

SAC Meeting 10/17/25

Overview

The SAC Meeting discussed the middle school accountability system, which identifies students with F ratings in ELA and low star scores. Letters were sent to parents, and interventions were conducted during MTSS and advisory periods. The system tracks student progress weekly, focusing on SMART goals and attendance. In the first quarter, 157 students were identified, with 49 exiting and 108 remaining. The district's education insights department provides centralized data. Challenges include attendance issues and the need for more reading interventions. The school also addresses discipline through a behavior intervention program and supports new teachers. Fundraising concerns were raised due to the removal of activity fees.

Action Items

- Explore and implement effective reading interventions for students struggling in that area.
- Meet with students identified for the MS SAC system twice a week - once to set goals and once to review strategies.
- Follow up with students who have exited the MS SAC system to ensure they maintain their progress.
- Continue to prioritize and closely monitor student attendance, with advisory teachers making initial outreach and counselors following up on chronic absenteeism.

Outline

Middle School Accountability System Overview

Speaker 1 introduces the middle school accountability system, emphasizing its importance in supporting and holding students accountable.

Speaker 3 explains the initial communication to parents about the system and the markers used to identify students, such as F ratings in ELA and star scores.

The system involves weekly counselor check-ins, creating action plans, and addressing potential obstacles.

Speaker 3 discusses the importance of connection with students and the process of identifying and addressing barriers to success.

Interventions and Student Engagement

Speaker 3 details the interventions during MTSS and advisory periods, emphasizing the need for students to be in class to improve their grades.

The system includes mandatory summer school and retention studies for students who do not show improvement.

Weekly meetings with students involve reviewing grades, creating action plans, and addressing any obstacles.

Speaker 3 shares examples of how students have identified their barriers and created SMART goals to address them.

Data Analysis and System Accuracy

Speaker 1 mentions the district's education insights department, which provides centralized data for middle schools.

The data is not always perfect, requiring counselors to clean up discrepancies.

Speaker 1 highlights the importance of identifying students who are not meeting proficiency in ELA or math.

The system has identified students with test anxiety and is working to address their needs.

Student Progress and Goal Setting

Speaker 3 discusses the progress of students who have been in the system, including those who have exited and those who remain.

The system includes weekly progress reports to track student performance and address any issues.

Speaker 1 shares an example of a student who celebrated leaving the accountability system.

The focus is on creating an environment where students do not feel punished but supported.

Math Interventions and Teacher Collaboration

Speaker 1 explains the district's approach to math interventions, including the use of math labs and games to engage students.

The system includes direct intervention from math teachers, who work with students in small groups.

Speaker 3 mentions the need for more reading interventions and the challenges of identifying and supporting students.

The district is working to create more proactive strategies to support students.

Attendance and Student Connection

Speaker 3 and Speaker 5 discuss the importance of attendance and the strategies used to improve it.

The system includes structured follow-up for students with poor attendance, involving teachers and counselors.

Speaker 5 shares examples of how building positive connections with students has improved attendance.

The focus is on helping students feel connected and engaged in school.

Discipline and Schoolwide Behavior

Speaker 1 discusses the challenges of discipline in a middle school setting and the need for better systems to address tardiness and hallway behavior.

The district is exploring the use of bells to improve the schedule and reduce tardiness.

Speaker 1 mentions the hiring of a study hall supervisor to support behavior intervention programs.

The goal is to hold students accountable while providing the necessary support.

Teacher Support and New Teacher Integration

Speaker 1 highlights the importance of supporting new teachers and the strategies used to help them succeed.

The school has a strong culture of support, with experienced teachers mentoring new staff.

Speaker 1 acknowledges the challenges of transitioning to a middle school setting and the need for ongoing coaching and support.

The focus is on creating a positive and supportive environment for all staff members.

Fundraising and School Budget

Speaker 4 raises concerns about the impact of removing fees for activities on the school budget and the need for fundraising.

Speaker 1 explains that the district has committed to covering necessary expenses, but there may be some adjustments needed.

The discussion includes examples of how different schools have managed the transition and the importance of clear communication with parents.

The goal is to ensure that all students have access to necessary resources and activities without undue financial burden on families.

Advanced Placement and Exam Fees

Speaker 4 inquires about the fees for AP exams and dual enrollment courses.

Speaker 2 explains that some fees are covered by the district, while others may require parental payment.

The discussion highlights the importance of clear communication about fees and the need for families to plan accordingly.

The focus is on ensuring that students have access to advanced courses and exams without financial barriers.