

CHARTER SCHOOL OF INQUIRY

Academic Committee Meeting Minutes
 Meeting Date / Time: 2:00 p.m., Friday, October 23, 2020
 Minutes Recorded By: Peter Dow

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| Committee Chair: Peter Dow | | | |
| Committee Members | Name | Present | Excused |
| | Helene Kramer | x | |
| | John Sheffield | x | |
| | Mary Jo Pfeiffer | x | |
| | Marguerite Battaglia | x | |
| | Marie Giancarlo | x | |
| | Peter Dow | x | |
| | David Hetherly | x | |

resMEETING AGENDA, MINUTES AND ACTION ITEMS

| Agenda Item | Discussion | Action Item | Responsible Party | Due Date |
|------------------------|--|-----------------------|-----------------------|----------------|
| Remote Learning | Remote Learning Progress Report: Implementation “improving every day” according to John Sheffield, Marie Giancarlo, and David Hetherly. Intensive focus on professional development has built teacher confidence, and instruction has exceeded expectations as collaboration between teachers has functioned at a high level due to their presence in the school building. John reported that student attendance has achieved a level comparable to in-school instruction. Helene Kramer asked about timing of the transition to the hybrid model which remains in limbo | Implementation | John Sheffield | Ongoing |

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| <p style="text-align: center;">Talking Points for Charter School Office</p> | <p>based on Buffalo’s pending decision. John expressed concerns about the potential loss of instructional time for each student under the hybrid model. Alternatives include the possibility of parents electing to use county-funded regional education centers.</p> <p>We discussed the most effective way to keep the Charter School Office informed about student academic progress, and how the Board is overseeing the School turnaround. We reviewed a draft “BOT Oversight” document that outlines the many ways that the Board is able to oversee and monitor school progress (see attached.) These include numerous data reports of student learning, partnerships and outside resources for professional development, assessment of curriculum programs, formative student assessments, and family communication and engagement. Following a discussion the committee added two additional categories: HOS Evaluation and Board of Trustees Professional Development. (See BOT Oversight Revised.)</p> | <p style="text-align: center;">Preparation for CSO Call</p> | <p style="text-align: center;">Sheffield, Kramer, Pfeiffer, Dow</p> | <p style="text-align: center;">10/30/20</p> |
| <p style="text-align: center;">Data Collection</p> | <p>Data Collection: David Hetherly explained the implementation of the new Star Benchmark Assessments. These assessments are particularly important given the lack of State testing this year and</p> | <p style="text-align: center;">Ongoing</p> | <p style="text-align: center;">David Hetherly</p> | <p style="text-align: center;">11/10/20</p> |

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| Implementation of the Strategic Plan | <p>probably next year as well. We reviewed, among other reports, the Consolidated Summary Reports on Math, Reading, and Early Literacy, which can be used as indicators of projected student performance on the state tests. (Copies of these reports are attached.) These initial reports, based on testing carried out in September and early October, provide benchmark data. David plans to provide the committee with monthly data updates together with an overall analysis of student growth by tier category approximately every three months. The data for individual students will be provided to parents on their student report card. We discussed focusing on the academic growth of students in Tier Two in order to move them to Tier One as quickly as possible. Helene Kramer noted that the “Next Steps” document submitted to the Charter School Office on April 30th, that defined our academic goals in relationship to State ELA and Math testing, will need to be revised given the lack of state testing in 2020 and probably 2021. John Sheffield said he would work with Marie Giancarlo and David Hetherly to revise our academic performance goals based on the Star Assessments.</p> <p>The implementation is going well, and John Sheffield attributes its success to the heavy</p> | Multiple Activities | John Sheffield & Team | 11/20/20 |
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| | <p>participation of the faculty and staff in the development of the plan. (An annotated copy of plan, showing areas of implementation, is attached.) One noteworthy development is the integration of our key design elements as the plan is implemented. For example, the implementation of inquiry learning is linked with the implementation of the African American Infusion program around the concept of Identity. Also, the concept of Ubuntu (“I am as you are”) is connected with the concept of “service” (“How can I make my community better”). These key ideas will be pursued each year as classroom inquiries. Another example is the study of African Adinkra symbols for character traits in Andrea Pawarski’s Art program is connected to the exploration of “identity” in the Inquiry program. To strengthen the implementation of Inquiry Marie Giancarlo is conducting a teacher professional development session November 3rd on “Question Formation Techniques” based on experiences drawn from the online course she took last spring. (See Inquiry Rubrics attached.) John has invited Adam Aberman to review teacher zoom lessons for fidelity to the goals of the strategic plan. Having an outside reviewer should strengthen our credibility with the charter school office with regard to the implementation of our key design</p> | | | |
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| Final Comments | elements. (See Professional Development Schedule.) What appears to be emerging is a “data driven” instructional program that remains faithful to our key design elements by combining “hard data” on student academic performance with a more qualitative assessment of the infusion of our key design elements of the responsive classroom, inquiry-based instruction, and African-American history and culture. | | | |
| Attachments | <ol style="list-style-type: none">1. BOT Oversight Document (Revised.)2. Strategic Plan Progress Report3. Professional Development Schedule4. Student Data File5. Inquiry Rubrics File The meeting adjourned at 3:40 p.m. | | | |