

Academic Committee Meeting Minutes

June 23rd, 2022 4:00 pm

Anticipated attendees: Jessica, Erica A, Joanna S., Erika S., Jo WN, Andrea, Laura, Brenton

Item	Discussion / Notes	Actions
Reading and Math Data for Continuously Enrolled Students (Jo)	<ul style="list-style-type: none"> ● Reviewed slides with diagnostic testing results Math and Reading (i-Ready and MCA) ● Did see some possible correlation between i-Ready diagnostic performance and MCA performance 	
Trajectory of Student Achievement in Early Literacy (Laura)	<ul style="list-style-type: none"> ● The curriculum used this year was new to NECP, required some learning for teachers to teach and guide students ● Reviewed movement of students through sets in reading ● The mastery test was higher/different than previous years ● Identified strong correlations between curriculum and FAST assessments. This supported the decision to shift to this new Being a Reader curriculum ● SIPPS very structured steps vs Being a Reader requires a foundation of knowledge. Some students Being a Reader in classroom, but also SIPPS from intervention teacher. Some students did not achieve in Being a Reader, switched to SIPPS and successfully learned to read. <ul style="list-style-type: none"> ○ Considering shifting K-1 to all students doing SIPPS in classroom and Being a Reader beginning in Grade 2 ● Will continue Being a Reader for Grade 3 next year 	
General Reflections / Questions (all)		
Five Focus Areas for Next Year	<ol style="list-style-type: none"> 1. Schoolwide implementation of CARES <ol style="list-style-type: none"> a. Cooperation, Assertion, Responsibility, Empathy and Self-Control b. Losing some foundational vocab in IB learner profiles 	

	<ol style="list-style-type: none"> 2. Schoolwide regrouping in ENVoY, including certification. Shifting name to Catalyst <ol style="list-style-type: none"> a. Coaching, observation and certification steps for teachers 3. Schoolwide regrouping in content & language objectives <ol style="list-style-type: none"> a. Implementation of social objectives 4. K-8 MTSS Coordination (multi-tiered systems of support) <ol style="list-style-type: none"> a. Reading and Math data meetings 5. PLCs (Professional Learning Communities) <ol style="list-style-type: none"> a. K-3 teachers: rolling out Bridges Math curriculum b. 4-8 teachers & specialists: ELD, with a focus on Building Background & Vocabulary c. Every other Wednesday after school <ul style="list-style-type: none"> - How will you know when you're successful? 1 2 35% of teachers certify in ENVoY, observational data, 4 identify benchmark, 5 learn, apply, reflect - Less measurable, but these are in response to teacher feedback from last year 	
<p>Determine what's important to roll up to the full board</p>	<ul style="list-style-type: none"> ● Proficiency and Growth data <ul style="list-style-type: none"> ○ With new board members might be helpful to have MCA results with comparison with Minneapolis and State ○ Consider quaint until Sept meeting to share comparative ● July meeting <ul style="list-style-type: none"> ○ Share some specific slides ahead of time (excluding MCA data) ○ I-ready diagnostics continuously enrolled ○ Early literacy data and implications ○ 5 focus areas 	<p>- Andrea will come to next board meeting (July 19) to support and help answer questions</p>
<p>Plan for next year's meetings cycle</p>	<ul style="list-style-type: none"> ● Three meetings per year following assessments ● Erica Ahlgren will chair ● Standing agenda: <ul style="list-style-type: none"> ○ Send slides in advance 	

	<ul style="list-style-type: none">○ Continuous enrollment○ Early literacy data○ Focus areas○ Planning for board meeting and next meeting in cycle	
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Follow-Up From Meeting:

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