# Kyffin School Accountability Committee

# Meeting Minutes

September 9, 2019

Present: Jim Havens (principal), Hayley Schneider (chair), Christi Cahill, Katie Keighley, Tina Galterio, Rory Ralston, Ginger Barrett, Kacie Weikel, Janet Hopkins (school personnel), Leslie, Joseph, Andrea Heaton, Cheyanne Kinghorn, Katherine Meredith, Renee Hook (co-chair), John Trefny (community rep.), Janet Hughes (school personnel), Stephen Parsons, Jen Seymour, Jennison Perry, Heather DeCaluwe (Secretary).

1. Discussion about how to become a voting member of SAC
   1. Attend 1 of first 2 meetings
   2. Attend 3 of 5 meetings
   3. Need representatives from parents of current students, 2 school personnel, a community representative, a parent of a GT student, and a parent of a preschool student
   4. Meetings are open to all regardless of membership
2. Review and approve meeting minutes

* DeCaluwe reviewed May meeting minutes.
* Trefny made a motion to approve.
* Keighley seconded Motion.
* May meeting minutes approved by unanimous vote.

1. 2018/2019 Year in Review

* Revised homework policy based on stakeholder input
  + Reading emphasized – simplified reading log
* Reviewed school-wide data to make UIP/school goal recommendations
  + Achievement data reviewed
  + Perception data reviewed
* Budget input and recommendations received
  + Aided in decision to hire full time assistant principal, social worker, AMP team, SEL/SELC combo

1. Review School-wide Data:

* Goal: develop an understanding of how Kyffin is doing academically and an understanding of next steps.
* Mini-School Improvement Review Process
* Broke into 6 groups:
  + Group 1 – P.L.C. Data (reading/writing, teacher created assessments, prioritized essential learnings), comments:
    - Stated goal is 85% proficiency, overwhelmingly, that goal is met
    - Are the goals for each unit and grade being set consistently by same people or different?
    - How align PLC goals with MAP objectives?
    - How are teachers choosing priorities?
      * In addition to smaller metrics, what about essential learnings (bigger, long-term metric measurement)
  + Group 2 – School Performance Framework, School and District Growth Data (based on CMAS, “50” is average growth, comments:
    - Decline in math across the district, vs. Kyffin math seems to stay consistent
    - Decline in ELA across the district vs. Kyffin improved
    - Achievement data for Special Education Students almost doubled
    - Math for non-GT and free reduced lunch, Hispanic students, females
    - Math + ELA for students with disabilities “do not meet standards” (2017-2018)
    - Math + ELA for students with disabilities “approaching standards” (2018-2019)
  + Group 3 – Special Populations Data/DIBELS Data (3 times/year, district benchmark assessments), Comments:
    - Every grade improved from BOY to EOY
    - Data supports focus on ELA
    - Performance starts high and grows
    - In DIBELS, both IEP and READ populations decreased their DIBELS scores
  + Group 4 – MAP – Reading/Math (District benchmark assessment, 3 times/year)
    - Notice: Every grade improved some, with second showing the least improvement in Math
    - Wonder:
      * For math – is this broken down by teacher to see class performance?(Yes) What percent of lower growth covers Free/Reduced/SPED?
      * Who sets EOY goal at the beginning of the year? (school)
      * Will focus on math take away from reading?
  + Group 5 – CMAS – ELA, Math, Science ((Grades 3-5), standardized state assessment, achievement data)
    - Reading data looks great – keep doing what you’re doing
    - 5th grade math and science are potential areas for improvement
    - To increase scores include math support and accountability (like reading logs)
    - What did you implement with ELA, can you sustain while you focus on math?
  + Group 6 – F.S.P/M.Y.V.H (perception data, families/students, FSP taken in January, MYVH taken in spring grades 2-5)
    - Climate 5.00 make your voice heard
    - Perceptions & safety 2.92
    - Only a small % replied to survey (110 families out of 350)
      * Informed how children are doing socially
      * Parents need to know how to access help if child is struggling
    - Standard 4 – legal rights, resolving problems
    - Standard 5 – decision making, parent groups
    - Kids are feeling “bullied”
    - Kids say they don’t feel challenged
    - Lack of all types of families in parent groups
    - Eliminate reverse scale

1. School Goals

* Anticipated UIP Goals/100 day plan
  + Team/school commitments
  + Pre-planning interventions/extensions
  + Personalized learning for staff
* Parent Engagement Goal: Communication
  + Twice a month
  + Predictable schedule
  + Calibrated with team – content, curriculum
* Further discussion warranted

1. Questions raised:

* Policy on pledge of allegiance? (Additional research needed)
* Policy on when and where to raise concerns? (Bring new issues to Schneider first as chair of SAC committee)- Issues may also be submitted to office
* Communication could be improved

1. Closure

* Next meeting – Nov. 11th – 5:30-7:00

END OF MINUTES