

Summarized Points:

1. Curriculum Review and Access:
 - Parents can review the curriculum and have access to notes.
 - General education (Gen Ed) curriculum is clear, but special education (SPED) curriculum needs more transparency.
2. Teacher Feedback and Professional Development:
 - Teachers in Special Day Classes (SDC) will provide feedback.
 - SPED is part of the strategic literacy team, emphasizing collective thinking for the full education program.
3. Inclusion Approach:
 - A five-year push for an inclusion approach, integrating general education students with supports from special education.
 - Small rollout happening next year with recommendations at the next board meeting.
4. Curriculum Adoption:
 - Adoption process for tier 1, 2, and 3 curricula.
 - Advisory sessions for world language adoption (Spanish, French, Mandarin).
5. Alternative Pathways to Diploma:
 - Modifying pathways for certain students to qualify for diplomas, while adhering to state minimums.
6. Early Access and Understanding:
 - Immediate access to tier 1 programs and addressing difficulties in accessing higher tiers.
 - Emphasis on understanding and shifting mindsets regarding curriculum choices.
7. Consistency in Literacy Programs:
 - Consistency in literacy programs across the district, including OG (Orton-Gillingham) and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).
8. Inclusive and Culturally Appropriate Curriculum:
 - Ensuring cultural appropriateness in curriculum and immediate response to costs.
9. Preschool and TK Access:
 - Access to TK for all four-year-olds and play-based learning to foster a love of learning.
10. Teacher Training and Support:

- Formalized and internalized teacher training programs, including BTSA (Beginning Teacher Support and Assessment) and master teacher designations.

11. Special Education and Mixed Grades:

- SPED teachers having time with their students and developing frameworks with rubrics to support curriculum.

12. Language and Accommodations:

- Offering curriculum in multiple languages (Spanish, French) and ensuring accommodations for non-English speakers.

13. Math and Writing Support:

- Addressing gaps in math and writing, focusing on integrated math and problem-based learning.
- Hyper-focused approach in specific areas to ensure progress.

14. Student Proficiency and Standards:

- Addressing proficiency standards and supporting middle school programs.
- Investigating trends in algebra assessments and focusing on math curriculum beyond 4th and 5th grades.

15. Inclusion and AI Integration:

- Inclusion lens around math and English, and adapting teaching methods with AI.

Trends:

1. Increased Transparency and Access:

- Efforts to provide parents and students with clear access to curriculum and notes.

2. Focus on Inclusion:

- Strong push for inclusive education, integrating supports for SPED students within general education.

3. Curriculum Consistency:

- Emphasis on consistent literacy programs and culturally appropriate curricula.

4. Alternative Pathways:

- Developing alternative pathways to diplomas to accommodate diverse student needs.

5. Early Education and Play-Based Learning:

- Promoting early access to education and play-based learning for young children.

6. Teacher Training and Support:

- Investing in teacher training programs and support systems to enhance teaching quality.

7. Language and Cultural Competency:

- Ensuring the curriculum is accessible in multiple languages and culturally competent.

8. Math and Writing Focus:

- Addressing gaps in math and writing education, with a focus on integrated and problem-based learning.

9. Proficiency Standards:

- Supporting student proficiency in key areas and investigating trends in assessments.

10. AI Integration:

- Exploring how AI can be integrated into teaching methods to improve education outcomes.

These points and trends reflect a comprehensive approach to improving transparency, inclusivity, curriculum consistency, and support within the educational system.

Raw notes below:

Will it be shift for everything

Parents can review the curriculum

Parents with have access to the notes

Gen Ed can ask and it is clear

But it is not the same sped when asked about curriculum

Our responsibility to provide

Will have teachers SDC provide feedback

PD - sped is on the strategic literacy team

Being down a Director and think collectively of the full education program not just sped

Really good opportunity to look at programmatic work

- 5 year push for inclusion approach , what are the services needed

Gen Ed sport you are apart of

Change of how we approach special educatuon - gen students with supports from special education

There is a small roll out happen next year - recommendations will happen at the next board meeting

Looking at adoption process for tier 1 but also 2 and 3

CAC two advisory session - world language adoption - Spanish and French - 6-12 maybe two different curriculum

1. Spanish
2. French
3. Mandarin

Wood student can have access from all schools to

Red flag for replacement curriculum for sped student

Concern is that picture general education is the track / further you move away it makes hard to get back on track for diploma track -

Alternative pathway to diploma - modify the pathway certain student qualify based on their classes - can't change completely - state minimums still apply - makes a little more accessible

Need to help everyone understanding

Access to tier 1 right away - until there is a hard time accessing 3/4

Shift the mindset

What are you look at curriculum - why we choose bay farm is OG

Wasn't consistency with the literacy and from pull out

There are teachers OG across the district teaching OG

Also feel strongly for intervention - there is SIPPS - invested in the program across the district

In the process tier 3 programs that they have students access regardless if they are identified or not.

Cole - inclusion - cultural appropriate curriculum

How do immediately get into response mode with waiting for a cost

Everyone has access - foundational programs need to be the same

There are ways for resource teachers can serve non sped students

How many students are going to preschool - last time asked was after COVID

No centralized data system to collect this information

All four year olds can access TK

Play based learning - love of learning through play

You meet the age cut off you are in / are there conversation with these parents? Help families understand these process -

Have a different idea about school ready

What looks different from eight years ago - students are not coming with the skills we saw eight years ago - parallel play vs playing with each other - not enough social play
How does this reconcile with the teacher shortage

Permission - pacing with kids at certain time

Permission for fun and joy - literacy happens through play and signing

Bring language rich environment that isn't linked to physical work -

Do formalized or internalized teachers - BTSA - new coach formalized - two year master to get their credential

Site to have a master teacher - designated PLC leads

Strongest teacher 1st

How does sped mixed grades - sped teachers have time with their teachers

Developing the what and the why of our framework

Two good rubrics to support the curriculum K - 5th

Does this apply to special needs students? All depends on the IEP - if a student can they used.

Will put students in a percentile -

Are these in other language - both offer Spanish - must be fluent for mclass dibels -

Published offer some guidance with non English speakers -

Can have difficult and an English language learners -

The understand accommodations - make sure we look at multiple measures

Investigation on cultural competency - do you have someone we can go to

Item relevancy changes to - ask these screeners as well - Lindsey

High percentage of one question wrong do they dig in

Build a lot of context

54% students are not proficient - standards at 4 and 5 is where they are tripping over the standards

Working with principals to support the programs in middle school

One questions the assessment for algebra was a longitutdec over the years or is this a Covid issue or a large trend - 9th and Covid - systems and structures

What are we focusing in math not just in 4th and 5th

The curriculum seems very rigid for math

Writing needs more support

Teacher are identity the gaps and spending money to fill those gaps

Writing is something that needs to be supported as it can be just as challenging to teach

Our approach is to be hyper focused in 1-2 areas and if we don't get certain things moving - it's just a lot of things moving halfway. No it's not we aren't doing any items we have mentioned.

That makes sense

If your skills in writing it makes it hard in middle school - need to know how to express your thinking - it comes from math - it will come through the other areas - thinking about things and integrates and think about students as a whole -

Happy how things are coming with English learners and the metrics

Integrated math - good shift - math nights for check in - move to problem based learner

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Inclusion lens around math and English

How to better position our younger students and how to better take care students right now how are we adjusting ?

Understanding multiplication not just having the skill I.e multiplication skill

Need to have it memorized - the framework is different not rote skills want to think about it and apply their thinking

How do bring along the teachers that are kill and drill

Looking to see that the their 1 adopted curriculum to be used - taught with fidelity - not taught with integrity - content knowledge needs to be invested in - how do we investing learning for the teachers our responsibility to support

How does change how we teach them with AI