

Members in Attendance:

Miriam Dozeman
Ray Chmielewski
Yeni Yanez
Chelsea Anderson
Kelly Johnson
Clarice Fortunato
Jennifer Chestnutt
Jacqueline Southwell
Lizzie Prochoda
Lorri Cahill
Jenny Buster

1. Introductions
 - a. Name
 - b. Connection to Clayton
 - c. Favorite thing about New Building
2. Outcomes
 - a. Purpose of the SAC
 - i. Goals
 - b. Accomplishments from last year
3. Jenny Buster, Clayton Principal - Introduction
 - a. Purpose- To Make a Difference
4. Fortune 500 Most Valuable Skills
 - a. 1970 v. 1999
 - b. What has changed in our world to bring about the shift
 - i. Technology
 - ii. Fast paced world
 - c. Reference point to how Clayton will operate
 - i. Embrace change because the world is ever changing
5. Clayton's Mission: We educate the whole child: head, Hand, and Heart
6. Vision: We are compassionate community of thinkers who challenge each other to continually pursue excellence
 - a. Socially & emotionally, students are getting along better
 - b. Inclusive for all students regardless of background
7. Claytons Current Reality: School SPF
 - a. 4 Categories of Performance: Performance, Improvement, Priority Improvement and Turnaround
 - i. Clayton is in second year of Performance
 - b. Academic Achievement 40% of SPF Score
 - c. Academic Growth 60% SPF Score
 - i. 17-18: 54/100

- ii. 18-19:73/100
- 8. 17-18 UIP Goals & Results
 - a. ELA increase YES
 - b. Median Growth Percentile for 4-6 Math YES
 - c. Median Growth Percentile IEPs YES
- 9. Current Reality: School SPF
 - a. Areas of Strength
 - i. Academic growth n ELA
 - ii. Academic Growth for ELLs
 - b. Areas for Improvement
 - i. Academic Achievement in all areas
 - ii. Academic growth in math
 - iii. Special education
 - 1. Only 10% (approx.) of the student population is on IEP
- 10. Behavior
 - a. 96% of students at Clayton are demonstrating consistently appropriate behavior as outlined by our SMART matrix
- 11. READ Plan data (Potential for a Significant Reading Disability)
 - a. Low Beg. of Year DIBELS scores
 - i. Summer slump
 - b. After first round of data (after beginning of year) significant improvement
- 12. Budget
 - a. \$\$ set aside for PD
 - i. Extra duty pay
 - ii. Paid to collaborate
 - b. \$\$ set aside for Field Trips
- 13. "Big Rocks" - UVA Work
 - a. Collaborative Structures
 - i. 4 Questions:
 - 1. What do we want students to Learn?
 - 2. How will we know if they learn it?
 - 3. What will we do if they don't learn it?
 - 4. What will we do if they already know it?
 - b. Curricula
 - i. Complexity of standards from Common Core
 - 1. Bridges & Wonder help to support and offer clear picture/understanding of what proficiency means
 - 2. Templates from District
 - 3. NGSS Standards
 - 4. The Colorado Story Social Studies Resource
 - a. Grade 4 will test on Social Studies
 - c. School Culture (Mr. Hoganson is working on Parent/Student Handbook)
 - i. Identify Tier 1, Tier 2, & Tier 3 students (behavioral needs)

- ii. Attendance monitoring & incentives
- iii. Revised PBiS matrix
- iv. Tier 1, 2, & 3 Flowcharts
- v. Wellness Committee
 - 1. Educator Resilience PL (PD) (self care, avoid burn out)
 - a. [Onward](#)
 - b. Respect is cultural
 - c. Knowing triggers

14. Programming

- a. ELG
- b. 21st century Community Learning Center Grant
 - i. Small groups
 - ii. Social/Emotional emphasis
 - iii. LIMITED ENROLLMENT to start
 - 1. Targeted participation for low performing students
- c. Wonders/Bridges/Eureka Math/NGSS
- d. STEAM
- e. PBiS - S.M.A.R.T: Smart Mindful, Always respectful, Responsible, Trustworth
- f. SEL (PATHS, Feeling Buddies)
- g. K - 6 Intervention Block (Reading)
- h. K -3 Intervention Block (Math)

15. District Accountability Committee (DAC)

- a. [Amendment 73](#)

16. Math (move to next meeting)

17. NEXT SAC MEETINGS

- a. Thursday, November 29
- b. Thursday, January 24
- c. Thursday, April 4
- d. Thursday, May 16