

Minutes of the Regular Meeting of Foothill Elementary School Accountability Committee, Boulder Valley School District

Meeting held: Foothill Elementary Library on September 25, 2018

The following SAC members participated and were present: Nick Vanderpool (Principal), Dayna Reed (SAC Chair), Suzanne Whitman (teacher), Shelley Rohl (teacher), Dana James (DPC Rep), Robin Miller (PTO Rep.) Nicole Rajpal (DAC Rep), Karl Poehl (parent), Shannon Hayden (parent) and Dana Kercheval (community Rep)

Call to Order and Introductions

Dayna Reed, Chair called the meeting to order at 6:05 p.m.

SAC Overview

Dayna & Nick provided hard copies of the SAC Manual and commonly used acronyms. The purpose of the SAC committee was discussed.

DAC Report

- Survey on policies [JS/GBEE](#) will be sent from BVSD later this fall and everyone encouraged to participate
- DAC meetings are schedule for the 1st Tuesday of the month and all are invited to attend

DPC Report

- The proposed 2019/20 and 20/21 calendars were presented and will go before the Board of Education on or around November 1st
- The new Superintendent, Dr. Rob Anderson, discussed his 100 day plans and his impressions so far. Information on the plan can be found here: <https://www.bvsd.org/superintendent/Pages/progress.aspx>

PTO Report

- Raised \$60,000 with 36% participation rate.
- Target goal is \$75,000

Review of Foothill Unified Improvement Plan (UIP) Strategies

- Social and Emotional Learning
As part of our equity work, schools will support social and emotional learning practices for students by selecting at least one area of focus that fosters school connectedness and/or positive relationships through a culturally responsive lens for all students and families, which will be clearly communicated to parents, teachers and staff. Area of focus will be selected by October 1, 2018
- Data Based Decision Making and Problem Solving
Schools will conduct data cycles
A. Schools will use VizLab data after each assessment window (BOY & MOY)

to monitor and other tools to document student progress towards reading growth goals and achievement of students as part of the MTSS process.

B. Preschool and kindergarten teachers will monitor student progress towards the readiness indicators in language, literacy, math, cognitive, physical, and social/emotional development.

C. Schools will send representatives to district professional learning on culturally proficient practices for MTSS to assist in reducing the overidentification of Latino students and emerging bilinguals for Special Education services.

- **Literacy**

Schools will participate in professional learning about and use newly adopted learning materials within the BVSD literacy instructional framework.

A. Primary teachers will be trained on and implement, Fountas & Pinnell Classroom materials or Foundations materials.

B. Teachers will continue to implement the structures for the BVSD Literacy Instructional Framework and use i-Ready diagnostic domain data and writing assessment data for all students and the Benchmark Assessment System for students reading below grade level, to inform the layered continuum of supports (Instruction) within each classroom, select appropriate evidence-based practices, and document selected strategies.

C. By October 31, 2018, schools will hold at least one parent meeting to discuss and review the newly adopted literacy materials in order to strengthen families' knowledge and skills to support and extend their children's learning at home.

D. Schools will explore best practices for using new materials with emerging bilingual students.

Review of 2017/18 CMAS Score

- Foothill had over 95% participation rate
- Information on results can be found here: [DISH](#)
- Need to address achievement gap

Adjournment

There being no further business, the meeting was formally adjourned at 7:35 p.m.

Dayna Reed, SAC Chair