

School Accountability Committee—SAC
Chipeta Elementary School
November 7, 2017

Attendance:

Sarah Scott
Treg Joslyn
Amanda Obringer
Megan MacMillan
Rodny Rodriguez
Scott Winter
Alana Gregory
Annis Hodgkins
Kristine Lang
Jamie Wright
Jennifer Layher

- A. Call to Order 5:00 p.m.
- B. Welcome and introductions: Amanda Obringer
- C. Minutes from October 3, 2017 approved
- D. Administration

Unified School Improvement Plan (USIP):

School performance framework is based on PARCC data. Chipeta's English Language Arts score (ELA) is high in both achievement and growth. Chipeta's number of Severely Reading Deficient (SRD) students has decreased from 24 last year to 15 this year. State has mandated the number of SRD students should decrease from year to year. Funding for tutoring is based on the number of SRD students. Chipeta is one of a few schools that have so few SRD students. Chipeta submits a request for funding based on spring data and the district typically approves less than our request.

Chipeta's math achievement scores are high (98th percentile) but growth is lower. While there are a lot of systems in place to help students that struggle with reading, there is not a lot of extra intervention in math. The place students struggle the most is explaining how they break down a problem to get their answer, the application of skills. Improvement is focused on differentiated teaching to meet the needs of all students and implementing effective teaching strategies to both teach skills in isolation and the application of those skills.

How do I appropriately support my child? We had a discussion about how parents can best support their children including:

How can parents feel more connected to the class when they cannot be there?

Possible ways to help:

- Staff handbook says that teachers need to write a monthly newsletter. Look at expectation and create communication guidelines

How can parents help kids stay on track and navigate projects?

How can parents best support homework?

How can parents work through situations when the child fails? How can parents support teachers when a child fails or drops the ball?

Teachers might prefer an e-mail from the parents, “I don’t know how to approach this, what do you suggest?”

Concerns about conferences: A better balance may be needed for teachers sharing how the child is doing vs. an overload of test scores. Less scripted (explanation of test scores) and more a conversation about the child including social development, not just academic. How can we guarantee a meaningful conversation with the parents?

- How can parents track missing work?
- Over view before conferences (Stacey Stautz’s document). It outlines classroom information for kindergarten so that parents can ask specific questions instead of having to digest everything at the conference.
- Would it be possible to send test scores home before conferences so parents could ask specific questions if they have them?

Why do we have conferences in the fall instead of fall and spring? State statute allows to two days during the school year where students can be out of school, but that time can be counted as contact hours (conferences). It would be nearly impossible for teachers to fit in all the families and having a meaningful conference in one day, so District 11 does two days in the fall after the first quarter when there is data to work with.

Questions about Special Education and Individualized Education Plans (IEPs): For an IEP there typically needs to be a two-year gap. Response to Intervention (RTI) or an IEP can be for behavioral, emotional or social reasons as well as academic. Pulls out happen when possible during walk-to-read time.

GT: Inclusion in the GT program is based on a body of evidence. Includes a CogAT test score in the 95th percentile (nationally ranked) in a content area. Also includes how the student is performing in the classroom. Some students in GT benefit from pull out, others do better staying in the classroom. That is decided between the GT teacher, Megan MacMillan, the parents and the

teacher. Teachers are very good at differentiation in ELA in the classroom and small group guided math instruction.

In first grade math the class is divided into four groups. They learn the same skill and the same math lesson, but the students that need more guided practice receive it. For the students that understood the concepts quickly, they move on to different ways to solve the problems and compare strategies.

E. Subcommittee reports

PTA

- Big discussion regarding APEX. A parent representing other parents brought up concerns about APEX the portion of the funds raised that APEX keeps. PTA voted overwhelmingly to go forward with APEX for next year. Despite APEX's cut, Chipeta makes twice as much with APEX as we did with previous fundraisers.

SAC Training: 11/9/2017

DAC: DAC recommended that the School Board deny the latest Charter school request. The school would be located on the West side. If the Board denies their request, they school can still be chartered through the state.

F. Miscellaneous

Ideas for Socially Responsible Classroom Parties:

- Winter packages for kids in need
- Senior Center
- West Side Cares: Non-profit is happy to have people come to do anything. This time of year they need blankets and socks.
- Store for children in foster care to get their basics.

Teachers anxious about asking parents to donate more stuff: The idea for socially responsible parties had some pushback. It wasn't negative, but teachers were overwhelmed and they did not want to do it during the party.

Student Council is doing a food drive.

Other ideas:

- Book Drive
- Humane Society
- Sing at Senior Home (field trip is feasible)
- Mary's Home: Homeless housing for homeless mother and their children
- Give teachers 4 really simple options for outreach
- Donate clothes

Next Meeting: 1/9/18

Following Meetings: 2/6/2018 3/6/2018 4/3/2018