

Traut Core Knowledge School
 School Accountability Advisory Committee (SAAC)
 Thursday, October 4, 2018, 4:00 – 5:00 pm
 Media Center
 Chaired by Julie Swanson, PAB President

“Our vision is educational excellence in knowledge, skills, and character with strong parent-teacher-student partnerships.”

PAB	Attendance	Minutes 9/12/18	Goal 1,2,3
Julie Swanson (President)	Y	Y	Y
Robben George (Vice President)	N	-	-
Brie McFarland (Treasurer)	Y	Y	Y
Heather Fontenot (Communications)	Y	Y	Y
Amy Hloucal (External Strategic Planner)	Y	Y	Y
Wendy Podany (Secretary)	Y	Y	Y
Christa Keivan (Internal Strategic Planner)	Y	Y	Y
TAB			
Michelle Whitcomb (President)	Y	Y	Y
Chris Jacquinot (Vice President)	Y	Y	Y
Tonya Schwolert (Treasurer)	Y	Y	Y
Chris Hunt (Secretary)	Y	Y	Y
Kathy Nuttall (Planner)	Y	Y	Y

Rob Langford (Planner)	Y	Y	Y
Alissa McEachern (Principal)	Y	Y	Y
TCKS Committee Chairs			
Foreign Language - Tracy William	Y	Y	Y
Science Fair - Shelly Falk	Y	Y	Y
VIPS – Gwen Valles Brittany Ouellette	- -	- -	- -
Tech and Library - Peggy Lundeby	Y	Y	Y
Mentor – Brandee Eidi Dawn Walsh	Y Y	Y Y	Y Y

- I. Opportunity for Community Comment:
 - A. John Koelsch, former TCKS parent said hello and wished us well in our endeavors.
- II. Opportunity for Board Member Comment:
 - A. Peggy thanked Jana for the agendas
 - B. Alissa and Heather updated us on the status on making a TCKS orientation meeting mandatory – Answer: we’re a public school so we can’t mandate this meeting
 - C. Chris J. can we offer incentives for attendance?
 - D. Board Member Comment - Christa Keivan - Explained role of District Accountability Committee (DAC) - \$ priorities for schools, unified improvement plan etc. Reported on high performance of PSD in Colorado
- III. Approve Minutes from September 20, 2018
 - A. Alissa moved to approve. Heather Seconded.
 - B. Minutes approved.
- IV. Introductions
- V. Reorder Agenda
- VI. Discussion Items

Review Goals from Last Year: Alissa noted that these goals do need to be measurable in

some way, but all goals do not necessarily need to be based on high-stakes testing numbers.

- A. Pursue the highest levels of academic performance with primary focus on math.
 1. As part of tracking academic excellence, focus specifically on students who “approach” academic expectations with the goal that these students will grow to “met or exceeded” expectations
 - Which areas have the most need for improvement?
 - Can we communicate with CDE to communicate the levels of student achievement more understandably
 - Are there gender differences in achievement in math?
 - We will go with this goal as written.

- B. We will focus on increasing the number of students who feel a connection with staff members and peers as measured by the Connectivity Survey from PSD using an early-year pre and end-of -year post survey
 1. Certified staff are expected to participate in at least one social event (such as the Read-In) and in exchange can take TCOY (Take Care of You) days as needed.
 2. SAB will create videos about the universal behavioral expectations in various circumstances throughout the school day.
 3. Principal and Assistant Principal will engage within the classroom (classroom story reading, reading centers, etc.)
 4. Use the questions from the PSD survey again at the end of the year to measure progress for this school year specifically. We will have Fall and Spring data to compare.
 5. We will specifically look for progress on the following questions:
 - I feel connected to adults at school = 82% (PSD average 88%)
 - I feel listened to, cared about and helped = 89% (PSD average 93%)
 - There is an adult at my school I can talk to about things that are bothering me = 75% (PSD average 83%)
 - Students generally listen to me when I have something to say = 74% (PSD average 81%)
 - Need to define terms in “a” above and find way to measure “b” above
 - Need to separate out teachers, support staff, etc. in supportive relationship surveys
 - Could we do an early year survey, then a later year survey to measure change?
 - We don’t have a full-time counselor and this may affect the way students answer these questions.

- We do have a purposeful transition in 5th grade to help students take on more responsibility – might that affect the student connection with teachers, etc.?
- We will go with this goal as amended

C. Maximize and measure our school- parent partnership participation.

1. Survey to parents from VIPS to determine if parent engagement is a communication issue or a change in demographic
2. Mail Chimp tracking – are parents opening the emails that we send? We will have trackable data. Again, this can help us determine if our participation is related to communication or demographics.

VII. Action Items

- A. Vote on School Goals: Peggy moved to accept the three goals. Tracy Seconded.
Goals were accepted.

VIII. Adjournment 5:12 pm