



School Improvement Advisory Committee

Lewis Central Community School District

January 22, 2015, February 12, 2015

March 26, 2015, April 30, 2015

May 28, 2015



LC lives
world schools mission
result offering experiences
learning stimulating **changing**
diverse commitment learners
empower community
partner rapidly
help excel
home

Topics on Agendas in 2014-2015

- Organization/Purpose of this group
- School Calendar, Accreditation visit
- SIAC Goals
- Bullying and Harassment
- District, State and Federal Reports on Student Achievement and Needs Assessment
- Identify/Prioritize issues/areas of concern
- Identify key areas of recommendation to the Board

Agenda for tonight

- Organization/Purpose of this group
- Review of SIAC Goals for this year
- School Calendar for 2015-2016
- DE Accreditation visit – February 24-26

What's a "SIAC" anyway???

- **Who are we?**

- Representative of parents, students, teachers, administrators and community members and appointed by the Board of Directors
- Required by the Code of Iowa to support community involvement in school improvement

- **What do we do?**

- Analyze data about student achievement, school climate and district demographics data
- Become familiar with local, state and federal accountability requirements
- Make recommendations to the Board of Directors

What's a "SIAC" anyway???

- **Recommendations go to the Board and Administration**
 - Annual improvement goals and areas for improvement
- **How do we get to "recommendations?"**
 - Five meetings this year
 - Jan 22, Feb 12, Mar 26, Apr 30 and May 28
 - Reports on student achievement, school climate, district demographics, etc.
 - Answer: How are we doing? How can we continue to improve?

Our mission, as a partner with home and community, is to empower all learners to excel in a rapidly changing world by offering stimulating and diverse learning experiences which result in changed lives and a commitment to help others.



Long Range District Goals

- All K-12 students will achieve at high levels prepared for success beyond high school.
- All students feel cared about at school and will exhibit safe, responsible, and respectful behaviors.

Lewis Central Student Learning Goals:

- Read to understand and interpret information and for enjoyment.
- Write to communicate ideas and convey information to an audience.
- Adapt and apply listening and speaking skills to given situations.
- Use math skills to solve real-world problems.
- Access and use sources of information to solve problems and make decisions independently and as a member of a team.
- Apply scientific concepts to understand self, world and universe.
- Use technology to support learning and enhance daily living in a rapidly changing world.
- Know and apply principles of democracy to be productive citizens.
- Understand the concepts and benefits of healthy living.
- Demonstrate job-seeking and job-keeping skills.
- Experience and develop an awareness of the arts.

SIAC Goal Recommendations

1. Continue to focus efforts of school improvement on accelerating growth for all students and on closing the gap for students with IEPs.
2. Expand and improve the integration of technology throughout the system.
3. Intervene in timely and effective ways to help meet the needs of all students.
4. Support innovative teaching practices and instructional methods to more precisely engage and address the learning needs of all students.
5. Promote the well-being of students.

Getting to know you...

- Count off 1 to 5
- Find a partner with your same number who is not 'like' you
- Introduce yourself, find one thing that you have in common that you are willing to share later...
- **What are the key ideas embedded in your goal area?**
- Find one other pair that also shares your number...
- **Identify what you might consider to be the most important key idea from your goal area...**
- Share out:
 - Introduce your partners and what you have in common.
 - Share the key ideas of your goal area and what you find as the most important idea.

Continue to focus efforts of school improvement on accelerating growth for all students and on closing the gap for students with IEPs.

- Increase student engagement in science, mathematics, engineering and technology by expanding opportunities for K–12 students to explore the relevance of these areas to their future pathways.
- Focus on improving core instruction in literacy and math throughout the system.
- Provide greater support to ensure parents and guardians are welcomed, respected and valued by the school community as partners in their children's education.
- Continue the trend of increasing the four year graduation rate.

Expand and improve the integration of technology throughout the system.

- Invest in the technology, design and infrastructure required for the classrooms of the future.
- Provide personalized professional development and support to staff in the integration of technology into the curriculum.
- Ensure that infrastructure and personnel support is in place that will enable effective implementation.
- Increase access to technology to students at the elementary level.

Intervene in timely and effective ways to help meet the needs of all students

- Provide for early screening and progress monitoring for struggling students in reading through the implementation of a Multi-tiered System of Supports.
- Seek to increase time available outside of core instruction for intervention and enrichment opportunities.
- Investigate increased learning opportunities throughout the system (online, added courses, etc.)

Support innovative teaching practices and instructional methods to more precisely engage and address the learning needs of all students.

- Explore alternatives for the delivery of professional development including an examination of hours vs days calendars and the 2hour early release professional development days.
- Provide increased teacher leadership opportunities through instructional coaching, model classrooms and mentoring for teachers new to the profession.
- Seek ways to personalize professional development for teachers.
- Seek ways to ensure time for teacher collaboration.

Promote the well-being of students.

- Partner with community resources to address behavioral and mental health issues which interfere with learning.
- Ensure that school buildings and classrooms provide safe and positive learning environments for all students.
- Work to equip all staff with skills to effectively support the wellbeing of all students.
- Recognize and encourage a wide range of opportunities for parent, guardian and caregiver engagement and involvement in their children's learning.
- Support all students and staff in finding ways to be leaders and contributors to the school and broader community.

School Calendar – How much time do we have and how will we use the time...

- When might we start? When might we end? What are the important considerations? What does the law say?
- 'Hours' or 'Days' calendar? What are the rules?
- How will we handle professional development? Will there be more or less time available for PD? What about 'collaboration' time?
- What will 'instructional time' look like? Are there changes in when school starts and ends during the day? What are the requirements? Priorities?

When might we start? When might we end? What are the important considerations? What does the law say?

- 279.10(1) requires that “school shall begin no sooner than a day during the calendar week in which the first day of September falls . . . if the first day falls on a Sunday, school may begin on a day during the calendar week which immediately precedes the first day of September.”
- Is a waiver still available – ‘no’. ([letter from Brad Buck – 12/12/2014](#) , [recent guidance](#))
- Considerations:
 - Full week the first week of school?
 - How much time for winter break? Spring break? Thanksgiving? MLK Day? etc.
 - How long should we go into June?
 - Required 36 hours of ‘collaboration time’ for teachers

'Hours' or 'Days' calendar?

What are the rules?

- 256.7(19) - 180 days or 1,080 hours of instruction is the minimum
- 120 hours of instruction = 1 Carnegie unit at the High School and other requirements apply
- 192 day teacher contract with four of those days paid holidays
- What can we count as instructional time in an 'hours' calendar?
 - Lunch? – No
 - Passing time between classes? – Yes
 - Parent-Teacher conferences? – Yes
 - Professional development time? – No
 - Teacher 'collaboration' time? - No, unless it happens when instruction is occurring
 - Recess? – Yes, only if supervised by teaching staff

How will we handle professional development? Will there be more or less time available for PD? What about 'collaboration' time?

- In a 'days' calendar PD and P/T conferences can be counted if "*the total hours of instructional time for grades 1-12 for any five consecutive school days equal a minimum of 30 hours*".
- Moving to all full day PD sessions can only happen if we move to an 'hours' calendar.
- 20 two-hour early outs = 40 hours of PD = about 5 days
- What is best for students and teachers? Fewer full days or more distributed smaller sessions?

What will 'instructional time' look like?

Are there changes in when school starts and ends during the day? What are the requirements? Priorities?

- 180 'days' or 1080 hours is the *minimum*
- Must use the shortest calculation in the district
- HS – 7:35-2:45 = 395 minutes per day * 180 = 1185 hours
MS – 7:35-2:52 = 402 minutes per day * 180 = 1206 hours
TH – 8:30-3:35 = 390 minutes per day * 180 = 1170 hours
KR – 8:30-3:30 = 385 minutes per day * 180 = 1155 hours
- HS must maintain 180 hours of instruction per Carnegie unit. (60 actual hours per trimester per period...)
- Must protect uninterrupted literacy instruction at the elementary level.

Three sample calendars...

- Option 1 – 180 student days, 16 early outs, partial week for first week, 2 weeks for winter break (days calendar)
- Option 2 - 180 student days, 16 early outs, partial week for first week, shorter breaks (days calendar)
- Option 3 – 175 student days, full first week, no early outs, +5 PD days (hours calendar)

At your table...

- What should be the highest priorities the district should consider when putting together the calendar for next year? ***Be prepared to share only your top two...***
 - Partial week of school the first week?
 - 2 full weeks for winter break?
 - Spring break? Thanksgiving break? MLK Day?
 - Ending before Memorial Day?
 - Distributed early out PD or full days PD?
 - Less PD and more student days?
 - Consistent times for PD... Coupled with other days? Same day of week?
 - Other considerations?

Have a cookie!

We will take a ten
minute break.



Accreditation Site Visit

February 24-26

- Purpose of the site visit:
 - To assess progress with the Comprehensive School Improvement Plan (CSIP);
 - To provide a general assessment of educational practices;
 - To make recommendations with regard to the visit's findings for the purposes of improving educational practices about minimal compliance; and
 - To determine that the school or school district is in compliance with the accreditation standards.

Components of the Site Visit

- **Document Review**
 - Items included in the document review are primarily based in Chapter 12 of Iowa Administrative Code requirements, as well as some requirements based in federal law.
- **District Overview**
 - School leaders share accomplishments, areas of challenge, demographics of the district, progress with recommendations and non-compliances from the last comprehensive site visit, and information about the district's State-wide Voluntary Preschool Program and applicable information.
- **Interviews**
 - Stakeholders are interviewed in focus groups and represent a broad cross-section of the school community. Interviews are conducted using the Conversation Starters which consist of a set of questions for each interview group. ('School Advisory Committees' is one of the required focus groups.)

Components of the Site Visit

- **Observations**
 - The purpose of this experience is to enhance team members' contextual understanding of the school or school district.
- **Team Consensus**
 - Team members create statements of strength and recommendations for improvement based on the synthesis of documentation, interviews, and observations.
- **Exit Interview**
 - The team leader meets privately with the superintendent of the district to discuss non-compliance issues. We have typically also included a brief public presentation by the Team Leader.

SIAC Conversation Starters

- Please introduce yourself by stating your name and representation. What is your understanding of the role and responsibilities of this committee?
- What do you view as the strength of this committee?
- What kind of information/data do you receive as a SIAC member? What does the SIAC do with the information? (Probe for disaggregated data.)
- What training have you received in understanding and using data?

SIAC Conversation Starters

- In the recent past, what are some of the recommendations this committee has made to the board of education, in the required areas of :
 - Annual improvement goals;
 - Major educational needs;
 - Student learning goals;
 - Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement;
 - Harassment or bullying prevention goals, programs, training, and other initiatives.

SIAC Conversation Starters

- Were the recommendations approved, and what has been the result?
- Please tell us how the school and community work together, including sharing resources.
- Please share what you believe to be your district's:
 - Accomplishments since the last site visit (5 years ago)
 - Obstacles
 - Changes hoped to be achieved in the next five years

Thank you very
much for your
participation
tonight!

See you in three weeks!

February 12
Bullying and Harassment
More on the Site Visit

