

SCHOOL ACCOUNTABILITY COMMITTEE

SEPTEMBER 6, 2023





WELCOME TO SAC

The purpose of the SAC is to provide accountability in an advisory capacity by informing, encouraging and providing opportunities for parent and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. The SAC makes recommendations concerning the school's budget, performance/improvement plan, and meets at least quarterly to discuss implementation of the school's plan and other progress pertinent to the school's accreditation contract with the Board of Education. Final decision-making authority rests with the principal or other person or group receiving the recommendation from the SAC (e.g., The Superintendent, District Accountability Committee ("DAC") or Board of Education).

SAC DUTIES & RESPONSIBILITIES

01

To advise the Principal concerning the preparation of the Unified Improvement Plan (UIP) with goals and objectives for the improvement of education in the school. The UIP shall be completed and submitted to the school district for review by December 31 of each year in which it is required.

02

To recommend to the principal its priorities for spending school moneys. The principal shall consider the SAC recommendations regarding spending state, federal, local, or private grants, and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education. The SAC shall send a copy of its recommended spending priorities to the DAC and to the Board of Education.

03

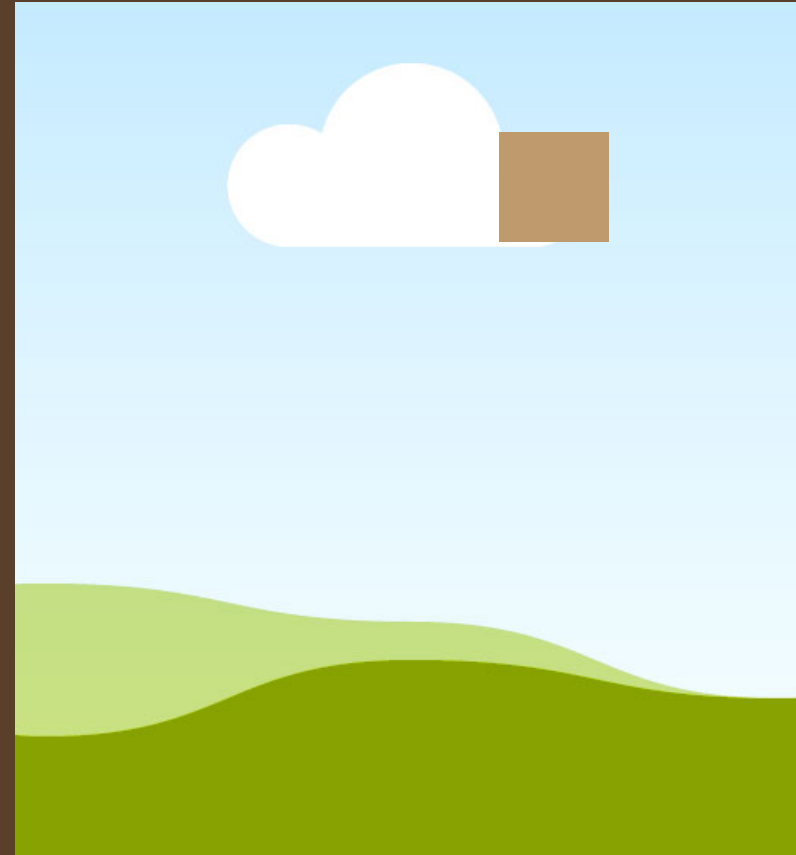
Actively increase parental engagement in the school by, at a minimum: publicizing and soliciting opportunities to serve on the SAC; assisting with the implementation of the district's parent engagement policy; and encouraging parent teacher interaction.



MEET OUR SAC CHAIRS



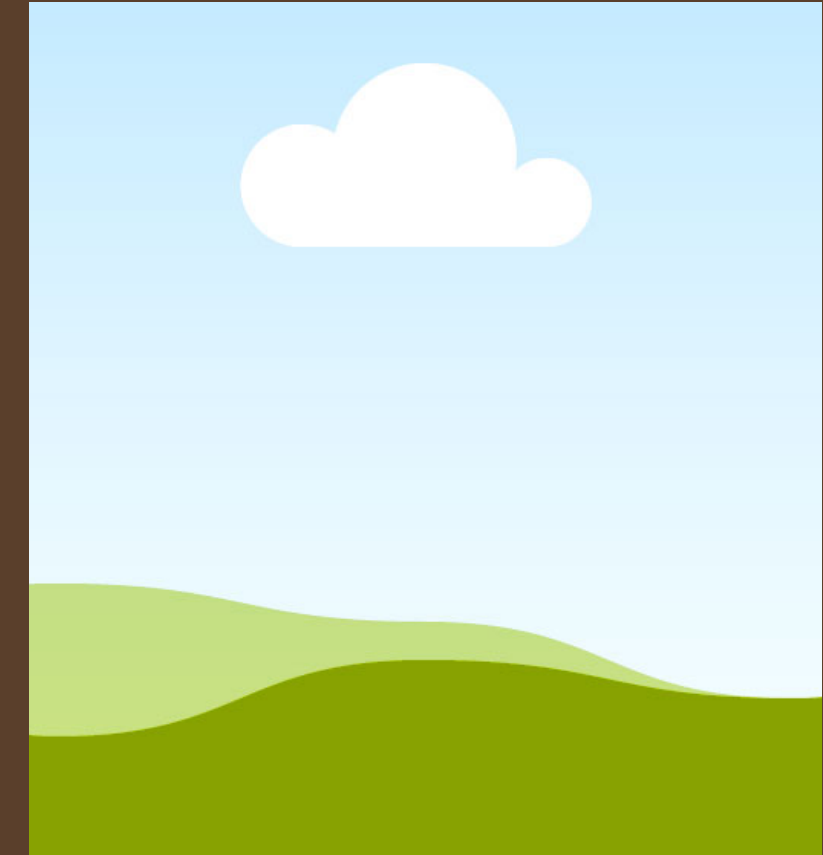
Matt Schueneman
Chairperson



Open
Vice Chair



**Stephanie Wooley &
Eric Steadman**
DAC Liason



Open
Recorder



OUR VISION AND MISSION

Our vision is to collectively engage all learners.

Our mission is to create a safe environment where all our students learn and grow academically, socially, and emotionally at high levels because of our collaborative professional learning community.

■ School Goals & Embedded Staff Professional Development

■ Data Story

Factors Contributing to CMAS data & How it's being addressed

■ Bond/MLO

■ Staffing



AGENDA

WE WILL PRESENT EACH AGENDA ITEM AND HAVE Q&A TIME WITH EACH ONE.

WE WILL KEEP A PARKING LOT AND AT THE END OF THE NIGHT WE CAN CREATE THE NEW AGENDA BASED OFF THOSE PARKING LOT ITEMS.



Academic Goal

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. CITE standards 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4

A top-down view of a desk with various items: a laptop keyboard in the top right, a smartphone on the left, a notebook in the center, a pencil on the right, and a pair of glasses in the bottom right. A small potted plant is in the top left. A semi-transparent dark brown banner is overlaid across the middle of the image.

Pathways for Success

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. CITE standard 5.6

A top-down view of a desk with various items: a laptop keyboard in the top right, a smartphone on the left, a notebook in the center, a pencil on the right, and a pair of glasses in the bottom right. A small potted plant is in the top left. A semi-transparent dark brown banner is overlaid across the middle of the image.

Pathways for Success

Goal #3: By Spring of 2024, all learners will grow in their understanding and development of Culturally Responsive Education at Arrowwood by our educator effectiveness CITE standard 1.3.

A top-down view of a desk with various items: a laptop keyboard in the top right, a smartphone on the left, a notebook in the center, a pencil on the right, and a pair of glasses in the bottom right. A semi-transparent dark brown banner is overlaid across the middle of the image.

Essential Skills for Success

Goal #4: 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.

CITE standard 1.2

The background of the slide is a top-down view of a desk. On the left, there is a small white vase with green basil leaves. In the center, a laptop is open, showing a keyboard with keys like 'tab', 'caps lock', 'shift', 'control', 'option', 'fn', 'esc', 'f1-f12', 'num pad', and 'arrow keys'. To the right of the laptop, there is a yellow pencil and a pair of black-rimmed glasses. The overall lighting is soft and natural.

Professional Learning Communities

Goal #5: By Spring of 2024, all grade level teams will be implementing the WINN model during tier 2 instruction with fidelity as measured by observations and conversations during PLCs. CITE Standard 2.1

AWE DATA STORY

01

iReady

Taken 3 times a year and gives us diagnostic data

02

Classroom Data- academic & SEL

Taken after each unit in ELA and Math.

Observational & survey data collected on SEL data.

03

CMAS

Taken one time a year. Total of 6 subtests for 3rd, 4th and 6th graders and 9 sub tests for 5th graders.

FACTORS THAT MAY HAVE CONTRIBUTED TO LOWER GROWTH AND ACHEIVEMENT ON CMAS

Factor 1: Every grade level had at least one new teacher last year- it's essential we keep our staff!

RX: Tier 1 math support

RX: Scheduling- tier 1, 2, and 3

RX: prerequisite report for instructional pacing and groups

RX: Continue to put time and money into supporting a great culture- PTCO

Factor 2: Common Formative Assessments not rigorous enough and modifications occurring

RX: DOK leveling questions

RX: Ensuring we are only providing accomondations and modifications

Factor 3: Holding Tier 1 instruction sacred

RX: No pullout support or interuptions

FACTORS THAT MAY HAVE CONTRIBUTED TO LOWER GROWTH AND ACHEIVEMENT ON CMAS

Factor 4: Monitor & Intervene Daily vs. only at end of unit

RX: Hired additional people

RX: Set up Schedule so everyone can receive what they need- WIN time

RX: Changed GT to extended learning based upon data

Factor 5: Curriculum (new or not trained)

RX: TOT model for Wonders, PD, and push in support during tier 2

RX: Job embedded PD in math for tier 1 instructional cycles

Factor 6: Engagement

RX: PD on cooperative learning and engagement

RX: PD on instructional routines and student discourse

RX: Students tracking their data

FACTORS THAT MAY HAVE CONTRIBUTED TO LOWER GROWTH AND ACHEIVEMENT ON CMAS

Factor 7: Tier 2 & 3 time

RX: Assessing the need quicker and providing support during tier 2 instruction

RX: Using tier 3 for tier 3 intervention

Factor 8: Build Capacity Throughout the building and community

RX: BLT

RX: Recognizing and Using People's Strengths to Lead

RX: Using Homework Club as a Tutoring Club

RX: Homework- fact fluency, reading

MLO & BOND



STAFFING



- Added another Kindergarten section which opened up a 1st grade.
- 3rd grade- Ms. Fuhr from AGE
- 4th- job share- two long term subs for AWE
- PE & Music
- Discovery Specials
- Additional .5 ELD teacher
- New Librarian
- Added 2 new educational assistants to each pod would have an EA to support instructionally and clerically
- Continuing with our 110s to support goal #1 & 4

THANK YOU!