

Academics Committee Meeting Minutes
The Board of Trustees
Finn Academy: An Elmira Charter School
610 Lake Street Elmira, New York 14901

May 11, 2020
4:30PM

Present: Jeremy, Theresa, Lynn, Maya, Katie Stowell

Purpose:

- 1. To ensure the academics program is aligned with the mission vision and priorities of the organization.*
- 2. To ensure the academics program is continuously improving; and, meeting the rigor and goals as expected by the Board of Trustees.*
- 3. To communicate directly to the BOT updates and progress related to Finn Academy's Academic Program.*

Meeting Activities

Welcome and Overview:

Shift Focus to Academic Re-entry to school: Accountability Plan Goals with no State assessments for 2019-20 SY?

The committee will shift its focus to the problem of re-entry to school and help establish a committee to develop a return-to-school plan for FINN.

Jeremy shared a link to a webinar that he recently attended with several charter school groups to consider what it will look like for re-entry. Recommendations from the webinar were to start planning now and have a pretty good sense of that plan by the end of June in order to plan and support during July and August and have multiple scenarios to consider.

- **Data Report:**

What Data will be important when considering re-entry to school?

- *Basic Attendance Data*
- *Participation Rates Grade Level (Asynchronous and Synchronous)*
- *Benchmarked Skills and Grade level Expectations (What is the new Norm?)*

Staff are collecting attendance data through School Tool and participation levels in different subjects, different grade levels, and different classrooms. Instruction has been focusing on meeting grade level expectations for ELA and Math.

For the return to school, we will need benchmark data on skills: what types of skill gaps and expectations gaps will we have when we get back to school? EdVista also said they could provide a computer-based test near the end of the year that is similar to a state assessment.

When we return we will have to find out at what levels kids are returning (NWEA norms, F&P) - how much ground they may or may not have lost through this closure. It will be important to balancing this need with the problems of over-assessing kids.

Maybe Ty to administer a practice test sometime this year?

We also need some sense of how reliable the data are, some way to verify that they are actually doing their work.

First concrete participation data will come in this week.

Another data point – a parent survey.

Curriculum and Instruction Report:

- *What additional supports will be needed to identify and close the learning gaps that may have occurred because of the closure?*
- *What is the new norm for instruction?*
- *ELA Curriculum Proposed changes for 20-21.*

A team has been assembled to work on ELA curriculum changes and has already met and considering several options: F&P guided curriculum, Pearson's My View Literacy. Any curriculum we choose must show alignments with next generation standards.

- **At Risk (interventions/SPED) Program Report:**

- *What is the new norm for providing services?*
- *Data tracking for SPED participation and services*
- *RTI- Supports*

There's new norm for providing services and how we are documenting things and how we are supporting still for RTI. Always looking at creating better equality. Modifying assignments and making sure they have the access they need to demonstrate their skills.

Theresa shared a special education contact log with 3 areas: Parent/guardian, scholar, instruction services/case management. All of this is captured on Clear Track, a SPED management system.

SPED teachers are connecting with parents weekly or biweekly. They have a remote learning template that takes the student IEP and morphs it for a remote teaching/learning setting.

CSE meetings are happening virtually.

We are in alignment too with what the district is doing when it comes to documenting.

- **Outcomes and Assessment Report:**

- Grading and Feedback in remote instruction*
- Report card updates for Marking period 4 and 20-21*

At the end of the 3rd marking period, we decided to send out narrative feedback to parents and families upto March 13. K-5 will have a separate form that we created for teachers to provide in

narrative form in ELA and math for 3rd marking period. Grade 6-7 will be traditional report card but using the comments area.

New form will be developed for 4th marking period focusing on prioritized standards. For 6-7 traditional report card.

Action Items:

Return to School Committee