

# Action Ideas

- Ask the experts-work and cultural centers
- Ask the students
- Pilot study in 3 schools (different kinds) re: classroom size K-3 15 or lower
- Poverty- middle- affluent
- Explore focus schools (multicultural (focus school))
- Review curriculum
- Engaging wider community
- Look at other models that have been successful
- Asses the teacher/student relationship
- Successful- characteristics of those that are not
- More full monitoring programs for teachers
- Identify and find ways to move children through transitional “gates” so their choice lead them toward success (predictor classes)
- Increase children’s mentor- engage community up male, diverse mentors
- Families working with families to share opportunities resources
- Find ways to engage broader community
- Reason to or not going to
- Support services for high school challenges
- Provide lab top, insurance, training for electronic resources
- Think of focus on middle and upper level
- Look at what’s working over all
- Improving overall health (food/exercise)
- Increase literacy across all ages and spectrum (economic and reading)
- Hold “non-traditional” interaction
- Reduce the stress (teacher)
- “bucking the trend” find nationwide what is working (family literacy)
- Grant money to teach RDG after school
- Different school year model (Summer brain drain)
- 2 Shifts of school “non-traditional”
- Voucher system
- Empower child
- Invite community into schools
- Relationships building of schools and families
- Agencies and businesses need to partner with Title I schools

- Businesses need to do more but they may limit mentoring time of their employees
- Churches can work with cultural groups, coordinate with schools
- Create cultural understanding that schools are for the kids
- Give a voice to parents
- Use students to advocate for other students-peer lessons-specially for immigrant students
- 5:30PM may be better time for conferences for working parents
- Staff at 100% decrease class size
- Survey parents at each building to determine more effective times for conferences
- Help parents meet with teachers where students need the most improvement
- Help parents feel comfortable and work with students together
- Incentives to help students to more and better involving situations where parents are unwilling to engage
- Increase home work to keep kids focused: expect more of all students
- Quantity and quality both
- Riger vs. turning off kids
- Homework must be meaningful
- Learning peer groups to help performance with technological support online instruction tools
- Communicate to parents what resources are available
- Family literacy (reading early)
- Change the way we access (measure) achievement
- How does the community teach critical thinking skills without personal opinions
- Youth voice in that they need
- Meet basic needs (food and safety) of students and family
- Current issues family planning
- Teach life skills
- Varied forms of schools based on needs
- Not just 8 AM to 3 PM
- Get politicians in our buildings to see what really goes on (more than one day/tour)
- Electronic "pen pal" to communicate reality to our politicians
- Quit remediating (ware housing)
- Create a community to help children succeed

# Common Ground

- Not either or approach
- Explore strategies for under achievers
- Moving to action is important
- Increase literacy across ages and spectrum
- Community resources more accessible
- Improvement of communication
- Early intervention
- Targeted resources for students of diversity
- Training on relationship building for teachers
- Many important things are not tested
- Small class size supports relationship building
- Can't ignore the politics
- Other ways to measure effectiveness
- Early support is needed
- Blended approach
- Accountability process is broken
- Drop off parent involvement from elementary to middle school
- Resources limit kids and community involvement
- Not all families have computers and phones
- Time and flexibility for teachers and parents

## Areas of Disagreement

- Definition of school accountability
- School year length and impact on achievement gap
- Move away from remediation vs. intervention
- Families are busy
- Getting computers into homes
- Language usage and implied meaning achievement(end) vs. learning (process)

## Questions and Concerns

- Do parents feel comfortable contacting teachers and schools?
- Do teachers feel connected to families and teachers?

- Is there more nurturing at elementary level?
- Middle school teachers not as nurturing, more concern needed, encouragement
- Parent involvement drops off at MS & HS, perhaps as parents want kids to be more independent
- Parents need flexibility in school contacts because of work, etc.
- Need more flexibility with tutoring time
- What are the available resources for immigrant families and challenged families?
- Schools must be safety net when families can't do it all
- Community centers, UNL students, CLC for tutoring
- Not enough quality time at parent conferences- too much time in lines
- Class size can limit needed attention to individual students
- Need more teachers of color
- Resources can limit community involvement
- Does ELL instruction challenge kids enough? Is separation a good strategy?
- Identify each child's strengths and advance their learning level
- Need broader definition of accountability and how it is used
- Lumping all sub-groups together for testing and scoring
- Inappropriate assessments
- How to identify at risk potential drop outs sooner
- Need more counselors at every level- especially lacking at Elementary level
- Cultural misunderstandings feeling school is against the student not enough trust
- Hard to get kids to do homework, not all kids have texts or lost because of mobility of some kids
- Too much homework may limit family time together
- No money- decreases in funds
- Accountability not just testing, build relationships with families
- Whose going to the community and schools relationships
- Changing families
- Who came up with approaches
- How is achievement gap defined?
- Strategies for closing gap
- Do we really want to close the gap?
- Should education look different for some children who are falling through the cracks
- LPS work and cultural center to develop pilot program apply to federal grants
- How innovative does LPS want to go?
- How much do we sell this (work and cultural center) without looking like we are segregating?

- Has talented ten been cut?
- When was the last time we asked students what they need?
- What helps students to be more successful?
- Target students with greatest need
- Have more advocates for ethnic and racial groups
- Graduation rates and gaps
- Need teachers- perspectives of “teaching”
- Advocacy→ empower students to go for rigorous, challenging classes
- How often do the different levels of “professionals” get to collaborate
- How can social media affect these things-how convert “shorthand” to real language
- How would school uniforms affect gaps
- What are the other places doing that is innovative and working?
- Volunteers coming in, background checks, funding, monitoring
- Money issues may varied concerns
- Evening access for students, school day and resources/ sharing of access info
- Increasing communication
- Transportation
- Need Lincoln numbers for the discussion
- Violence acceptance by students
- Lack of critical thinking
- School climate- parent treatment- student treatment
- Communication- as a district goal
- Perceptions are powerful

## Next Steps

- Ask the students
- 3 action steps
- Explore multicultural focus schools
- Look at other successful models
- Pilot small classroom size in 3 schools
- Different socio-economic make-up (poor, middle class, affluent)
- “Bucking the trend” find nationwide what is working (family literacy)
- Find ways to engage broader community (give reason for people to engage)
- Increase literacy across all ages and spectrum (economic and reading)
- Encourage communication and events between school and parents
- Research ways to increase communication with uninvolved parents

- Educate parents- how to become involved and the value of connection with school
- Need based parent-teacher conferences
- Survey parents for effective conference schedules
- Create parent network to collaborate with school and what skills can parents provide
- Equitable access to technology
- Lab tops for all
- Find creative ways to service technology beyond budget
- Peer homework groups should be formed
- Look at various school schedules and courses to meet the needs of all students
- Structure as well as content
- Engage all stakeholders
- Measure achievement gather all relevant data and get the message out (not just test scores)
- Personalize stories
- Community connections
- Gather the resources to come together
- Give into the teachers
- Where do we go from here?
- Look at all students
- Teachers gain the trust with students and their needs
- Getting students to school
- Building on student strengths
- Making the connections to the families (not just at conferences)
- Before and after school concerns- looking to the community for help
- What are the rules for schools and community?
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