

Board of Education Instructional Sub Committee Agenda



Date: October 5, 2021 **Time:** 4:45-5:45 p.m. | **Location** Hill Library

Purpose of Meeting Provide background and information relative to our K-12 Instructional Program

Type of meeting Information Sharing

Attendees : Board of Education Instructional Sub Committee Members: Terry Carbone, Dave Howlett and Kathy Robertson, Sean Bruno, Lynn Carragher and Rachel Kluth

Board of Education Instructional Sub Committee			
Topic: Elementary	Facilitator	Time	Notes:
<ul style="list-style-type: none"> ➤ Welcome ➤ Focus for Committee 	Sean, Rachel and Lynn	20 Min	
<ul style="list-style-type: none"> ➤ Current Highlights <ul style="list-style-type: none"> ○ Elementary Reading ○ Curriculum and Instruction ○ Paper ○ Data Dashboard 	Sean, Rachel and Lynn	20 Min	<p>Elementary reading initiative – Linda Cimusz came in last year – make sure students have skills to read – read to learn. Research that linda helped us with and sean bringing in his experience with letters training</p> <p>a) calibrating all staff K-5 – also brining in 6th grade teachers including related service provided and special ed teachers. Ensure everyone has tools to be successful as practitioner and students in classroom.</p> <p>(next meeting invited element instructional coaches to present on reading committee and so you can have an understanding on what LETRS is.</p>

		<p>Brandon spearheading reading committee – 55 members – talking through letters training, science of reading. Four subcommittees – two reading pilots – collaborative classroom and Mifflin?</p> <p>Through reading committee and research – teachers select series interested in. second committee looking at AIS and RTI structures. Did a nice job a couple years ago calibrating and aligning students – progress monitoring and way tracking may look a little different (how we are reporting out – deficit area or skill to address may look different. Look at RTI and progress monitoring. How we report out and support students with interventions.</p> <p>In tandem with k12 looking at ais structures.</p> <p>Attending training through Jim Wright – Intervention Central (free resources) – guru in progress monitoring – how do you ensure targeting deficits. Teams from each building attending.</p> <p>Reading Series Pilot – Lynn</p> <p>Move tier 2 into classrooms and Tier 3 AIS interventionalist (higher need reading intervention support).</p>
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➤ Upcoming Meetings	Rachel	15 Min	Nov. 2, 2021 K-6 Reading Dec. 7, 2021 Curriculum and Instruction Jan. 4, 2022 March 1, 2022 April 5, 2022 May 3, 2022 June 7, 2022
➤ Roundtable	All	15 Min	

Board members want (Investigate current practices)

- **DAVE:** Look at credit recovery – APEX not very good. There has to be a better way to make it more appealing (kids don't want to be there anyway)

(credit recovery team – they could be the group that presents at next meeting) – Dave wants to hear what they think is wrong.

Feb. and April break school (like idea)

2 per grade level – piloting teachers make recommendation to committee and make determination of what resource. Next year will have same resources.

How are helping students (structured approach) –

Feel flush – what are role of reading teachers and AIS teachers and how do they participate in expectation of all students – increase reading by grade level by certain point

What are principal's role? (what part of wheel are they driving?)

(K-5 principal and reading/ais eachers are in Letters training and participating in ??? active member.

Terry wants them to be the expectation.

(sean, on teacher about student learning – have responsibility to get kids to move forward - we are going to try different programs and where is data. We are going to monitor and adjust. Take through data cycle through mid-year. I think in 10 weeks you know if it works or not. We need to ilisten to field. Put weight on lower grades and foundational skills. Decision based on foundational skills.

Is it possible to have K-3 and 4-6 series – with continuity.

Letters training – all teachers going through – Bridges section – how implement and support students in classroom. Get a pocket of students low-med-high and be explicit with bridge activity. (admins going through letters to instructional lead, coaches going through it – supporting implementation. (everyone required to support – Kathy – need consistency in foundational skills.

All having same language – (expectation and monitoring it being done (Kathy)

Terry – curriculum – curriculum writing – is it true or not true that chemistry has a curriculum, earth science has a curriculum.

Curriculum process aligns with standards for content areas.

If pass Regents – what are you unpacking in standards (Dave – US history – scope and sequence – not all on regents – we decide where concentration should be –

Alignment – two different classes taking same assessments.

Moved from Atlas to edoctrina – repository – can have assessments in there (students take assessments and have data for tracking. Students can instantly see result.

Terry – how do you determine what is valuable elective and what is criteria you use so students has what they need at graduation (Rachel – Pathways conversation – how are students ensuring they are on trajectory to graduate – taking relevant courses.

Pathways presentation... business, world languages and technology to speak to pathways also counseling to see how tracking students (electives fall into that).

Kathy – ensure basic skills in every classroom and follow through and consistency with every teacher.

(BTA asked for consistency during meeting -

Dave –

- 1) Conversation from a couple years ago – JR HS honors program – Science and math but not Engl and SS (all opportunity) - would not call it tracking – open to all students no prerequisite all four subject areas
- 2) Explore dual credit more at high school USHistory Dual credit. Melding ap and dual credit. 250 for 3 credits – dual credit at MCC (US History two classes – six credits to any cuny or suny school.

Bill Drumright professor

Mike p and team and Rachel met with MCC May 2020 – to learn more about process. Get teachers interested. (MCC professor gives general curriculum and he teaches the way he wants to. Dave offered to come in and talk to teachers. MCC prof observes two times per year.

Admin team on board – (teachers need more support? Terry –

- Could partner through SUNY Brockport as well. (free – gamechanger for families who don't have resources.

Gates – art, science, social studies, English, math, business (MCC placards for dual credit)

(Rachel – will talk to Mike and team and arrange a visit for Dave to talk to teachers).

Kathy – is there a big plan for that starting in Kindergarten – coming out of low grade levels – can't write or spell or communicate. LETRS and pilot will address. – need expectation – everyone on same page – Kathy wants to make sure to go in every classroom and follow up.

Expectation for principals (**Terry**) – Sean – go through with principals – take us through your classrooms. Show us where you are making progress in the classrooms – where are you dropping down – because that is where we need coaching. Want to make sure it is helping.

Jeff H.

- 1) Value in honors program in OMS – could help transition students to high school. Hard to get into honors program at OMS.

Terry – we provide support for kids who aren't making grade level how come we don't provide support for those who want to achieve at a higher level.

Paper – another level of support. 24/7

District wide – data will drive it all – what gets measured gets done.