

Date: Wednesday, 22nd May 2024, 16:28- 17:52 GMT-04:00

Attendees: Julie Rea, STACY MILLER, Jameson Lowery, bking, Richaun Bunton-ShtaMwt Djhty Bnr Nst Het Heru, Yocheved Belsky-M-Squared Learning, April Maimone, iPhone

## Meeting Summary

The meeting began with discussions on retirement and family responsibilities, focusing on concerns about aging parents losing independence, followed by a detailed discussion on selecting and implementing a new reading curriculum, with decisions made on curriculum choices and implementation plans. Concerns were expressed about the coaching program's effectiveness, leading to decisions on restructuring coaching efforts and staffing. The introduction of site-based curriculum specialists was decided to focus on data collection and strategy implementation. Concerns were raised about potential challenges with internal interests for new positions and interactions between lead teachers and curriculum specialists. The meeting concluded with discussions on roles and responsibilities of lead teachers and curriculum specialists, as well as the need for a centralized person to handle state reporting and deadlines coordination.

## Next steps

- \* Planning to stipend staff for 10 hours of asynchronous training and considering setting up bookworm clubs for teachers over the summer. (20:42)
- \* Planning to work with a lead teacher to curriculum map the Bookworms curriculum, determine assessment strategies, and plan ongoing training sessions. (21:03)
- \* Considering offering opportunities for teachers to come together during the summer for training sessions, though some skepticism exists about the attendance. (23:19)
- \* Suggesting a professional development session for the summer training sessions. (24:08)
- \* Request to review survey results and discuss the progress in hiring individuals related to the coaching program. (31:20)
  
- \* Stacy Miller outlines the structured coaching process at St. Martin, where teachers set goals, get observed, reflect, and report multiple times per semester. This process aims to foster growth and improvement. (33:36)
- \* Finalized job description for the new curriculum specialist role, which includes responsibilities such as implementing curriculums, leading professional growth, and ensuring model alignment. (43:28)
- \* The plan to hire a part-time contracted consultant to support the site-based curriculum specialists in various operational tasks and provide expertise in

public education, charter schools, and curriculum. (53:02)

\* A next step was identified to add a question about teachers' interactions with lead teachers and formulate a question to address concerns raised during the discussion. (01:08:24)

\* Discussion on developing PD based on identified themes to address the needs across all three schools, potentially shifting from one-on-one sessions with curriculum specialists to whole staff PD sessions. (01:18:30)

\* Establishing a centralized person to watch for state reporting requirements, coordinate data collection from schools, assist with new reports, and handle educational research. (01:19:51)

\* Assigning someone to research and navigate new requirements, such as the report on school wellness funds, and handle educational research tasks. (01:21:52)

## AI Insights

The meeting exhibited positive outcomes across various key performance indicators (KPIs). Clear next steps were moderately defined, with multiple actionable items identified, indicating a structured approach to future tasks. Engagement levels were high, with participants actively involved in discussions and displaying interest in the meeting topics. The meeting was punctual, ending within the scheduled time frame, showcasing good time management. Participation was substantial, with attendees contributing actively and engaging in meaningful interactions. The overall sentiment of the meeting was positive, fostering a collaborative and empathetic atmosphere among participants.

## Topics & Highlights

### 1. Retirement and Family Responsibilities (01:11)

\* Concern | Julie Rea and Stacy Miller express concerns about aging parents losing independence and facing challenges with mobility. (04:27)

\* Fact | Stacy Miller discusses retiring and helping her parents in New Hampshire. Julie Rea talks about her mother in North Carolina. (01:11)

### 2. Meeting Logistics and Attendance (08:10)

\* Concern | Participants expressed concerns about the lack of calendar invites and reminders for the meeting, potentially leading to low attendance. (11:52)

### 3. Discussion on New Reading Curriculum Selection (15:11)

\* Decision | The committee recommended Bookworms K-5 to some schools while

others preferred Amplify CKLA. Materials and training plans were discussed for implementation. The meeting highlighted the potential impact on classroom practices and teacher satisfaction. (15:11)

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#### 4. Implementation of New Reading Curriculum (19:09)

\* Next steps | Considering offering opportunities for teachers to come together during the summer for training sessions, though some skepticism exists about the attendance. (23:19)

\* Next steps | Suggesting a professional development session for the summer training sessions. (24:08)

\* Next steps | Planning to stipend staff for 10 hours of asynchronous training and considering setting up bookworm clubs for teachers over the summer. (20:42)

\* Next steps | Planning to work with a lead teacher to curriculum map the Bookworms curriculum, determine assessment strategies, and plan ongoing training sessions. (21:03)

#### 5. Coaching Program Evaluation (27:01)

\* Concern | Concerns raised about the coaching program not consistently yielding desired results, with feedback indicating sporadic implementation and varying levels of acceptance among teachers. (27:32)

\* Next steps | Request to review survey results and discuss the progress in hiring individuals related to the coaching program. (31:20)

#### 6. Coaching Structure and Accountability Standards (31:55)

\* Concern | Julie Rea expresses concerns about accountability standards in education, emphasizing the need to address student data showing a significant portion not reading on grade level. The discussion also touches on the importance of subgroup analysis, especially for special education students. (36:09)

\* Next steps | Stacy Miller outlines the structured coaching process at St. Martin, where teachers set goals, get observed, reflect, and report multiple times per semester. This process aims to foster growth and improvement. (33:36)

#### 7. Shift in Coaching Approach (38:23)

\* Decision | The decision is made to shift towards a coaching approach with a dedicated individual deeply embedded in the school, focusing on personalized support for teachers and students to drive significant improvements. (38:48)

#### 8. Coaching Efforts and Staffing Structure (40:21)

- \* Next steps | Finalized job description for the new curriculum specialist role, which includes responsibilities such as implementing curriculums, leading professional growth, and ensuring model alignment. (43:28)
  - \* Decision | Decided to work with about two FTEs across three buildings and transition to a one building-based, site-based person TIS for coaching. Principals and coaches provided feedback on the effectiveness of coaching efforts. (40:44)
  - 9. Implementation of New Role: Site-Based Curriculum Specialist (47:07)
  
- \* Next steps | The plan to hire a part-time contracted consultant to support the site-based curriculum specialists in various operational tasks and provide expertise in public education, charter schools, and curriculum. (53:02)
  
- \* Decision | The decision to introduce site-based curriculum specialists to focus on data collection, analysis, strategy implementation, and student growth across various curriculums. (47:07)
  - 10. Teacher Development and Staffing Challenges (55:36)
  
- \* Concern | Discussion about potential challenges with internal interests for new curriculum specialist positions and concerns about potential staffing issues and impact on experienced teachers. (57:18)
  - \* Concern | Concerns raised about the need for more structure in the interaction between lead teachers and curriculum specialists to avoid confusion for new teachers. (01:02:24)
  - 11. Challenges with Lead and Lab Teachers (01:03:31)
  
- \* Concern | The discussion highlighted concerns about the challenges faced in structuring and coordinating lead and lab teachers, including issues with subs, lack of alignment in teaching approaches, and the difficulty of transferring unique teaching methods to new teachers. (01:03:31)
  - \* Next steps | A next step was identified to add a question about teachers' interactions with lead teachers and formulate a question to address concerns raised during the discussion. (01:08:24)
  - 12. Roles and Responsibilities of Lead Teachers and Curriculum Specialists (01:11:37)
  
- \* Decision | Decision made to potentially discontinue the stipend for lead teachers and consider alternative ways of utilizing their skills, such as conducting sessions in August and at all staff PD days. (01:15:19)
  - \* Concern | Concerns raised about the confusion and potential hurt feelings due to unclear roles and responsibilities between lead teachers and curriculum specialists. (01:11:37)
  - \* Next steps | Discussion on developing PD based on identified themes to

address the needs across all three schools, potentially shifting from one-on-one sessions with curriculum specialists to whole staff PD sessions. (01:18:30)

13. State Reporting and Deadlines Coordination (01:19:16)

\* Next steps | Assigning someone to research and navigate new requirements, such as the report on school wellness funds, and handle educational research tasks. (01:21:52)

\* Next steps | Establishing a centralized person to watch for state reporting requirements, coordinate data collection from schools, assist with new reports, and handle educational research. (01:19:51)