

CHARTER SCHOOL OF INQUIRY

Academic Committee Meeting Minutes

Meeting Date / Time: 2:00 p.m., Friday, December 19, 2020

Minutes Recorded By: Helene Kramer

Committee Chair:	Peter Dow		
Committee Members	Name	Present	Excused
	Helene Kramer	x	
	John Sheffield	x	
	Mary Jo Pfeiffer (chaired meeting)	X	
	Anne Nguyen Henry	X	
	Marguerite Battaglia	X	
	Marie Giancarlo	X	
	Peter Dow		x
	David Hetherly	X	

MEETING AGENDA, MINUTES AND ACTION ITEMS

Agenda Item	Discussion	Action Item	Responsible Party	Due Date
Remote Learning Progress Report	<p>Survey of parents conducted. There have been 22 respondents thus far: 50% of parents want remote only and 50% want hybrid. Need more input from parents. John Sheffield will reach out to parents again to get greater number of responses.</p> <p>Potential for Opening CSI for hybrid. Starting hybrid model will depend on whether WNY is designated red or yellow zone.</p> <p>In preparation for possible hybrid opening, Mr. Sheffield is attempting to secure the services of a medical director, nurse for conducting tests, lab to process test results, medical courier to deliver tests to lab, and disposal service. BPS will not supply supplemental health testing for COVID.</p>	Implementation	John Sheffield	Ongoing

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<p>Data Collection Progress Report</p>	<p>David Hetherly reviewed the newly-created academic dashboard with the Committee. He discussed proficiency levels for grades 1 through 6, progress monitoring to inform Rtl and instruction, and how progress is monitored monthly between STAR assessments.</p> <p>Marie Giancarlo is working closely with the 2nd grade team in ELA and 5th grade in Math. BOCES is working with teachers on pacing guides and fundamental skills.</p> <p>There is a great deal of focus on writing. Ms. Giancarlo will be introducing Writing Workshops for grades K-1 and the Lucy Calkins Adaptive Model for grades 3-6. It was noted that it is a challenge to teach writing in a remote environment.</p> <p>There were a number of questions and discussion with Committee members, particularly about intensity of instruction, academic goals, and progress monitoring. David Hetherly offered to prepare metrics with scaled scores, growth scores and percentiles.</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">David Hetherly</p>	<p style="text-align: center;">Ongoing</p>
<p style="text-align: center;">Strategic Plan Implementation</p>	<p>John Sheffield reported that all activities in the strategic plan are on schedule. Work is continuing on student-led investigations.</p>	<p style="text-align: center;">Multiple Activities/Update Plan as Items Completed</p>	<p style="text-align: center;">John Sheffield & team</p>	<p style="text-align: center;">Ongoing</p>

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	<p>Adam Aberman virtually visited a class in every single period. He saw a variety of situations but didn't see everything since he was just getting 20-minute views. The next time he visits, he will view student-led investigations, which we are still rolling out. This is a shift in CSI's pedagogical model. It was suggested that we give Adam a timeline, so he knows what he's seeing in context. There was also a suggestion that Mr. Sheffield do a short summary to address Adam Akerman's observations.</p>			
<p>Professional Development Update</p>	<p>Discussed need for data regarding professional development from BOCES and how effective it is. Several options were offered, including teachers completing surveys after BOCES training, teacher written self-reflections, teacher self-rating to identify what they learned from beginning of pd to end.</p>	<p>Develop way to assess effectiveness of BOCES professional development</p>	<p>John Sheffield</p>	<p>January 2021</p>
<p>Weighted Lottery</p>	<p>Committee reviewed language for a weighted lottery for economically disadvantaged children, as well as Special Ed and English-language learners. A weighted lottery will be used in conjunction with the Common Application; parents can answer optional questions about the status of their children in these categories and the appropriate weights will be applied when the lottery is scheduled. CSI's admissions policy will need to be revised and accproved by CSO to accommodate this change.</p>	<p>Revise CSI Admissions Policy, get BOT approval, and send to CSO as non-material revision</p>	<p>John Sheffield Helene Kramer</p>	<p>January 2021</p>
<p>Parent Engagement</p>	<p>Helene Kramer shared charts created for Head Start parents in Read to Succeed's Early Reading First program, a program that stressed proficiency in</p>	<p>Determine potential for use of similar charts</p>	<p>Marie Giancarlo</p>	<p>Ongoing</p>

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Final Comments	literacy and on which CSI was partially modeled. These charts were created for each child at the end of BOY, MOY and EOY assessments to demonstrate where children were in meeting literacy goals, Teachers discussed the chart with the child's parent and recommended ways for the parent to help the school to ensure the child's success in meeting goals. Parents reported feeling as if they were partners in their children's educational success. While it was acknowledged that this strategy would be difficult to implement in a remote learning model, Marie Giancarlo agreed to look further into the model, particularly for the early grades.	in CSI's early grades		
Attachments	<ol style="list-style-type: none">1. Meeting Agenda2. Data Dashboard Latest Update 1218203. Professional Development Schedule4. Parent Progress Report <p>The meeting adjourned at 3:54 p.m.</p>			