

## Intervention Task Force Meeting 1 Summary

On January 22, 2018, the Intervention Task Force met for the first time.

### Overview

The Intervention Task Force is a team of representatives from throughout the district who are charged with creating a proposal for the Strategic Planning Core Team. The work of the Intervention Task Force will be accomplished when they have met these three outcomes:

1. Finalize the Interventions Task Force Strategic Intent (5 year SMART Goal)
2. Rationales for the Interventions Strategic Intent (Explanation as to why interventions are a district priority)
3. Steps needed to achieve the goal for each year for the 5 years

### Meeting Summary

The meeting began with introductions and reviewing the Rights and Responsibilities of the Task Force members. Each member is a representative who is there to represent the needs and thoughts of his/her constituency group and not him/herself. As such, the work done at the meetings is not private--it is public and meant to be shared and create a two-way venue for informing the plan.

The purpose of the meeting was to finalize the Strategic Intent (5 year SMART Goal) and to identify the rationales for the Strategic Intent. Before reviewing the draft Strategic Intent that was created by the Strategic Planning Core Team, the Task Force discussed the differences between inputs (what you do) and outcomes (the results from what you do) since it was critical that the Strategic Intent be an outcome based goal.

After some discussion to ensure that the goal is Specific, Measurable, Attainable, Realistic, and Timely (SMART), the Task Force identified components that were important when thinking about what the district can and should achieve over the next five years. Ultimately, the Task Force determined the Strategic Intent will be: **By 2022-23, 100% of district schools in Ken-Ton will provide academic opportunities that support and extend learning so that all K-12 students can achieve their highest potential.**

Most of the meeting focused on reviewing data that supports that interventions should be a district priority. These data included NYS 3-8 Assessment and Regents data in both ELA and math as well as local measures including the STAR, Scholastic Math, and Scholastic Reading Inventories from the Fall 2017 benchmark assessments and the Data Wall report from School Pace (elementary reading). We also reviewed regional performance data and discussed concerns about historical results, opt-outs, and other factors that may impact the data. Finally, by level we discussed the current offerings for (a) intervention, (b) enrichment, (c) curriculum, and how we address the “average” students. Based on these conversations, the following rationales were identified to support the district’s need to prioritize focusing on interventions over the next five years at least.

**Rationale: In the Kenmore-Town of Tonawanda Union Free School District students should have...**

- Equal access to fair resources across the district. Currently this is not available.
  - ◆ For example, enrichment opportunities are greater at the high school level than the other levels despite a desire to provide enrichment at the elementary and middle levels.
  - ◆ For example, though all of the elementary schools currently have three reading interventionists per building, but the number of students who require reading interventions is not equal for all buildings.

- Vertical alignment for opportunities to create seamless movement vertically and horizontally in a large district.
- A standard protocol to identify students who would benefit from enrichment and increased enrichment at elementary and middle levels because the high school level already has enrichment programs.
- Increased intervention at all levels because teachers at all levels are working with students who are 2 or more grade levels behind.
- Improved performance in the region.
- Common assessments (CFAs, screeners, benchmarks, etc.) that lead to common accountability measures which are described systematically so that it is not person-dependent and can withstand possible leadership changes.
- Improved Tier 1 curriculum, instruction, assessment, and differentiation because we do not have 80% or above performing at grade level.

### Next Steps

Based on the progress of this meeting, the Task Force will meet again on February 8th to identify broad target areas for the eventual Action Plan and begin developing the Action Plan. In the meantime, the Task Force members are reading selected sections from Michael Murphy's (2014) book *Orchestrating School Change*.

Task Force wants to reemphasize the members are representatives so it is important that you communicate with them so they can communicate for you.

Sincerely,

Keith Augustine	Christine Barth	Mary Bieger	Jackie Blonski
Jen Conway	Penny DePasquale	Heather Gardner	Teresa Gerchman
Mike Huff	Michelle Jaros	Valerie Knoll	Giselle Lewandowski
Heather Lyon	Ann Maccagnano	Diana Maskell	Christine Metzger
Karen Pritchard	Matt Raines		