



IMAC Meeting Minutes

February 3, 2021

3:30 pm – 4:00 pm

Members Present: Joni Stevens, Grace Grow, Kerrin McMillen, Natalie Walker, Sandra Pagan-Rivera, Caroline DenHerder, Erin Thompson, Marie Parrish, Amy Hood, Holly Steele, Sarah Davis, Julieann Udy, Heather Strader, Roberta Kramer, Sandra Coulter, Victoria Schoenfelder, Pamela Brantner

Members Absent:

Agenda

Update and next steps

Notes

- Grace and Joni are partnering in the ELA adoption going forward.
- **Our goals**
 - Update – where were we in the process?
 - Current learning balanced literacy
 - Process going forward – next steps
- **Where we left off (February 18, 2020)**
 - The decision was made that the committee needs to do more research around pedagogy and what model we will move forward with.
- **Where we left off after COVID (April 27, 2020)**
 - We created a book study to help support us with our guiding principles
- **Supplemental Resource Request (Distance Learning August 2020)**
 - District Leadership requested ELA Distance Learning and or/Hybrid instructional recourses from IMAC, Math TOSA & Summer School Teachers
- **Key questions: What do we know now about balanced literacy and what is most important?**
 - Joni: We want to reevaluate ed reports
 - Marie: We have a document of where we did our work in the book study we did with Natalie
 - Grace: I still have access to it but it is a little overwhelming so we wanted to start to process of where we are at right now and move forward
 - Sandra: I didn't fully understand balanced literacy. **Aligning what we understood of balanced literacy as a team is very important.**

- Joni: I learned a lot about what balanced literacy might look like. COVID in the math program taught me that some publishers have been more responsive than others, and that makes a huge difference. Sometimes the first audience is publishers, not teachers.
 - We have big ideas that we have to consider. We need to look through a different lens now.
 - Caroline: It is about authentic experiences in literacy. In the book study we discussed having authentic experiences in reading, writing, and listening.
 - Grace: A big part of this is going to be PD around pedagogy. How to teach reading and writing the best. We need to make sure we have that part of the budget moving forward.
 - Grace shared photos from last year of strengths and challenges in how we are teaching literacy
 - Graphic of CCSS reading and writing shared
 - Joni: I like how it talks about social emotional learning and the constrained and unconstrained part of instruction.
 - Natalie: I appreciate how the standards are the framework but they aren't the work. It is our job to fill in the picture.
- **What now? Action plans**
 - Grace: There is not going to be a perfect resource, so we need to think outside the box.
 - Heather: We have had some good options where some of the curriculum will do okay and we know how to use them well with PD. The problem with Story Town right now is that we don't have all the resources.
 - Sara: We did that really well with Math. We had the training necessary. We should consider some PD around best practices.
 - Marie: Do some PD around best practices, but with Bridges some teachers piloted in their classroom to see how it went. With being completely online, I would like to try the EL and see how it goes and then share my experiences.
 - Grace: We make a decision that is best for our students. We need evidence that doing something now would be best for our students. If we were to bring in PD for K-5, how are we going to fit that in with Math PD with Bridges?
 - Roberta: If we could get our hands on Story Town resources, we would get them for everyone, but we can't. A collective message needs to be sent out with updates on this process.
 - Grace: This is the process. Talking about it, figuring out where we were at and how to move forward.
 - Sandra: Because of COVID, and loss of instruction, if we could be strategic on focusing on foundational skills in lower grades it will yield what we want from kids. The Dyslexia work the state has been working on has been put on hold but soon we will have to assess students for Dyslexia.
 - Joni: You learn through the process too. Maybe there is a program that has the key stuff we need now. We could move forward and reevaluate the programs moving forward.

- Sandra C: There is better stuff out there than Story Town. Some people want something now because they know Story Town doesn't meet the needs in a lot of areas.
- Caroline: With Math people didn't have the materials that meet the criteria. We need materials that will allow us to close the gap for intervention.
- Grace: If we were to go through foundational skills of PD first, get some fresh eyes and look at resources again, that would be best.
- **Next steps**
 - Evaluate all resources with a new lens
 - Our best practices around literacy instruction
 - Maybe we could get a resources around building blocks
 - Natalie: The balanced literacy framework is what is more important than the material. When we have that structure in math, the materials *support* the framework.
 - Joni: The great thing about this process is we want to learn more and the publishers will have more information.
 - Grace: I am going to get the materials from the high school and bring it to the district office. We are going to create a rubric that ties balanced literacy to essential standards.
 - Grace: Are there any other programs you guys want to bring in to look at?
 - Sandra & Victoria: We have heard great things about Wonder
 - Grace: Wonder just came out in Nov 2019. We can look into it now.
 - Joni: I went to an OSPI meeting, and Bridges was one of the most popular programs.
 - Natalie: Are we reevaluating programs we originally said no to?
 - Grace: We should relook at everything.
 - Natalie: We need to be on the same page about what balanced literacy is before we go in and reevaluate.

Next meeting: March 14, 2021

Agenda: Time line and what our expectations are