



**BOARD OF DIRECTORS
WORKING GROUP /
TASK FORCE REPORT**

Meeting Information:

Meeting Name:	CISA Workgroup
Date & Time:	June 4, 2020
Location:	Zoom
Invitees:	Susan Bloomgren, Jane Wegener Venema, Amanda Heitzman, Mandee Gordon, Jason Berger, Missy Madigan, Lisa Johnson, Jodie Greer
Attendees:	Susan Bloomgren, Jane Wegener Venema, Missy Madigan, Lisa Johnson, Mandee Gordon

Meeting Agenda / Objective(s):

Objective(s)	Upon Debrief: Objective Met?
1. SoG Updates	Yes
2. SoL Updates	Yes
3. SoR Updates-included in minutes	No

Meeting Minutes:

1. SoG
 - a. Upcoming review of reading curriculum and assessments
 - i. Literacy is up for curricular review next year. We have been gathering some initial data over the past year and a half to support this process.
 - ii. Over the summer and into next year, the fidelity of literacy curriculum and programming will be observed, along with supporting student learning data.
 - iii. Suggested programming adjustments will be made at the end of the year. Initial recommendations will be brought to CISA mid-year.
 - iv. Staff will be provided initial foundational reading professional learning to build a solid understanding of reading instruction. Missy Madigan, Classical Coordinator, is working with the School of Grammar to view professional learning through a Classical lens.
 - b. Temporary changes next year for distance learning
 - i. Next year, SoG will be utilizing easyCBM as a reading screener and benchmark assessment, in place of STEP.
 - ii. Teachers may continue to use STEP as a tool for diagnostic assessments, but it will not be used for school-wide benchmark assessments.
 - iii. This change allows us to administer the same assessment to all students, regardless of in-person or distance learning, in order to monitor student learning within and across grade-levels.
2. SoL
 - a. Chronological sequence
 - i. SoL will be planning for shifts in the scope and sequence of curriculum to be implemented in the 21-22 school year. Core Knowledge (CK) topics and objectives will be used as the foundation for learning, but the learning will be sequenced in a chronological approach

- vs. the framework laid out in the CK sequence. This process aligns with how the curriculum was laid out when the school was founded.
- b. Music vision and development
 - i. Music has been developing programming to create more opportunities for students to be involved in a robust musical experience, if desired.
 - ii. This involves some changes to the SoL and SoR master schedule, which are being worked out with Romelle.
 - c. Latin schedule adjustments
 - i. Latin is researching practices in language instruction and evaluating the amount of time students receive Latin in grades K-6.
 - ii. Recommendations will come to CISA mid-year.
 - d. SoL master scheduling adjustments
 - i. As stated, all of the above refinements impact scheduling and are currently being evaluated with Romelle.
3. SoR
- a. Math
 - i. Functions supplemental textbook
 - 1. The math department is proposing a supplemental textbook for functions
 - 2. It would be used in Q4, if needed.
 - 3. The teacher found that the current textbook does not provide enough content to challenge the students.
 - 4. For the most part, the current textbook sets an appropriate pace for students for which the course was designed.
 - 5. The supplemental textbook will provide an additional challenge for students when the class make-up is a little more advanced.
 - ii. Algebra 2 in two years
 - 1. The department is currently exploring the option of replacing the Algebra, Linear Equations, and Quadratics course with an Algebra 2 course in two years.
 - 2. We are currently reviewing data to evaluate this recommendation. More information will come next school year.
 - 3. Implementation is proposed for the 21-22 school year.
 - b. Testing class placement
 - i. The math department is working on a placement test for each of the School of Rhetoric courses.
 - ii. The purpose is to appropriately place new students in classes and determine if current students should place into a higher math class.
 - iii. The test is only for placement, and no credit is awarded for passing the placement exam.
 - iv. Other factors are considered if needed, such as state and national exams.



Decisions:

1.	
2.	
3.	

Assigned Action Items (What's Next?):

Task	Accountability	Due Date	Date Completed

What's Been Accomplished?

Task	Who Was Responsible?	Due Date	Date Completed

Parking Lot / Issues to be resolved in Future Agendas:

Date	Issue	Priority	Risk	Notes