

## Board of Education Members' Questions and Comments regarding 2013-2014 Goals and Objectives

- One of the topics on strategies and evidence that I'd like to discuss relates to Goal I b. (Improving the mathematics, etc., skills of each student). One of the sample evidences I'd be interested in seeing is data on achievements that includes EO Smith High School. I would appreciate discussing what sort of data we might obtain from EO Smith that can tell how well we are doing in preparing our kids for high school. As a specific example, is there information that we can get on math placement at EOS (into algebra or trigonometry, for instance) for our students for the last couple years? Has the implementation of Bridges and the use of the new middle school math books made a difference in their level of preparation? Perhaps this is too large of a topic to collect all the data by next week, but I'd like to at least talk about what evidence we can quantify regarding our student's readiness for high school.
- Progress report/report card effort grade summaries - how has this made a difference since implementation several years ago (effort grades).
- Possible changes to program/facilities with regard to SE relocatable classrooms and MMS portables moving past shelf life.
- District Curriculum Activity - 2011-2015 - update on this. Additionally, where are we with consultant recommendations regarding all program offerings.
- Strategies and evidence with regard to transitions between environments - particularly 8th grade to EO Smith: how is the district evaluating and modifying?
- Communicate quarterly with TC regarding needs for infrastructure, security and technology - discuss the strategies listed in that area.
- In reviewing the strategies and evidence you provided for board goals, my only comments are adding some additional components that I know already are implemented across our schools. For example, I know that progress monitoring regularly occurs for students who need additional supports, and this data helps to guide decision making for instruction. I guess this falls under SRBI procedures, but I have been so impressed with the team based approach and commitment to regular review of data that I think it would be terrific if that is mentioned specifically in the strategies.
- I would also add that the SRBI process also applies to social and behavioral growth for students as well. I know that all students get instruction in social skills and character ed, and that students in need of additional supports are frequently monitored and receive more intensive interventions.
- Finally, most of the strategies you mention under school climate are related to school safety. I know this is a huge focus right now, but I would also add the huge range of supports that are provided to students across tiers of intervention, the community building activities that occur at all of the schools between students, families, and the community, and the collaboration with community agencies and support providers.
- Finally, given the research that doesn't support changing instruction based on learning styles, I don't feel particularly comfortable with that term...would "instruction targeted to student's strengths and preferences" work for you (under 1a)?
- I am interested in the goal RE pre-k education, and in particular what kind of things we might do to learn more about it. I'll add that I think the activities are the evidence. That is, the goal will be met if we as a board know more about the relevant evidence regardless of whether this results in any changes to our policy or procedure