9/16/2025 - Steele Elementary School SAC Meeting, 5:00-6:00pm, Steele Library

In attendance:

- 20 in attendance
- Laura Ann Charlton, Marcy Olson, Maggie Couper, Kristen Fuller, Caitlin Casai, Rhonda Toombs, Taylor Nygaard, Kris Frye, Ryan Miller, Susana Moreno, Robert Seel, Rebecca Hibbard, Anais Spitzer, Olivia Sebastian, Laura Bomersbach, Angela Smith, Melinda Yocum, Terry Spotts, Hassan Dbouti, Kim Roberson

Agenda:

- Introductions and overview of SAC (Kim)
    - Overview of SAC - School Accountability Committee - composed of parents, educators, staff, and community members to support the school on various school and academic components.
    - Majority of members should be parents or guardians, according to state guidelines.
    - Topics include data, school progress, staffing, curriculum, overall needs of school, etc.

- Enrollment/staffing, support for new teachers (Ryan)
    - Enrollment is going well, capacity around 300, current enrollment at 289
    - Still have families trying to enroll
    - Try to stay around 25 students/class
    - 4th grade largest classes at 26 and 27 students/class
    - Fully staffed, no openings currently, have everyone we need!

- One Plan/USIP, school performance, instructional focus, any testing data available (Ryan)
    - Plans that each school has to create goals related to improvement
    - Start creating in March and April of previous school year
    - Look at all data, not including CMAS (not released until August)
    - Where do we want to improve and get better as a school
    - USIP - unified school improvement plan, SMART goals, plan eventually uploaded to CDE where the public can view
        - USIP comprised of 2 Major Improvement Strategies (MIS)
            - MIS 1 - Data driven instruction - to know where students are academically, their names, who they are, what are the student needs
                - Data from standardized assessments such as STAR, Dibels, common formative assessments, to include coaching cycles among teams
                - helps to track data, promote student agency, includes performance targets: achievement and growth on curricular and benchmark assessments, teacher input, 5E data on Collaborative Teachers and Ambitious Instruction, PLC time on Thursdays with staff/grade level teams
                - helps drive planning to meet the needs of all students.
                - Instructional leadership team - meet monthly - look at the data from assessments, team shares data to grade level and then to full staff.
                - Baseline data working from last year, School Performance Framework (SPF) - the school's report card, found on CDE, achievement and growth from CMAS, grades 3, 4, and 5, overall Steele score did drop 2.5% from last year, growth is typically weighted heavier than achievement on the SPF. Steele students are at or above their grade level peers compared to others in their grade level

                - Area of growth for this year are those students who are categorized as Free/Reduced Lunch (FRL), ~30% of Steele students, and the percentage of those that qualify continues to grow each year. FRL data is highly confidential
            - 5E survey to come in the next few months, once a year, data shared in the spring
            - Star data - 3 benchmarks throughout the school year, compares what they should know by the end of the year
    - Steele shows strength in ELA and Math, but math scores are higher than the district average
    - Building intervention groups for those students that need it
        - Another teacher comes in and supports current 5th grade students to teach them 6th grade material
            - MIS 2 - MTSS - Multi-Tiered Systems of Support - every school in CO should have this process in place, academically and behaviorally. For those students that need additional support to be successful in school. Conducted in 4-6 weeks cycles, a team of staff provides the needed intervention. If a student gets to Tier 3, we can ask for support from special education. We are making sure to catch all students that need the support. Large push to include parents in the conversation more frequently. Students are submitted to the team, triaged for needs, team meets every Thursday after school.

- <u>Curriculum changes (Ryan)</u>
    - ELA curriculum change to CKLA - Core Knowledge Language Arts - district wide change for K-5. CKLA does have writing but isn't a super robust component. Being an IB school and teachers creating IB units has shown the need to incorporate/intertwine both to honor the time and energy staff have put into creating IB units over the last 2 years. CKLA doesn't offer a lot of student agency, which isn't in alignment with IB philosophy. Mr. Miller acknowledges the growing pains and concerns from staff but has asked staff to give it their best effort and try to make it work. Willing to go to the district with concerns in the future.
    - Staff in attendance expressed concerns that we switched last year to a new curriculum, 95%, to only switch again this year to CKLA
        - Curriculum changes typically happen every 7-10 years
        - Mr. Miller acknowledges the adjustment has been hard for staff, CKLA includes skills and knowledge, complaint around pacing- go slow to go fast, changes around mid-year where those skills are built and efforts put in at the start of the year will become evident
        - Minute teaching expectations
            - ELA - 120 minutes/day (k-2), 90 minutes/day (3-5)
            - Math - 70-90 minutes/day
        - Mr. Miller is connecting with another admin of an IB and CKLA school out of state that is of distinguished status to see how they make both programs work together
        - We are an IB school, worked hard to earn that distinction, IB is not going away
    - How can the SAC help with this situation? - request to let us know what we can collectively do to support - shared that when parents go to the district, there seems to be a better response to parent concerns
    - Plans will be to revisit to learn how to best support and advocate for Steele

- <u>Parent engagement/communication changes (Ryan)</u>
    - Appreciate the continuity of one app across the school, DoJo is being used by 97% of the school and families

    - D11 wants us to use the PowerSchool messenger app, Steele isn't planning to switch anytime in the future
    - Mr. Miller asked for feedback from staff and families and the overarching consensus was consistent communication and more frequent communication from the school is wanted, DoJo allows for planning and in a way that is useful. DoJo allows for families to chat with any teacher or staff in the building
    - Trying to only send school wide communications once or twice a week

- Reminder of upcoming meeting dates, SAC trainings by D11 (Kim)
    - Mrs. Ford will come and share information on SEL (social emotional learning) goals in the future and the SAC becomes a part of the CAC - Counseling Accountability Committee
    - DAC - district accountability committee- provides SAC trainings -will bring dates for future trainings as they are available!

Next SAC meeting - October 28th, 5pm in the Steele Library