

SAC meeting on 09/06/2023

Attendance:

- Chrystal Wood
- Sarah Jane Harvey
- Mila Mithcell
- Matt Scheuneman
- Rhett Scheuneman
- Allison Cruthis
- Nichole Flores
- Tamara Hughes
- Robin Rosic
- Hannah Heskett
- Katie Hwang
- Vicky Chen
- Becky Phillips-DeZalia
- Stephanie Wooley

Academic goals

Goal #1

By Spring of 2024, we will decrease our population of students who are not meeting expectations (red) in half for literacy and math as measured by common formative assessments, iReady, and CMAS.

BLT met this summer to create an "accordion model" of professional development for Resilience, CRE, literacy and math. PD provides resources/info then teachers have time to meet and decide how our learning can be directly applied to our teaching in classrooms.

Math Professional Development - two PDs on routines and structure of our Math Curriculum. Second PD was on understanding our common core state standards for math and what we need to know to better fill the learning gaps/

Literacy PD tomorrow on how to structure Literacy blocks.

QUESTION: how can homework club support our school?

- Tutoring support

Goal #2

By Spring of 2024, all staff members will be using engagement and cooperative learning routines to increase student achievement as measured by behavioral data, common formative assessments, iReady, CMAS and observational data.

Kagan strategies for engagement with staffing

Goal #3

By Spring of 2024, all learners will grow in their understanding of the seven characteristics of resiliency through the book study Onward and comparative data collection of surveys.

Goal #4

By Spring of 2024, all learners will grow in their understanding and development of Culturally Responsive Education at Arrowwood

Goal #5

Performing Goal: By Spring of 2024, all grade level teams will be implementing the WINN model during tier 2 instruction with fidelity.

Tier 2 and 3 during WINN

WINN was added to our master schedule and time was dedicated to small-group instruction during math and literacy WINN time. Students receive differentiated instruction including moving to different class within the same grade level.

Sharing Data

- iReady - diagnostic data point for each student. District mandated Fall 2022 - improvement from fall to spring in "green" and "yellow" categories.
- Classroom data and SEL data
- CMAS - 6 subtests for grades 3, 4 and 6. 5th graders take 9 subtests
 - Data from last year is received in this school year.
 - This year, our School Performance Framework scores were lower than the year before. Working with a Data Specialist to identify areas of growth.
 - One factor is the "dip factor" when implementing a new literacy curriculum.
 - Math scores also "dipped"

CMAS DATA Factors:

- One of the three data points that show a discrepancy between prior year.
- At least one NEW staff member per grade level.
- 100% of interviewed candidates declined the offer due to salary.
- Embedded teacher coaching for Math
- Anyone performing significantly above and/or below expectations, get designated Tier 2 time in class.
- Continuing to develop a great school culture at Arrowwood.
- Common Formative Assessments: are they rigorous enough? Improve the DOK (depth of knowledge 1-4) to questions on levels 3 and 4.
- All students take grade-level tests and instruction. Accommodations are given but not modifications.
- No pull out during TIER 1 instruction which is when they are receiving grade-level curriculum and no one can take that time from our students
- Progress monitoring daily and not only at the end of the unit.
- Additional staff hired
- GT - gifted and talented is now "extended learning" based upon data.
- "Trainer of Trainer" model for staff support within our school.
- Push in support during Tier 2 time as intervention
- Embedded Math professional development for tier 1
- PD to improve Engagement and student accountability.

- During Tier 2 and 3 - providing support immediately, according to data ("exit ticket"). Special Education staff will dedicate their time for tier 3.
- Building capacity within our school and community with our BLT (Building Leadership Team) and using staff's strengths.
- Reducing homework and workload for students at home. Very small correlation between homework and student achievement. Higher student achievement impact with home-school connection which is focused through Thursday Folders, emails, etc.
- The Homework Club will work closely with classroom teachers and support students in the club.

MLO & BOND

- Highest factor to lower performance is possibly because of teacher turnover.
- Passing the BOND (improve funding for building and maintenance) and MLO this November will allow teachers to be paid
- Lowest average teacher salary within nearby districts

MILL: compensation to staff, SROs/security

BOND: neighborhood school construction, IT, special education, etc. The impact for our school is:

- Replace chiller
- Replace boiler
- Install new IO intercom system for building
- Replace original epoxy floor
- student/staff device refresh
- Safety and security upgrades
- Pay increase for teacher and staff
- Addition of campus security specialist.

Staffing changes

- Added a new Kindergarten section
- 3rd teacher - Mrs. Fuhr
- 4th grade - job shared with previous long term subs
- PE & Music teachers are new hires as well
- Discovery Specials are new this year
- Additional .5 ELD teacher
- New Librarian
- 2 new EAs (Educational Assistant)
- Continuing with 110s (retired teachers coming back as interventionists)