

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

**June 4, 2020
1:00PM**

Present: Lynn, Maya, Katie S, Jeremy, Martina, Aimee, Theresa, Katelin, Karen

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:

Jeremy reported that he has received a letter from Jeff Wasbes from SUNY stating that there will be no state assessments this year and is working out what the accountability plan goals will look like in the absence of those tests.

The Academics Committee will shift focus to prioritize academic re-entry to school.

• **Data Report:**

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

- **Review Participation Data**

Trends for Asynchronous vs Synchronous?

Trends by Grade Level?

Participation Rates Grade Level (Asynchronous and Synchronous)

Next steps? Identify best practices that support participation

Though the data-set presented is not complete, school-wide participation in remote-learning was good. Trends: last three weeks showed better participation than first few weeks, participation in asynchronous instruction was higher than that for synchronous (not surprising), overall K-3 showed 10-20% higher participation rates than 4-7.

• **Curriculum and Instruction Report:**

ELA Curriculum Proposed changes for 20-21.

- *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?*

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

- *What is the new norm for providing services?*

- *Data tracking for SPED participation and services*
- *RTI- Supports*

SPED teaches log participation data for their scholars via Clear Track. Overall participation for SPED scholars was lower than that for general education. Theresa is looking at that closely with teachers, and teachers are discussing new ways to reach out, scale back, and increase engagement. Asynchronous instruction has been more flexible in providing for families' needs.

The federal government secretary of education announced last week that she is not issuing waivers for IEPs so everything that is included in a scholar's IEP, Finn is responsible for providing for the scholar. Theresa had all SPED teachers prepare remote learning plans to consider how to make the IEP digital: roles, accommodations, services, testing, classroom structure.

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This subcommittee met earlier in the day. They discussed continuing to implement the EL curriculum grades K-4. While F&P and NWEA data are not where we would like them to be, this may be due to implementation of the curriculum, rather than the curriculum itself. There is some feeling that newer teachers are not implementing the curriculum with fidelity because of lack of training in this area. The subcommittee is reviewing two other curricular options for grades 3 & 4, but is in a holding pattern. Given the challenges of re-entry, the subcommittee does not recommend changing the ELA curriculum for grades 3 & 4 this fall. Given that decision, Jeremy would like to pilot one or two components in these grades this fall to collect data upon which the subcommittee can base future recommendations.

The Reading Reconsidered curriculum from Teach Like a Champion now used in grades 5-6 feels like a success to teachers. Katelin Fletcher reports that students are making strong connections to the text, find the various texts engaging, and that the curriculum transition well to remote learning. Karen Kutie reached out to the folks at Reading Reconsidered for recommendations on curricula for younger grades that could successfully lead into the shift to Reading Reconsidered in the higher grades and they suggested the EL curriculum.

- **Outcomes and Assessment Report:**

-Memo from Jeff Wasbes at SUNY Re: APPR

-Grading and Feedback in remote instruction

-Report card updates for Marking period 4 and 20-21

Aimee forwarded Jeff's memo to the board. Accountability benchmarks for K-2 are the same as always. For grades 3-7, Finn can use NWEA Map RIT data, mock NY State Test data, and other assessments to demonstrate absolute, comparative and growth performance for the SUNY accountability report due September 15th. There is some possibility of collecting benchmark data prior to the 9/15 reporting date.

In lieu of report cards, teachers will provide narrative feedback and specific math domains or clusters from remote instruction through the end of the school year grades K-5. The 6-7 teachers will complete the school tool report card.