

Accountability Committee Notes

03/06/20

7:30 a.m. Library

Attending:

Maureen Lockette, Lisa Ruppel, Nichole Park, Tara Schutter, April Dowdy, Emilee Klausner, Amber Epple, Jaime Simpson

I. Minutes approval

- A. Nichole motion to approve, Tara seconded

II. Testing Data Review (UIP) Due April 15th, 2020

A. Math

1. Adjust Math goal from 60% to 45-50% for middle school math
  - a) 45% for 2020-2021
  - b) 50% for 2021-2022
  - c) Prioritized for UIP

B. ELA

1. Performance Target was 65% of elementary students will meet grade level achievement in grades 3-5
  - a) Include NWEA goal focused on
2. Create encompassing goal for the whole school (Previous years was 60% achievement)
  - a) 65% for 2020-2021
  - b) 68% for 2021-2022
3. Priority Performance Challenge
  - a) Not meeting state expectations at the same level as middle school students
4. Growth Goals for K-3 Reading
  - a) Analysis of Dibels growth and NWEA scores (general, then intervention)
    - (1) Root Cause
      - (a) Lack of differentiated passages
      - (b) Inconsistent strategies/skills
        - (i) Not generalizing information
      - (c) Use of common language
    - (2) Action Steps
      - (a) Present mini lessons in a PD between general ed and interventionists
5. Math
  - a) Analysis of current NWEA/CMAS scores Elementary
    - (1) Historic UIP=goal of 50% achievement
      - (a) 51% met or exceeded expectations as a whole school
      - (b) 37% met or exceeded expectations on CMAS as a whole school
        - (i) Discussion: Accelerated path, math intervention course in both middle and elementary
    - (2) Problem Statement
      - (a) Achievement scores in math have remained stagnant and elementary students have consistently not demonstrated sufficient (adequate) growth.
    - (3) Elementary Math Root Cause

- (a) Elementary-Lack of collaboration and time to meet with support staff
  - (b) Common Vocabulary not utilized
  - (c) Standards alignment of curriculum
- (4) Action Steps
  - (a) Build in time for collaboration
  - (b) Use Math aid to calibrate vocabulary
    - (i) Highlight key terms to establish consistency
  - (c) Whole school curriculum/standards alignment
- b) Analysis of NWEA/CMAS Scores Middle School
  - (1) Historic Goal:60% of middle school math students will meet grade level expectations on the CMAS math assessment
  - (2) Middle School Root Causes
    - (a) Lack of continuity from Singapore to Big Ideas
      - (i) Commonality in lack of skills? (Seems to be getting better with support from math aids)
  - (3) Action Steps
    - (a) Use of Stacie as Math interventionist using Skills Navigator(3 days a week)
    - (b) Drop in support on Fridays for students struggling with current math concepts
    - (c) Continued aid support
- c) Writing (Elementary 3-5)
  - (1) Priority Performance Challenges
    - (a) Students in the elementary have not increased their proficiency in ELA. Data indicates that achievement continues to be lower in the area of writing
  - (2) Root Cause
    - (a) Lack of continuity between grades
    - (b) Time to increase writing-more guided writing and feedback with Step Up
  - (3) Action Steps
    - (a) 1st year implementation with Step up to writing
    - (b) Continue with additional training with the goal of better alignment.

III. Next Meeting Action Items, March meeting moved to April 1st

- A. Review of Draft UIP
- B. End of Year Survey

The mission of CCA is to serve student needs and achieve educational excellence. Students will have a positive learning environment that will give students the ability to become lifelong learners, while encouraging responsibility, citizenship, honesty, integrity and respect between students and teachers. Every student will

have the opportunity to reach high academic goals within a broad, well-rounded curriculum. Community participation will aid in guiding students to reach their highest academic potential. We believe this statement can be well paraphrased as this: Character Community Achievement – Soaring to Educational Excellence.