

School Accountability Committee—SAC  
Chipeta Elementary School  
February 5, 2019

**Attendance:**

Sarah Scott  
Amanda Obringer  
Julie Johnson  
Roxanne Maez  
Jenny Cramer  
Jamie Wright  
Alana Gregory  
Megan MacMillan  
Sarah Scott

- A. Call to Order at 5:00 p.m.
- B. Welcome and introductions
- C. Minutes from January 8, 2019 were approved.
- D. Administration: Traffic Flow at Chipeta: Updates

**Crosswalk, Ramps and Signaling**

- The City is almost done with all the concrete work. The City wanted Chipeta to pay for ADA compliant ramps, but the principal pushed back since it is an issue of ADA compliance and serves the entire neighborhood, not just Chipeta. The City ultimately agreed to pay for the work.
- Most families are now using the designated crosswalk. A few families will simply not do it and still cross at Flying W Ranch and Ramsgate Terrace. The issue has been discussed with them.

**Parking and Drop-off**

- Previously we discussed using the current staff lot for guest parking and drop-off. Left turns out of that lot onto Flying W Ranch are a problem with morning traffic and not something we want to do.
- Extending the current drop-off lane in both directions. Will look at using cones to keep parents from short cutting out of the parking lot.
- Still have concerns about drop-off in the upper lot. It will require a staff member to keep students safe when crossing since many parents will drop-off, but not walk in.
- What data do we have and what data do we need regarding the number of cars stacked in the morning and how long it takes to move the line through. Are we making progress?
  - We can ask the city about doing a traffic study.

**Parents Can Help**

- If we see issues/concerns about traffic we can bring them up.

- If we see issues around the campus or building, we need to mention them.

### **Data and Testing**

- District 11 previously used MAPs and switched to Galileo a couple of years ago.
  - Assesses student proficiency at the beginning, middle and end of the year.
  - Originally Galileo tested students on end of the year standards, so the fall scores were entirely red since students at the beginning of the year naturally are not proficient in the standards they are expected to meet at the end of the year.
  - A group of principals did an analysis of Galileo. The goal was to ensure that at each point in the year, the test is in line with the Aligned District Benchmarks based on the pacing guides, so we are assessing what has been taught.
  - If 50% of students or lower score proficient in an area, that area is a weakness. If 70% of students score proficient that is a strength.
    - We want to work areas of weakness into regular instruction, not “drill and kill.”
  - Galileo scores should correlate to CMAS proficiency levels. If that holds our CMAS scores should mirror our Galileo scores.
  - Galileo data forms part of report that the Principal reports to her Executive Director, who then reports to the superintendent. The principal asked teachers to look at classroom evidence as well as Galileo data.

### **Chipeta’s Results**

- The standards are very complex.
- Grade level teams looked at their grades’ successes and non-successes. Kindergarten and 1<sup>st</sup> grade teachers look at DIBELs and classroom work since those grades do not take Galileo.
- Chipeta’s scores increased some quarter 1 to quarter 2.
  - 91.4% of fourth graders passed the Math portion, but just 43.1% of 5<sup>th</sup> graders. It appears to be on grade, not cohort. Looking at why.
- We did a better job of grouping students into walk to read groups based on which standards the students passed and failed.
- We do not have a structure for an intervention block in math (such as Walk-to-Read). Some grades are using Friday walk-to-read time to do walk-to-math.
  - Solutions will need to start small and scale up.
  - Some teachers are starting small group, guided math instruction to target student needs.
- Walk-to-read exists because the district has funding for reading intervention since state law mandates intervention. Math is more of a challenge.
  - Some teachers feel it is easier to differentiate in reading than math since you can easily find reading material to match the different needs of students.
  - Math is more discreet and it is more challenging to address one topic in different ways based on student needs.
  - Working on writing an action plan around station rotation and small group instruction in math.
- Looking at best model for 5<sup>th</sup> grade platooning (teachers get students for one year) vs. looping where teachers are with students for more than one year.

- Our fifth graders tend to do well in middle school math. Many of our GT students go on to double accelerated math.

### **Subcommittee Reports**

#### **PTA:**

BINGO: Friday, February 8<sup>th</sup>

Carnival: Friday, April 26<sup>th</sup>

Showcase of Learning: April 11<sup>th</sup>. Choice-in activity by students and teachers to showcase student learning. Will allow students to showcase something they have mastered and are proud of. The purpose of this event is to allow parents and community to see the learning that is happening at Chipeta.

All four schools that serve the area: Coronado, Holmes Chipeta and Trailblazer have standing articles in Mountain Shadows Magazine.

**DAC:** February 21<sup>st</sup> 6:00 – 8:00 p.m.

**SAC:** Talked about strategic planning. Superintendent's vision is to have a new strategic plan in place for the start of the school year in August and bring everyone in alignment with the same vision and mission.

### **Competency Based Learning**

- District is going to take a public position on equity. All students having access to learning in an equitable way.
- We have to innovate and get out of a static model of learning. We must personalize learning and figure out how to improve learning spaces.
- We have to invest in staff to be continuous learners and to connect with other learners.

**Next Meeting:** March 12<sup>th</sup>