

Attendees- Sandra Trafton, Stephanie Carlson, Courtney Hertner, Lauren Blazis Walker, Julie Ott, Jason Leveille and Anthony Karr

Introductions were made and the SAC committee welcomed School board member Julie Ott to the meeting.

The committee went over the Impact protocol briefly, and a hand out was shown. Tony spoke about how this is very similar to Holmes' One Plan process. DAC has requested that all SAC follow the Step Back Process to be informed and have info from previous years. This is a little different. We have never done this process before, but we will certainly be able to get to the same place. Then will give DAC the feedback from us.

We then went through a Data and Prioritize Analysis- we will be giving Principal and school personnel insight into what practices and strategies that are working or not working. This focus is surely on the instructional goal, culture and climate will be discussed in May. The committee was shown charts used at the Step Back meeting, the first chart shown was Spring 2023 CMAS data. Discussions were had on the info shown. Data was very thorough. Charts were broken down by sub groups of students. We were then shown the Star' results over the year. Chart is broken down by courses. [ELA, Math] Mr. Karr talked about how it shows that students are in what is called a 'bubble' which means they are stuck in meeting expectations or grade level. This is something we want to work on. We want all students to receive grade level or higher instruction everyday. We want to set that high standard for all students. He talked about how the ELA trend and Math trend were dramatically different. That brings us to a Priority Performance Challenge 1. Students starting below grade level need to increase by 10% a year. But this is not getting done in math. 2. Percentage of students meeting or exceeding expectations remains the same. Someone asked who did all this? A small group of individual teachers, two ELA and two MATH. The Priority Performance Challenge is going to be a major body of work. It will be risky but needs to be done. Math and ELA are taught so differently. We need to be teaching grade level or above. Question was asked if students could be peer support in the classrooms for the struggling math students. Mr. Karr replied he was completely comfortable doing that in the risk that scores for the 'at level' students could go down. We have balanced a Risk Reward analysis and he showed the committee that and said it is not a done deal. This is teacher driven and Mr. Karr is not completely on board with this but is keeping an open mind. A proposal is being made to have math be in every or a majority of classrooms, not full instruction but tidbits of math with every subject, to keep excitement for students. What's the time frame for this? A couple of months of conversations but if the trend continues after getting CMAS scores back in August the urgency will be greater. Mr. Karr thinks he will have a comfortable level by the end of the One Plan process. Mr. Karr is asking the committee to give him a gut check on the risk and rewards for this proposal. The committee has lots of questions on how this will work? Mr. Karr says the how is not in place yet but just how having math in every classroom will train students' minds to think about it more. So maybe it would look like a cross curriculum in a specific unit being done in Eureka math. But nothing has been decided on this yet. A big concern for Mr. Karr is that not all teachers are math teachers and he will not ask them to be, but then how can they teach an instruction without being trained in that subject? The committee agrees. So again is the risk greater than the reward? Are all teachers on board? Mr. Karr thinks that all will be. Committee

concerns are so much effort and time put on the teachers, and would that be enough for seeing results on time? If we already had all the data it would be completely different. Discussion on how this did come from the teachers so they are aware of the work that needs to be ready in August, that saying how this will be implemented and parental input needs to be communicated well. A great back and forth discussion on the risk and rewards was made by the committee. To be said, the how is a very important question. Another point was made on what about stronger intervention strategies for struggling students? Mr.Karr said the percentage of struggling students is too high to solve the problem. It still is part of the conversation. Maybe a small roll out could work? Mr. Karr will go back with info to the group.

Next meeting May 17th.

5 Essentials Report

Culture and Climate

Parent Survey

Courtney will invite Jessica Weiss [30 min]

New SAC chairs