

Evansville Community School District

CSI - Staff and Student Teaching and Learning

2/5/19

1. Mark Schwartz was appointed as the note taker.
2. Members in Attendance: Butch Beedle, Barb Dorn, Leslie Ferrell, Bill Hartje, Mark Schwartz, Tamara Wallisch, Meaghan Hannibal, Joanie Dobbs, Scott Everson, Melissa Hammann, Elyn Paul, Brian Benson, Sidney Tepp, Terrie Schmoldt, Deb Fritz.
3. Bill Hartje moved to approve the minutes from 1/8/19. Elyn Paul moved to amend the minutes from 1/18/19 to read *Terrie Schmoldt moved to adjourn the meeting*. All approved.
4. CSI Goal Plan Update: Kim Katzenmeyer compiled 2017-2018 Equity Subgroup Baseline Data in ELA. Forward Exam data from grades 3-8 was shared as well as ACT Aspire data from grades 9-10 and ACT from grade 11. Following cohorts of students and a variety of trends led to discussions regarding test rigor. ECSD school data was compiled as well. Melissa Hammann noted that compared to the state of WI, the ECSD does quite well - particularly in grade five.
5. Assessment Suites: STAR has been used throughout the ECSD as both a screener and progress monitoring tool. Deb Fritz spoke to the value of STAR progress monitoring tools in her role as a reading specialist. Tamara Wallisch expressed concerns about the STAR Early Literature exam which is used in kindergarten and first grade. She spoke to her concerns of this data not being consistent with other measures. Meaghan Hannibal expressed concerns about the use of STAR in grades higher than eight. i-Ready was discussed as an option that provides a more comprehension screener that not only offers specific interventions but also a corresponding progress monitoring tool. Staff development on March 4 will offer extensive details on the i-Ready option. Illuminate DnA and FastBridge are additional options we will look into at another time. Student motivation and effort were discussed as factors in consistent data regardless of the tool used to measure achievement.
6. Standards Review Meetings: The March 4 professional development day will consist of teachers across grade levels sharing their work in the process of target-based learning. Staff members are eager to get to these conversations. Plans to create co-planning time in next year's schedule are being made as another step in the process of working toward the ECSD's vision of equity. Melissa Hammann discussed the

importance of baseline data used to set goals, followed by the creation of plans to work toward the goals throughout the process of the equity vision.

7. K-5 Math Resources: Teams of teachers K-12 have put their energies toward new math resources. The Bridges math series was studied. This hands on approach to math creates a strong number sense through work stations with engaging activities designed to meet individual needs which is a very equity-friendly approach. This workshop style program ties in well with the Lucy Calkins Units of Study in ELA. Bridges requires a large amount of teacher prep time in the early stages of implementation, but the K-4 staff in Oregon explained that this workload is greatly minimized with each additional year after implementation. Additional time set aside for staff members to work through this implementation will benefit teachers greatly. Grades 6-8 will continue to look into resources that may compliment the K-5 Bridges curriculum.

8. *Grading for Impact* Book Study: Chapter 4 (Learning Targets) will be address at the next meeting.

9. Deb Fritz moved to adjourn the meeting. Melissa Hammann seconded the motion. All were in favor. The next meeting will take place 3/5/19.