

March 29, 2017

Attendees:

Stephanie Johnson, Jen Clausen, Melissa Cornelsen, CJ Fischer, Melissa Peterson, Lisa D'Hondt, Stacy McColl, Michelle Hornoff, Rachel Frye, Lara Stark, Pam Pottle, Dawn Christiana

-Introductions with areas of passion for this advisory:

-Vocabulary, language acquisition, GLAD, conferring, maintaining pure workshop and integration, early literacy, role of LMS and literacy, how poverty/ACES impact literacy, emergent literacy and differentiation, reading and writing with the gifted and struggling reader

-Quick review of role of advisory

-Discussion of how we maintain the work we have done with literacy and move it forward with the reduction of the 1.0 FTE TOSA and budget reduction.

Current P-3 research states that literacy is the driver for the work to be done. How do we maintain focus on literacy while other driving initiatives are at the forefront. For example, literacy work done for four years and then math focus for three years and literacy falls out of focus.

Challenge of consumables being the only budgeted items for next year. Family momentum gaining around the teaching of cursive from a New York Times article.

Current 'big rock' bubbling up is social emotional learning. Consider the difference between behavior and social emotional learning

One-to-one impact with technology as the next big rock. Being mindful of tech coaches not only coming from a content area, for example: all ed tech coaches coming from social studies.

Learning Ally has a tool for children with learning difficulties, we are very close to a Bellingham license. Current 17 kids using and a district license would come from a student showing the potential for a learning difficulty. The cost of this license would be \$16,000.00 a year.

SEL: One of the keys to working with kids challenged in social emotional learning is a strong reading and writing workshop. This goes hand in hand in developing learners. It would be child abuse if we were to only focus on social emotional learning. Teaching resilience comes within a strong workshop approach. Social emotional learning is not just something you teach. It always goes back to relationships. We must be careful to not lower expectations when kids have social emotional needs. While literacy is important and yet many teachers would like to learn more about social emotional learning. At the end of the day, we still have two-three kids we go home and worry about. "We have challenging children in our school and yet we have ignored them,"

Lara. Perceptions of schools can be both negative and positive, examples Lowell and Geneva and how they are changing.

-Potential alternative way to continue literacy development for next year

How do we think about this uncharted territory for when something has been a focus and then goes away. Some of the challenges are human capacity. And, we have a tier of teachers who have very strong workshop teaching and there is a tier that has teachers that are just ready for deepening their instruction with workshop AND there is still a tier of teachers who are just peeling of the cellophane off their writing units of study.

Examples: monthly meetings, book clubs, stipends at every school that are on a Literacy Advisory that would maintain but wouldn't grow that met monthly or quarterly, monthly newsletter, modules to watch

Task: In teams look at all the priorities at your level and consider what might happen.

What's the plan? How do we provide a level of support? Highlights

- Middle School-conversation going with LA/SS teachers and CORE teachers. "an exciting kind of complicated" Learning what high school might want. Facilitate time for conversation.
- Elementary-getting into people's classrooms without needing a lot of money. TPEP \$\$ could fund; book study; mentorships a committee one person per building that supports communication maybe with a small stipend; newsletter once a month one pager; SGC/MTSS will be funded for next year? MTSS TOSA?

Issues to Consider:

Transitions between 5-6...8-9... how to support kids in the critical transition years.

How do we cross all levels?

Staff survey of practices and resources to guide our work

Website content for families