

Teacher Communication Group - Secondary

Nov 3, 2022

Dr. Emily Vaughn shared an overview of the strategic work goal “Increase HQIM for mastery.”

- Monitoring progress toward mastery
- Our work is in math and literacy. We’ve had a literacy goal for a few years now, and we’ve added math this year. We are all literacy teachers, and we also know that math teachers need this support. We’re also approaching an adoption year, and we know how important it is to ensure our math materials are high-quality.
- This goal has three parts
 - Math and literacy practices
 - High-quality instructional materials
 - Grade-level mastery
- Literacy vision - for students to be readers, writers and thinkers who utilize text and tasks to deepen knowledge, think critically, solve problems, and generate new ideas about the world around them.
 - This represents the “how” in our academic triangle.
- Dr. Vaughn walked through the adoption of the new materials and the implementation of running them through to develop instructional practices and assessment aligned to those materials.
 - We’re using the Instructional Practice Guide to monitor that implementation and make sure we know where the gaps are.
 - We’re also using benchmark data to track that and determine students’ progress and mastery toward grade level standards.
- Math Vision Draft: Our vision is for all students to be critical thinkers and flexible problem solvers who utilize high quality materials to build conceptual understanding, procedural skill and fluency, and the ability to strategically apply mathematical concepts to the world around them.
 - Again, on our instructional triangle, this is the how.
- We’re working toward using enVision math materials. Our full adoption will take place in the 2023-2024 school year.
 - We’ll be opening a math adoption committee this year, so be on the lookout for that information.
- Feedback on the preparation that students receive is mixed. There was some insight about the amount of assessments we take, there were some who feel the preparation was good, etc.

Questions:

- I have a huge concern about the amount of students that I’m seeing that are functionally illiterate. They struggle to read, they pull similar words from questions to answer something but their answers don’t make sense.
 - What we’re seeing at the elementary level is that there’s been a shift in what reading instruction looks like. For a long time, we didn’t have a viable foundational skills curriculum, and we also had teachers without skills to teach

students to read. It's been something that has built over years. It will also take years to move things back the other way. It takes working with curriculum ourselves, working with preparation programs to let them know what we need, learning the science, etc. I think the most important thing we can do at the secondary level is to let students know how to figure out the entry points to the text so they can access it.

- We struggle with implementing the curriculum and the quantity of text that we have to implement. Are we getting the quality based on the quantity we have to teach
 - We are working on some additional trainings for you all - we know that materials without a strong sense of how to implement them.
- Budget priorities:
 - Increasing employee pay. The Board approved an amendment to the budget last night that would provide a 5% increase across all employee groups.
 - That will now go to the County Commission.
 - Expand mental health resources. We have certainly been working to add more mental health resources, and we will continue to evaluate where we need those.
 - Support positions - 504, RTI, etc.
 - Middle and High School Art - every teacher doesn't get the same amount. Some have quite a bit, some have a little less. Could it be more stabilized?
 - Sometimes in lieu of fees, principals will have money that they use for other things, depending on whether they have to pay for summer school, etc. They do have money in those accounts that used to come from fees, and there should be some money in those accounts. You can ask your administrator about the status of those funds and where they have been spent.
 - School Resource Officers - there was some additional funding approved for the Sheriff's Department last year
 - How will the classroom BEP funds be allocated with the new funding formula?
 - We're not sure - we'll find out.
- It seems like administrators are heavily burdened with really big discipline items, so lesser infractions are really not being seen to (tardies, skipping, etc.). IT's understandable, but it is trickling down. Some schools have student support coordinators, etc., but it feels like there is just more relief needed for them to meet all of those needs.
 - Great question. We are increasing AP positions in some schools. I'll escalate this feedback to the level directors so we can follow up on how principals are feeling on handling the referrals.
- Does the support coordinator count as a teacher? Because when we had one, it threw our ratios off.
 - That position is one that was created for title schools at first, and it was only available if you had the numbers to support it with teaching staff. If your leadership team/Principal believes that's a need for your school, it can be advocated for in staffing.

