

Campbell County School District Board of Trustees Retreat Minutes

Tuesday, January 11 at 9:00 AM

Lakeway Learning Center, Willow Room

Present: Anne Ochs, David Foreman, Linda Bricker, Joseph Lawrence, Lisa Durgin, Ken Clouston, Alex Ayers, Kirby Eisenhauer, Dennis Holmes, Larry Reznicek, Brandon Crosby, and Tracy Peterson.

Also attending: Jake Goodrick, Amy Paulson, Patsy Gray, Kelly Daniel, Brandee Maurer, Jen Clark, Lindy Watt, Jenni Gilson, Jeannette Langdon, Nate Cassidy, Laurie Davis, Melanie Sylte, Derek Barnhurst, Brad Gregorich, Dale Petersen, Rory Williams, Clay Cates, Bertine Bahige, Travis Heitmann, Matt Korkow, Keri Shannon, Troy Claycomb, Eric Stremcha, Chad Bourgeois, Dana Lyman, Adam Miller, Terry Quinn, Kelly Morehead, and Lonnie Robertson.

Dr. Ayers opened the retreat with a welcome to the group, and thanked Mr. Eisenhauer and Mr. Crosby for all their work planning the retreat.

Mr. Eisenhauer provided an outline of the information that would be presented including reading in CCSD-focus on K-2, reading intervention-reading recovery, role of instructional facilitators, multi-tiered system of supports (MTSS)-secondary, and ACT prep.

Reading in CCSD-Focus on K-2 - CCSD Elementary ELA Facilitator Patsy Gray shared the district literacy framework for reading/writing, and reviewed the DRA2/NS/GRA Assessment-Guided Reading-Running Records Expectations and the FastBridge data for kindergarten through first grade from 2020-2021. There are many strands woven into skilled reading, which include language comprehension and word recognition. District goals are to build foundational skills (phonemic awareness, decoding, sight recognition; build background knowledge and vocabulary (content units, word morphology); and build teacher expertise in literacy (curriculum and best practices). Samples of the most common FastBridge screening to intervention reports and graphs of earlyReading English-Word Segmenting, CBMreading English, and aReading were reviewed.

Reading Recovery - CCSD Reading Recovery Teacher Leader/Early Childhood Facilitator Amy Paulson shared that reading recovery is a short-term intervention ranging from 12-20 weeks and is based upon a student's needs. A highly trained teacher provides one-on-one instruction to bring the lowest-performing students up to grade-level. The key points of reading recovery are as follows: produces measurable results in weeks, not years; accelerates the lowest readers, supplements good classroom instruction as part of RTI; benefits the whole school with specially trained literacy experts, informs instruction and provides documentation of positive outcomes; and reduces or closes achievement gaps. Students qualify through the Observation Survey of Early Literacy Achievement and Assessing through Close Observation (letter identification, word reading, concepts of print, writing vocabulary, hearing and recording sounds in words, and text level reading). Students are capped at 4-5 per teacher, which ensures that each student receives one-on-one instruction. Reading recovery teachers collaborate through PLC's and there is ongoing professional development. Mr. Crosby extended an invitation to the board to come and observe Behind the Glass.

Role of Instructional Facilitator - Instructional Facilitators Kelly Daniel, Brandee Maurer, Jen Clark, Lindy Watt, Jenni Gilson, and Jeannette Langdon reviewed the history of the position and how it has evolved in the district. The purpose of the instructional facilitator is to improve student learning, impact instructional practices, and support educators. The PLC process is a major component and working with teachers is a priority. Instructional facilitators meet with teachers to plan, work daily w/teachers, model,

co-teach, and provide feedback. They “coach in the moment”, provide reflection, immediate action, and interventions. They have a partnership with teachers offering coaching cycles and non-evaluative classroom observations, offer professional development at the building level, learn and support curriculum implementation and interventions, have a supporting role in BIT, and provide training to support staff for interventions.

MTSS

Chad Bourgeois, Terry Quinn, Kelly Morehead, Lonnie Robertson, Dana Lyman, and Adam Miller provided information about the multi-tiered support system. The MTSS pyramid consists of Tier 1- access to essential grade-level standards for all students, Tier 2 -Additional support to master essential grade-level standards, and Tier 3-Intensive remediation in universal skills. Essential components of MTSS include implementation fidelity, prevention focus, instruction/intervention, data, and leadership. The tiers were reviewed along with FastBridge, PLC’s, Performance Matters, and the Baseball Score Report.

ACT Prep

Due to time constrictions at the end of the day, this topic will be moved to a future meeting.

The attendees of the retreat formed small groups, and building principals shared information about their schools to the assigned board member in their group.

The meeting adjourned at 3:00 PM with no action taken by the board.

Secretary, Tracy Peterson

Chairman

Clerk