Agenda

O Welcome

  O Organization/Purpose of this group

  O I choose "C"

O Recap Work Done to Date

  O Recommendations and Plans

What's a "SIAC" anyway???

O **Who are we?**
  - O Representative of parents, students, teachers, administrators and community members
  - O Appointed by the Board of Directors
  - O Required by the Code of Iowa to support community involvement in school improvement

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

What's a "SIAC" anyway???

O **Recommendations go to the Board and Administration**

  O Annual improvement goals and areas for improvement

O **How do we get to "recommendations?"**

  O Four meetings this year

    O Feb 21, March 21, April 18 and May 23

    O Reports on student achievement, school climate, district demographics, etc.

  O Answer: How are we doing?

  O Minutes written and submitted to the Board of Directors
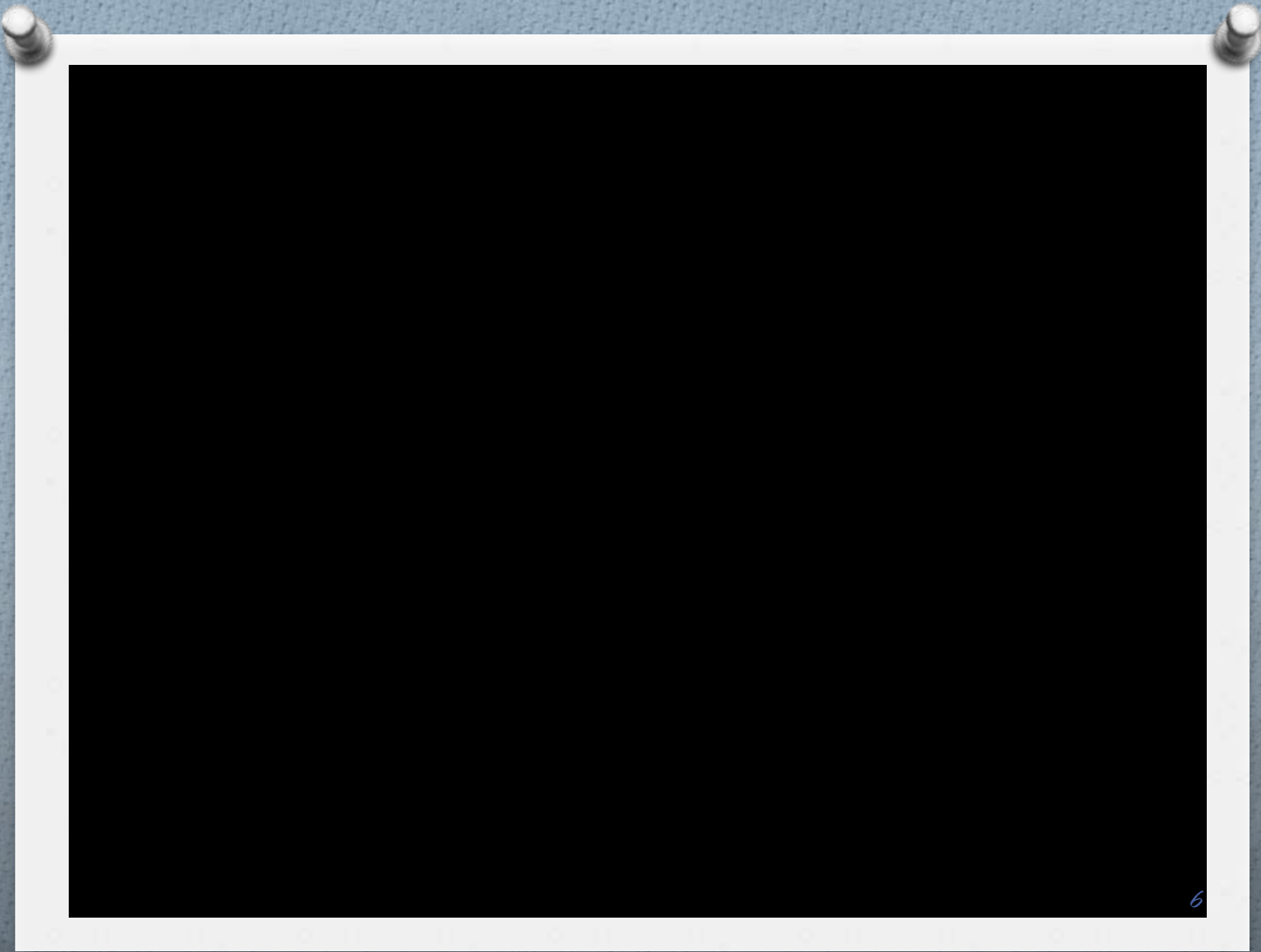
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Find someone in the room who...

* What are your thoughts, questions and/or concerns after watching the video?

* Do you feel that our LC schools are preparing students well for their futures? Why or why not? (Take notes on chart paper)

Find at least three others that are "like" you...

Have a cookie!

We will take a ten minute break.

Recommendations from Last Year

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

O Develop and communicate plans to address student transitions both within the system and post-graduation.

O Develop ways to more effectively meet the specialized needs of students.

O Expand the role that technology plays in all classrooms.

O Enhance communication to increase parental involvement and engagement.

Ten Groups...

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1's (Stopak)	3's (Beyenhof)	5's (Dermody)	7's (Grell)	9's (Thies)
2's	4's	6's	8's	10's

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O Prepare to share the key ideas/actions that are described in the bullets

O If needed, pose one or two questions for clarification

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

- ❑ Strategically create a climate of urgency for all stakeholders in the district.
- ❑ Teach for understanding through inquiry, concept development, problem solving, etc.

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

O Monitor and communicate quality of implementation (teacher actions) much more frequently

   O [walk-through data, artifacts, work samples]

O Monitor and communicate achievement much more frequently

   O [RTI/Data Walls, progress monitoring instrumentation, benchmarking assessments, common assessments, multiple data sources]

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

O Ensure access to core instruction for all kids

- O [Specific feedback to teachers about core instruction and interventions]

O Fully implement the Iowa Core – raise expectations for all

- O [CM/IP and PS data, IA Assessment data, NWEA data, etc.]

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

O Focus on the highest 'leveraging' instructional strategies

  O [walk-through data, unit plans]

O Monitor and communicate implementation of quality practices specific to special education

  O [walk-through data, artifacts, work samples]

2. Develop and communicate plans to address student transitions both within the system and post-graduation.

❑ Focus more on post-secondary planning, transitions between buildings, consistency in instruction between levels, etc.

❑ Stress importance of attendance through action and policy.

2. Develop and communicate plans to address student transitions both within the system and post-graduation.

O Focus more on educational planning with students
  O ['I Have a Plan' implementation]
O Consistent instructional approach between levels
  O [walk-though data, Content Teams, CM/IP]

2. Develop and communicate plans to address student transitions both within the system and post-graduation.

O Stress importance of attendance through action and policy

    O [Aggregate Daily Attendance, mediation contracts, attendance logs, policies]

O Transition Special Events –

    O [career fairs, school visits, college fairs, 5-Star, etc.]

2. Develop and communicate plans to address student transitions both within the system and post-graduation.

O Reorganize Guidance K-12 PLC time to provide for collaboration and focus

   O [agendas, minutes, vertical communication]

O Seek and use data to make better decisions when serving students (both individuals and programs)

   O [college success data, grade reports in PS, attendance data, graduate survey, ACT, PLAN, referral data]

2. Develop and communicate plans to address student transitions both within the system and post-graduation.

O Build systems to support targeted students through transitions between buildings

    O [behavior data, attendance data, achievement data, affective data]

3. Develop ways to more effectively meet the specialized needs of students.

❑ Alternative programming

❑ Increase resources

❑ Expand interventions

❑ Raise expectations

❑ Provide additional targeted supports

❑ Summer school, etc.

3. Develop ways to more effectively meet the specialized needs of students.

O Alternative programming

- O [more graduates, fewer dropouts, more engagement, fewer out of district placements]

O Mentoring programs

- O [student survey, attendance, referrals, etc.]

O Expand learning opportunities beyond the school day

- O [summer school, outreach opportunities, after school opportunities]

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3. Develop ways to more effectively meet the specialized needs of students.

O 'Leadership' training (target kids who need support in transition with specific interventions)

  O [behavior data, attendance data, achievement data, affective data]

O Use data to identify interventions that target specific need for individual students more directly at all levels

  O [accelerated achievement]

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3. Develop ways to more effectively meet the specialized needs of students.

O Address increasing mental health needs of students

  O [fewer out of district, more engagement, fewer referrals, increased grad rate]

4. Expand the role that technology plays in all classrooms.

❑ Professional development on use and integration for teachers

❑ update tools for students and teachers

❑ increase access, laptop initiatives

4. Expand the role that technology plays in all classrooms.

O Implement curriculum that requires students to use technologies to acquire and demonstrate the Iowa Core Curriculum 21st Century Standards.

   O [defined tech curriculum requirements for each grade level]

O Ensure the district's technology assets are kept current through managing equipment obsolescence and replacement.

   O [fewer devices that are more than 3 year old, fewer helpdesk tickets due to hardware issues]

4. Expand the role that technology plays in all classrooms.

O Enable educators to achieve and demonstrate proficiency in integrating instructional technology standards into their practice to increase student achievement.

    O [job-embedded PD for tech integration and use, tech assessments for staff and student skills]

4. Expand the role that technology plays in all classrooms.

O Provide students with access to current and emerging technology resources to extend and enhance their learning beyond the traditional classroom setting and schedule.

O [laptop and/or 1:1 initiatives, web 2.0 resources for students and staff, online resources to support learning outside the classroom]

5. Enhance communication to increase parental involvement and engagement.

❑ Evaluate the structure of conferences, effectively communicate in multiple ways more often, etc.

❑ Engage parents in the attendance issues of their children

5. Enhance communication to increase parental involvement and engagement.

O Evaluate the structure of conferences, effectively communicate in multiple ways more often, etc.

   O [survey parents/teachers/students regarding conferences, rates of attendance at conferences, goal setting artifacts]

O Engage parents in the attendance issues of their children

   O [Aggregate Daily Attendance, mediation contracts, attendance logs]

5. Enhance communication to increase parental involvement and engagement.

O Use PowerAnnouncements more frequently in targeted ways

    O [list of uses, number of uses, attendance at events, etc.]

O Increase the use of social media

    O [Facebook, Twitter, Website, YouTube channel, etc.]

Five Groups...

1 Kent Stopak
2 Joel Beyenhof
3 Jim Dermody
4 Barb Grell
5 Laurie Thies
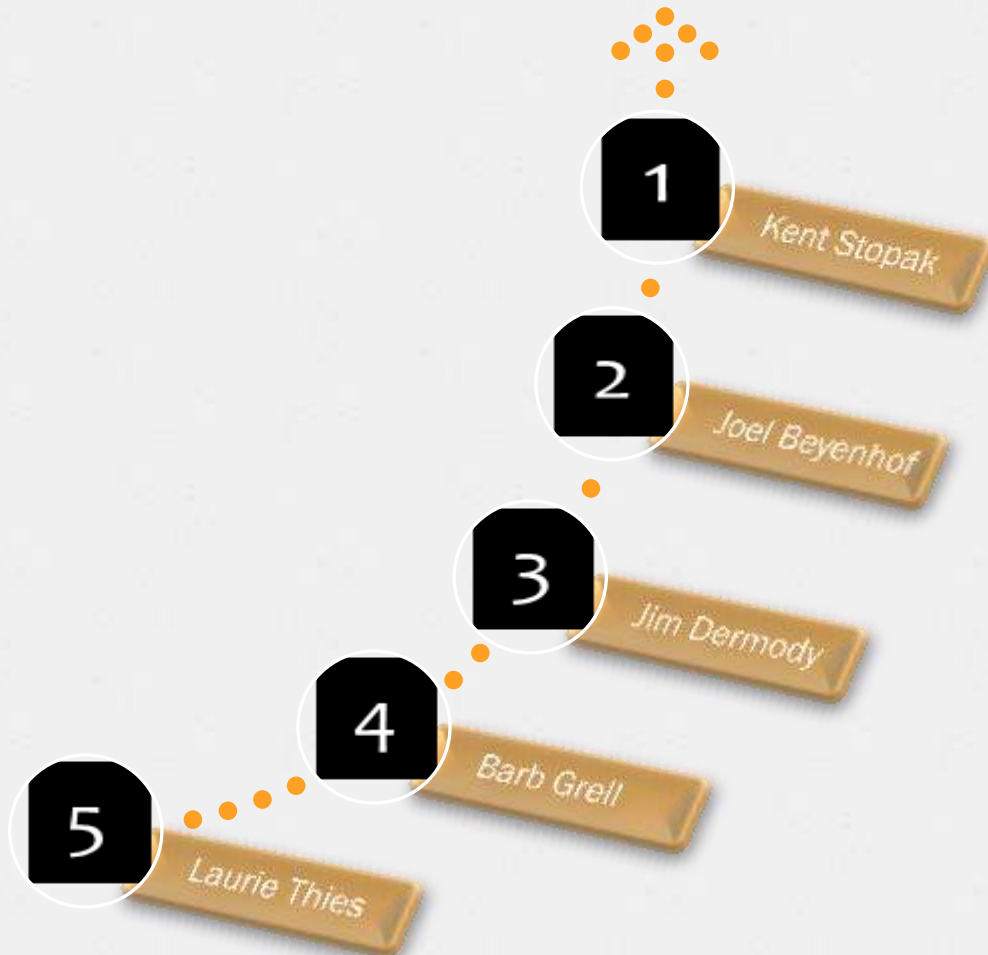
O In goal area groups with your facilitator:

- O Discuss the key ideas/actions in your goal area
- O Answer any clarification questions
- O Prepare a summary for presentation to the large group

Goal Areas

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

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What next?

O March 21 – We will examine Bullying and Harassment information and look more specifically at actions targeting Dropout and Graduation rates.

O April 18 – We will "get to know" the Iowa Core Curriculum and its implications for Lewis Central and look to you for your concerns, areas for improvement, and requests for additional information.

O May 23 – We will examine the IA Assessment results for the testing in March as well as any other information that you request from the April meeting to formulate areas for improvement to recommend to the Board of Education later that month.

O June 3 – Present recommendations to the Board of Education

Thank you very much for your participation tonight!

See you in four weeks!