used with teachers, parents, administrators. Very impressed that this district is willing to listen in this way.

#1 Asked son about 5 values, to get his feedback. He did not mention anything negative. Overall, it's very stressful to be a high schooler. Environment has been wonderful, encouraging, open to new area where he wasn't interested in. Teachers helped guide him to areas he was not previously interested in. Development in the staff, but also in students advocating for themselves.