

Steele SAC Meeting Notes - 1/17/23

Attendees:

Tyler Cornelius
Elizabeth Harris
Marika Gillis
Terry Spotts
Jessica Warren
Jessica Barnett
Susana Moreno
Maggie Hart

Rob Seel
Ryan Capp
Jessica Gemm

1. IB International Baccalaureate (IB) Designation/Pathway follow-up discussion.

- a. Mr Capp has been exploring this, what it would look like to apply and implement, ahead of the meeting with the Superintendent in a few weeks:
 - i. Had two calls with regional IB staff to understand more about the process
 - ii. It takes about a month for them to consider applications, if accepted then become a “candidate school” - during which you are waiting to get authorized, getting set up, trained and staffed, 36 units to cover over several years. Authorization is a separate process, lasts 3-5 years once you have it.
 - iii. Training for the staff can occur in 3 different ways - Colorado conference in summer, having someone come here to train, online training (not the preference because we want the training to be a more immersive experience for all the staff to do together). After initial training, have requirements for 1-2 trainings a year, and more are available.
 - iv. Q: How would D11 pay teachers for time out of contract? Or plan to do training within contract time? Mr Capp can look into some options - discuss options with the staff, explore what the union might say, grants for covering the additional work time.
 - v. Mr Capp is feeling out other schools to see if there might be interest in a partner school to do the IB pathway too. Not sure what the district might be up for.
 - vi. Q: How are staff feeling about this possibility? Mr Capp has had 1x1s with just about everyone, still need to meet with specials teachers (additional requirements to understand all the different units going on as well as their own specialties). There is support from everyone, some who are doing some additional thinking. The thoughts range from knowing Steele would be a good site for IB, teachers who are looking for a challenge, always ready to learn. Hard to translate how hard the work is (more planning and instructional work), how different it might feel - we need to explore that more so we would know what to expect.

- vii. Mr Capp is looking at putting together a subcommittee to explore other schools that have made the transition to IB recently, to understand more about what it's like to transition, what the learning looks like, how integrated the units are across grades.
- b. Meeting with the Superintendent is in two weeks - Mr Capp will be coming with lots of questions and proposals to consider the full cost of this pathway including staff time. Want to see a full district commitment financially. Looks like \$150k for the next 3 years to fully support, plus adding two positions (IB coordinator and foreign language teacher). There is also the question of space in the building to accommodate added positions.

2. STAR testing results

- a. We reviewed part of the [School Board presentation](#) of the district-level view of testing results (presented at the 1/18 board meeting) after the December testing.
- b. Predictor for growth, CMAS growth - state has shifted focus away from achievement score (though still important) to the growth score as better evidence of learning
- c. Steele's Growth percentile: 60 for ELA, 65 for math - puts us in 2nd in D11 for both categories. Great work by teachers to integrate new curriculum this year. This is for grades 3-5; 2nd grade also took the test but not reflected in results. Hard in a big district to be north of 50 for district scores.
- d. Q: How does it compare to previous years? Mr Capp: Hard to compare because this is a new assessment this year. But looking at CMAS results this fall from spring 2021 showed we were recovering from the pandemic.
- e. Mr Capp had meetings with staff about results - they had already reviewed their results and used information to make plans (results give some suggestions).
- f. Q: What about % breakdown for intervention, on watch (Mr Capp will look into that) and breakdown by SES (may be too small populations to share breakouts without identifying students). Worth exploring some of these questions with the district folks, DAC - to see how we can use the data more effectively.

3. Budget review and discussion

- a. Mr Capp shared context on how budgets work in D11: The way the district funds the school budget is separate from staff salaries - principals have less control of the per pupil funds in D11 than in other districts. We do have a per pupil amount in D11 but the district breaks it down into all these line items in September and again in January. Many categories are areas for Mr Capp to keep an eye on, and for some can make adjustments if needed.
- b. Salaries and benefits - information in the budget we can see is for tutors, comes from different budgets in the district (reading office, directors budget).
- c. Line items that are more malleable:
 - i. General supplies is big right now, have to be careful about printing; also represents a rollover (current total is about 3 years' worth) - waiting to see if we have to pay for our own math books next fall, which would wipe out

about half of that. There is also a textbook line item. Need to be thinking about how to prepare for big expenditures multiple years in advance.

- ii. Q: What is the district doing with the money set aside for the 70 open positions? How can we take advantage of that to help recruiting? - good question to follow up with the Superintendent about.
 - iii. Q: Internal Food Service line - this is a district commitment to make sure kids don't ever feel bad they can't access lunch. This amount has increased. So great to not single kids out in the lunch line.
 - iv. Q: Consultant line - for Mr Capp's own professional development, rolls over each year and has built up.
 - v. Q: Internal transportation - added this line this year because of issues with buses, 5th grade trip.
 - vi. Q: \$100k number for teacher salaries (and another line item for benefits) that appears: Mr Capp looked into this and it represents ESSER III funds (from the American Rescue Plan) dedicated to our Literacy Specialist, and 2 Kinder aides.
- d. Q: Why does D11 choose to do it this way with less flexibility? Mr Capp thinks it's been this way for a long time. Mr Gaal has talked about school-based budgeting. May be some reasons to not expect educational leaders to be business managers too. Have some flexibility with the tutors to adjust to different needs, can ask for more if needed.
 - e. Q: What is the strategy in managing the budget? Mr Capp: Some saving for future needs. At the end of the year, have conversations about how to adjust line items, sometimes combine them, sometimes new line items show up from the district.
 - f. Q: How good are we at spending down? Mr Capp: Most categories roll over, and then get replenished depending on student count. A few years ago we bought Eureka Math curriculum on our own and spent about \$15k quickly, then had to replenish over several years. The amounts given to us by the district annually are tricky - big and yet not big enough to do things like staff-wide professional development at the level we want. Hard to stay on top of transportation costs especially, and can't move things around to address that need as flexibly.
 - g. Q: Is there a consequence we can see of the lower enrollment? Mr Capp: There are safeguards built in to not strip funding for some time, so nothing has affected our budget yet.
 - h. Extra funding from federal government has helped to hire a literacy teacher, have more opportunities to have kids have times with tutoring. That has helped to meet learning gaps from Covid. Literacy position is sunsetted the end of next school year, but they said that about this year and it has continued. There is a real benefit to having the literacy teacher - seeing that in some of the test results, lots of good growth in 3rd grade especially. Currently, 2nd grade needs extra support.
 - i. Q: Where do you feel like you need money but don't have it (aside from bringing the teacher FTE back)? Mr Capp: Printing and bus costs are the biggest areas

where don't have the flexibility to move money into those buckets. Professional development is always an area we want to do more than we have funding for.

4. **Multi-Tiered Systems of Support (MTSS)** - Mr Capp shared an overview of the 3 tiers in systems of support, to provide a good differentiation model, now CDE mandate to have a process like this. Collect data and make decisions based on some of that data. When they need to deviate from the model, the district understands those needs.
 - a. Instruction in the classroom - reaching the kids academically or behaviorally
 - b. Tier 1 - general instruction for all
 - c. Tier 2 - trying different interventions to see what works. May decide as a group to move to a Tier 3 if not working.
 - d. Tier 3 more involved. May raise need for special ed assessment - most often academic, sometimes behavioral.
 - e. Rhonda Toombs and Michelle Patchen run the MTSS meetings every Thursday; teachers bring student names and data to discuss, reflect on who we should be checking on.
 - f. Example: behavior showing up, several teachers observe, might note it's about attention. Realize other strategies haven't worked to that desire. Brainstorm some incentives to get positive attention, and track it over the next few weeks to see if it's working, adjust as needed.

5. **SAC training** - January 26 6-8pm
 - a. The next SAC Training is on Thursday, January 26, 2023, from 6:00 – 8:00pm at the Tesla Professional Development Center (2560 International Cir, Colorado Springs, CO 80910) in room 129/116 and via WebEx. We will be providing childcare and refreshments. Please RSVP to TRUDY.TOOL@d11.org for attendance in person and if childcare is needed.

6. **Next SAC meeting** - February 21, 5-6 in the library