



Legacy Point Elementary School
SAC Meeting
9/19/2019

SAC Business

1. Welcome and introductions
2. Attendees
 - a. Kristin Drury - Principal
 - b. Amy Long - Chair
 - c. Courtney Striker - voting parent, recorder
 - d. Chelsea Wiik - voting parent
 - e. Leah Meyer - voting parent
 - f. Tracy Silver - Staff representative (in place of Abby Stratman)
 - g. Maggie Pritchard - Community representative
 - h. Additional parents in attendance: Rachel Warren, Judith Stokes, Nikki Krout, Angie Smith
3. Election of officers
 - a. Chair - Amy Long to take over Chair position from Vice Chair
 - b. Vice Chair - If recorder position is taken over, Courtney Striker to sit in V. Chair position. Rachel Warren also interested
 - c. Recorder - Nikki Krout interested in position
 - d. Maggie to continue in community representative position
 - e. Abby Stratman - teacher representative
4. Non-officer Responsibilities
 - a. DAC liaison - Leah or Rachel, or whoever is available to take notes when available
 - i. School board meetings - live stream and open forum
 - b. PTIB rep - Courtney Striker or Rachel Warren
5. SAC binder review
 - a. SAC meeting date review
 - b. Read/review bylaws

- c. Acronym sheet review
- 6. School and Staff report
 - a. K. Drury review of survey to staff May 2018 (can view results of survey in SAC notes from May 2019)
 - i. Comes from the work of Marzano high reliability school (Meta analysis)
 - ii. 2018/19 school year focused around Marzano Safe and Collaborative Culture
 - iii. T. Silver - notes huge difference/improvement in school culture
 - b. Marzano states that once you've reached 90% or above in phase I, you look at the next step which is called "Effective Teaching" - 2 year plan
 - i. 2019/20 school year focus.
 - 1. To be able to have effective teaching in a school, everybody has to be able to articulate what is the model of instruction - 18.8% agree/strongly agree (not highly reliable)
 - 2. LPE support is provided to teachers to continually enhance their pedagogical skills through professional growth plans - 87.5% agree/strongly agree
 - 3. Predominant instructional practices are known and monitored - 50%
 - 4. Provided clear frequent ongoing evaluations with strengths and weaknesses and are consistent with achievement data - 81.3%
 - a. Achievement data has not been the primary focus in DCSD in a very long time, specifically at LPE - probably not an accurate measure - not sure what achievement data they're using to measure themselves
 - 5. Job embedded professional learning directly related to instructional goals - 56%
 - 6. Opportunity to observe and discuss effective teaching - 44%
 - ii. Lots of work to do - baseline data not related to CMAS or some of the other components - Statewide data correlates to this.
 - iii. This year focus on instructional techniques does everybody need to know and be able to do well - regardless of program, in addition to MTSS. next year would still be focus to Guaranteed and viable curriculum making sure that all the little steps are all in order and in line.
 - c. Growth of LPE is not where it needs to be in accordance to the state.

- i. New math program was brought on in 2018/19 school year
- ii. Drop in students in 2017/18 school year - smaller group to evaluate, inaccurate results
- iii. Test all kids @ LPE - focus on effort of entire school.
 - 1. Lots of 0% that went in to that data - data shows different numbers when 0% are pulled out. State of CO (especially w/ English/Language Arts) went to: if prompts weren't addressed, you received a 0%, not even a partial percentage. Able to pull out that data - had a ton of kids not address the prompt specifically - lots of 0% as well.
 - a. B. Waufle - powerful MTSS - Meeting w/ teachers to discuss data and giving them the instruction, information and training to be more effective. Discussing data of the thirds - first, middle and last.
 - b. Systematically tracking every student this year. Very specific data on all students from last years CMAS scores, iReady data, this years DRA data - all color coded it to determine whether the student is at or above grade level and how we are going to push those kids to make a years worth of growth, which ones are on the bubble - which ones should be testing proficiently and for whatever reason they aren't and what are they missing. Pulled a standards mastery report by grade level to give to teachers - this is what we did well, this is what we did not do well, this is where we need to focus instruction as a whole class. Looking at kids who are struggling and are we appropriately giving them the right intervention
 - c. Specials teachers to help with RTI and instruction.
 - i. Much more targeted, systematic, organized, efficient and effective - delighted to be a part of (T. Silver)
- iv. No systematic instructional focus on response to intervention
 - 1. Left up to expertise and energy level and ability to provide interventions (parents or teachers)
- d. LPE has the capacity to have 500+ students, currently have around 300
 - i. LPE has small school status - when kids opt out of testing it greatly affects our testing scores. There is no adjustment made in testing due to small school status.

- ii. Minority and special needs students greatly affect the test scores.
- e. Data does not tell an accurate story of where LPE has been and where LPE is going.
 - i. Data should be better
 - ii. All means all - currently has the trust of staff. This year's focus is on what instructional techniques does everyone need to know and be able to do well, regardless of program
 - iii. MTSS part to drill in to standards mastery in kids and what they tested and why (to begin immediately) so LPE knows which kids to pay attention to and how we're going to make a shift with this.
 - iv. Next year LPE will continue to focus on guaranteed and viable curriculum and all steps are in order and in line.
- f. Track with LIM - kids are setting goals, the data is shared with them and they own it, they know their lead measures and what they have to do in order to meet that goal.
- g. Last year LPE was on "performance". This year LPE dropped .002% which puts the school in to "improvement"
 - i. Was not strong on the "performance" spectrum - lots of work to do
 - 1. Not a state concern, but we are in a "high performance district" and this shouldn't be happening
 - a. A high performing district is quantified as: how many kids meet the standards, the growth measures, which groups aren't making growth or achievement - students with disabilities and minorities are not making the growth or achievement that we need to make.
 - b. Pushing on special Ed, minorities and disabilities to over serve kids to meet data
 - i. Focusing on systems to over serve kids
- h. R.I.S.E. program to be implemented this year
 - i. 2nd and 3rd graders to be pulled this year in specific groups to focus on very specific topics
- i. Kids on IEP are considered on a disability from data
- j. Summer retreat focus - what do we really believe and what do we know about teaching and learning - Marzano book "Art and Science of Teaching"
 - i. Teachers struggled to come up with a comprehensive list of what makes a difference with students and student achievement
 - ii. Didn't have to decide, Marzano has already studied it

1. Book - "Teacher Behavior by Teacher Behavior"
 - a. Rules and Procedures have to be in effect in a classroom to be effective.
 - b. The shift for LIM is that these strategies feel very teacher heavy
 - i. Staff reflect on - What does it mean to have an empowered student, what is an empowered student behavior and strategy.
 - ii. Staff meeting to reflect on building relationships - Marzano takes it to "personal bias and preferences absolutely have an impact on their relationship with kids.
 - iii. Deep thinking/reflecting on who they are and what their preferences are
 1. "What do I value and how does it affect my teaching"
- k. Conferences conversation - working on structures on what to communicate and how to communicate it
 - i. Chelsea Wiik - "Student led conferences - not a sense of how my kid is doing"
 - ii. Amy Long - "here's what you can do to help your kid at home - very specific items to work at"
 - iii. First conference typically not student led, the second is 50/50 (student led and teacher discussion)
 - iv. Judith - ownership at home with student
 - v. Kristin to discuss w/ Beth Waufle to discuss what they might be able to incorporate in MTSS that could attach specifically at home
 - vi. DCSD looking at another grading system
 1. Current system doesn't tell parents anything
- l. Behaviors in the classroom - working on establishing process and procedures
 - i. Helping children to own their own behavior is important
 - ii. Helping parents to understand what behavior is being exhibited - unaware of what processes and procedures of communication to parents are - are we doing enough to help parents understand the behaviors in the classroom that are not supporting learning or on the playgrounds and that are not supporting the culture that we are trying to develop here.

1. Bullying mushy area - previous conversations about safety and security, more bullying,
2. Parents not sure how to support teachers - TIM sheet
3. How much are teachers are being trained and how to communicate with parents.
 - a. Teachers to call parents, not send email
 - b. Flow chart - can get muddy
 - c. LIM language - proactive, is it within your circle of control, how to take care of yourself
 - d. Language/discussion chart to come home to help parents to help teach kids how to deal with situations/people at school and in the classroom

7. DAC update

- a. Discussed the priorities that were identified at the BOE retreat in July
 - i. Give advice concerning the preparation and recommendation concerning DCSD UIP
 - ii. Advice on budget priorities
 - iii. Advice on parent engagement
 - iv. DAC will concentrate on the following items
 1. Improving communication across the district
 2. Getting SACs more involved and communicate with them
 - v. Board director C. Ciancio-Schor to review boards goals and its governing policies. Goals are:
 1. Academic excellence
 2. Outstanding educators and staff
 3. Save positive climate and culture
 4. Collaborative parent, family and community relations
 5. Financial wellbeing

8. PTIB update

- a. Continuing to gain momentum and interest
- b. Fun run coming up - \$12,500 goal (\$75/student)
 - i. LPE to host fun run next year
- c. Primary fundraising purpose - STEM lab
 - i. Needs clarity on what funds are going to be used for - clarity for parents and how it's going to impact kids
 - ii. How parents are going to see it used
 1. LPE has STEM committee
- d. LPE app and LPE facebook page primary means of communication
- e. Opt out for fundraising this year

- i. Not a lot of interest - but wasn't well promoted
- 9. Community update - Maggie Pritchard
 - a. Housing market
 - i. 9 active listing
 - ii. 7 are in the Ironstone condominium - Likely due to Dominimum project
 - iii. 12 under contract
 - iv. 8 sold within the last month
 - v. Avg days on market - 25
 - vi. More of a balanced market
 - vii. .5 months inventory based on what is sold
 - b. Tunnel project - art students to paint
 - i. Talk w/ Ponderosa to paint tunnel
 - c. Town of Parker working on putting a light on Motsenbocker and French Creek
 - d. Town of Parker traffic specialist working on traffic flow at LPE
- 10. Move school safety to the front of meeting conversation for next month

May 2019 meeting minutes approved