

DAAC Meeting Notes - October 11th, 2022

DAAC Members in Attendance: Bev Bachman, Ruby Bode, Courtney Cabrera, Tom Cousineau, Stacy Ferree, Joe Frey, Sonja Greenway, Cerissa Hocker, Terry Leija, Duane Loyd, Dick Mulhern, Gayla Sullivan

Recorder: Courtney Cabrerra

Review of the Mission and Vision of EPSD and DAAC: Bev Bachman, Chair

- EPSD mission: to meet the needs of the Whole Child to prepare all learners to excel as citizens of a diverse and technological society through a curriculum that meets our Ends and supports our Global Outcomes.
- Vision: Excellent Educational Experience, Every Student, Everyday.
 - DAAC mission: Stakeholders advise and hold Estes Park School District accountable in terms of their mission, vision, and goals.
- Vision: Our diverse community works with the district to assure that our students graduate with the knowledge, skills, and experiences needed to be successful and responsible citizens.

Review of Norms: Bev

- Seek first to understand then be understood.
- Treat others as you want to be treated.
- Raise hand to share.
- Provide our best thinking to help the district achieve its mission as well as DAAC's mission.

Validate and approve last meeting's notes: Bev

- Request to approve those meeting notes .
- Motion to approve: Joe Frey. Second: Terry Leija. Voted. Approved.

Charges from the Board of Education: Bev

- District Unified Improvement Plan, High Impact Instruction: Progress-monitor academic growth and achievement and supports Global Outcomes.
- District Unified Improvement Plan, Communication: Provide input and review district-wide communication plan and monitor effectiveness.
- Budget Overview: Recommendations of priorities for spending school district funds.
- Motion to accept the charges: Sonja Greenway. Seconded: Gayla Sullivan. Voted. Approved.

Superintendent Report on UIP/Major Improvement Strategies: Ruby Bode, Superintendent

- School and District Reports (School Performance Frameworks) are informed by different state assessments and have different reporting procedures and determine the UIP process required for reporting.
 - Status determines if UIP is either a one-year or three-year plan.
 - Must include plans for gifted/talented and READ Act data.
 - Current SPF:
 - HS - Performance
 - MS - Performance

- ES - Improvement (through a request to reconsider, this rating was changed)
 - District - Accredited
- 5 Major Improvement Strategies for the District UIP (see Ruby's handout)
 - Various data points informed the areas of focus for the UIP - both quantitative and qualitative.
 - 1. High Impact Instruction:
 - a. Vision: Instruction will reflect expectations aligned to the rigor of CAS and GOs and reflect promising practices with high impact on learning and achievement.
 - b. Why: Growth data shows students making adequate to substantial growth in every grade. Achievement data reflects academic achievement is below state and national means.
 - c. Identifying if some of data reflects a lack of curriculum alignment with standards or gaps in our instruction/assessments.
 - d. Clarifying vertical and horizontal articulation of content would better support student growth and learning.
 - 2. Attendance and Student Engagement:
 - a. Vision: Purposeful, targeted, and meaningful systems and protocols in response to absences. Identify barriers and provide internal and external resources to students and families.
 - b. Why: District attendance rate decreased by 2.6%, HS truancy rate increased to 3.9%. Staff absences increased 37%.
 - c. Root cause analysis as to why we have the absenteeism we do with both students and staff is ongoing.
 - 3. Culture:
 - a. Vision: Environments are warm, welcoming, and reflective of our values; create a culture of belonging focused on positive outcomes for students.
 - b. Why: Data from stakeholders indicate need to improve positive climate and culture of schools and school pride. MS and HS student feelings of hopelessness and depression have increased by 45% since 2019.
 - 4. Communication:
 - a. Vision: Regular, frequent communication with all district stakeholders through a variety of media, including opportunities for 2-way communication.
 - b. Why: Data from stakeholders indicate need to improve communication and community engagement. Data show a 16 point decrease in positive responses regarding community engagement.
 - c. Thorough communication plan currently being drafted.
 - d. Is there a way to target communication to families who have children in more than one of our buildings for less redundant notifications?
 - 5. Gifted Identification and Programming:
 - a. Vision: The population of students in the district identified as gifted will be representative of the student population. Teachers receive PD to support GT instruction.

- b. Why: Ford's Representative Index for the district for Latinx students is 0.15; 0.15 for EBL students; 0.44 for FRL students. An index of 0.8-1.2 is desirable.
 - c. Data: Our population demographics are: 28% Latinx. 20% FRL. 7% disabilities. 4.3% GT.
- Superintendent Goals: Ruby Bode
 - Collaboratively developed with the Board of Education.
 - Deeply aligned with the Major Improvement Strategies.
 - Will be finalized during an upcoming Board meeting.
 - Goal 1: Develop and strengthen the Board-Superintendent relationship.
 - Goal 2: Ensure Every student is academically, emotionally, and socially successful and prepared for post-secondary pursuits.
 - Goal 3: Strengthen family and community engagement and enhance communication.
 - Goal 4: Build a safe and positive culture and environment in EPSD.
 - Goal 5: Execute collaborative decision making regarding finance decisions and maintain a balanced budget.
- Meeting Adjournment: Dwane moves to adjourn. Seconded and approved.