

Banning Lewis Academy

School Accountability Advisory Committee (SAC) Minutes for Meeting

Monday, October 12th, 2020 at 6:00PM BLRA Library and Zoom

Rick Dahlman is inviting you to a scheduled Zoom meeting.

Time: October 12, 2020 06:00 PM Mountain Time (US and Canada)

Join Zoom: <https://zoom.us/j/93739244350?pwd=WDFrN3V4YS9kV3lwNjB0ZTRpZVFTQT09>

ID: 937 3924 4350 Password: F4rPL2

Call Meeting to Order: Meeting called to order by Guin Leeder at 6:02 PM

1. Roll Call

1.1. In attendance:

Guin Leeder, chair, middle school parent representative

Kati Lusk, co-chair, elementary parent representative

Corey Gamboa, secretary, elementary school parent representative

Rick Dahlman, BLPA principal representative, DAAC representative

Jordan Voltz, BLRA principal representative

Laura Estevez, BLRA elementary school representative

Nicole Teti, BLRA elementary school representative

Wendy Gearhart, BLRA elementary school representative

1.2. Not in attendance:

Kendra England, BLPA high school representative

Chris Hannaway, high school parent representative

Leigh Sabey, PTO representative

Hector Falcon, (parent)

Jamie Corbett (parent)

Mercy Kibet, high school student

Colton Walker, high school student

2. **Approval of Agenda:** Rick Dahlman made 2 additions to the agenda, #4. Special Guests: Jesse Mavel and #6.3 Talk about DAAC appointee. Rick motioned to approve the meeting agenda, Nicole Teti seconded the motion, all approved.
3. **Approval of Meeting Minutes from Previous Meeting:** Nicole Teti motioned to approve the minutes from the previous meeting, Corey Gamboa seconded, all approved and ready to be posted on the website.
4. **Special Guests:** Jesse Mavel: Culturally and Linguistically Diverse Education (CLDE) @BLA.
 - 4.1. BLA started at: We did not have any CLDE services at BLA when Mr. Mavel was asked to take over 4 years ago. We had English Learners come into the school, they were given the WIDA test by D49 to prove proficiency to get out of the program. Yet we had no services to help them get out of the program. Now: All students are screened, ELPs are written and shared with the teachers, small group support in the classroom (respecting social distancing, this year), co-teaching in the classroom. We have added the secondary school campus this year with English Language Development Class, and we have 1-800# for translation services giving family support for phone calls. A device application also helps us in communicating with families that will translate our texts going back and forth.

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- 4.1.1. Starting in 2017 we had 17 students who qualified for services. Now in 2020-21 we have 55 students combining both campuses, representing 22 languages spoken and qualifying for English language services.
- 4.1.2. This year we were able to supply K-5 teachers with cultural book sets.
- 4.1.3. In 2019 we had 4 students who were proficient enough to move out of the program. In 2020 we had 8 students move out of the program. We now have EL support at the Prep. Bringing in Professional Development trainings for the staff to help them support their students. Our grant is getting more funding because our program is growing.
- 4.1.4. Integrating the book, 7 Steps to a Language-Rich Interactive Classroom into all classrooms. We have had 3 training sessions with this, observational rounds, all the teachers have the books, and purchasing the accompanying book to go even further.
- 4.1.5. EL best practices with Dr. Tina Boogren from the Marzano Group in Denver. Dr. Boogren came in and held PD sessions with the teaching staff for EL specifically.
- 4.1.6. Added National Geographic lexile readers in English and Spanish for all elementary grade levels to further instill good reading habits.
- 4.1.7. Collins Education Writing program for all teachers.
- 4.1.8. CLDE Elementary team with trainings in Denver.
- 4.1.9. Heggerty Phonics instruction manual for kindergarten through 4th grade.
- 4.2. Next steps with the program.
 - 4.2.1. Mr. Mavel would like to get a Newcomer Program going here at BLA. D49 does not have a school currently set up as a Newcomer Program. With our school servicing K-12 students, having that program here we could service the whole family's needs.
 - 4.2.2. Community Outreach Events, Family Nights. Possibly even bringing in Adult English Learners.
- 4.3. Using English Learners grant money.
 - 4.3.1. Professional Development training for the staff at the secondary campus and follow-up training in January
 - 4.3.2. Part-time aid coming in to help get more students services.
 - 4.3.3. Electronic tools on iPads and Chromebooks
- 4.4. Identifying our major pillars in our charter moving forward with Cultural Competency and Cultural Capital. We are trying to be intentional in bringing in diverse perspectives and celebrating that multicultural backgrounds.
- 4.5. Mr. Mavel has also been encouraging the teaching staff when they are renewing their licenses with the CDE to make sure the CLDE metric is being met with their renewal (45 of 90 hours need to have CLDE credits).

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5. Subcommittee Reports: None

6. Discussion Items:

- 6.1. COVID-19 policies and experiences at the elementary, middle, and high school levels. (Principals and teacher representatives from BLRA and BLPA).
 - 6.1.1. BLRA-With now a full quarter into the school being open, working in our cohort groups using social distancing, sanitizing, face masks is going very well. We had 3 cohort groups close down temporarily and reopened quickly because of negative testing and negative symptoms. The school is fully open M-F and all grades K-5 are reporting. In the 3rd, 4th, and 5th grades we are offering the use of Schoology to support families with symptoms. Lunches are hectic and use the entire staff choreographing cohort groups in and out of lunch times. Interventions and interventionists are limited because using most of the staff to help protect cohort groups during transitions and recess and lunch times and not wanting to mix cohorts to bring interventions to larger groups of students.
 - 6.1.2. BLPA-Secondary school is now fully in session with a mid-quarter starting time. Using the "4/5 schedule" (M/W periods 1-4, T/Th periods 5-9, Friday periods 1-9), and independent study time in the afternoons. The afternoons have been a challenge. Starting to take attendance to make sure the students are still engaged. The schedule has been beneficial. When the need arose for closing down regarding a possible COVID-19 exposure only 4 classes needed to be quarantined and not the entire high school. All students have been very respectful of the mask rules in the building. The classes are live and synchronous in case students need to stay home.
 - 6.1.3. The school nurse has been very proactive. Keeping up with the CDE, CDC, and county guidelines. Getting answers and clear guidance very quickly from the El Paso County Health Department when needed.
 - 6.1.4. The school board will be meeting tomorrow to discuss what the second semester will look like, if changes need to be made.
 - 6.1.5. The biggest stressor on teachers regarding the cohort model. The cohorts are a successful way to be in school all day, but it also accelerates the behaviors between the students when they only see 20 other kids instead of 120 throughout the day. It makes it difficult to keep them all together all the time instead of being able to intermix and have a change of scenery with other groups. So that leaves a lot of the planning being on one teacher. Also the level of instruction is not able to be at the rate that we are used to because we missed the spring session and the first 3 weeks in class this first quarter. There are a lot of gaps that need to be filled and the sense of urgency to get them covered and move forward needs to be slowed down to catch all the kids in Tier I instruction. The extra step of recording lessons also adds to the length of the day; however, knowing how beneficial it is for the students makes it worth it. Tier II instruction with the supportive efforts of the whole team and interventionists has been difficult. Fewer students get services to keep the cohorts from

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intermixing. Services have been difficult to include all previously available resources. The students have been very supportive to their classmates in keeping the group engaged and happy. They have taken an extra step in the socioemotional health of the classroom. The administration, teaching staff, and staff have been going the extra mile on a daily basis making an already difficult job a lot more bearable with positive mindsets. We truly are a community that is ready to support wherever able.

- 6.2. School Performance results and planning (Principal representatives).
 - 6.2.1. Last year's testing data is not available because the Spring testing did not happen. Reviewing UIP will be more available in December.
 - 6.2.2. iConnect Zone as well as D49 are moving away from the CDE formatting requirements on the UIP. D49 is getting an alternative waiver to change the reporting methodology for evaluating the annual programming. The October deadline has been pushed to get that formatting done and submitted. However, BLA will still be reporting and analyzing along the same metrics that we have used in the past.
 - 6.2.3. We are seeing greater gaps than we have before due to the Spring shutdown. We are also finding it difficult to get the identified students their needed services quickly because of not wanting to intermix the cohort groups. However, we should see a quick turn around using our strong Tier I instruction model and the teachings from 7 Steps to a Language-Rich Interactive Classroom. We will have a greater chance of catching up all the students utilizing the model of students thinking, speaking, and writing with academic vocabulary.
 - 6.2.4. We are having to use different comparisons because the Spring testing did not happen last year due to the shutdown. Using Beginning of the Year (BOY) data for the last 5 years (Dibels) we can see that about 20% of our students typically come in at the below grade-level work category. This year close to 33% are in the below grade-level category in the kindergarten groups and 46% in the 1st grade groups. Our kids are needing more gaps filled mostly due to last year's shut down. The transition from learning ABCs to learning to read was not able to be completed in the classroom, and we are seeing how detrimental that was in starting this year. We are going to see Middle of the Year (MOY) data improve as we get these students caught up. The biggest push with intervention time was spent in 1st grade, and we already see great improvement through progress monitoring. Second and 3rd grade Dibels are not as low but still need to fill the EOY gaps. The 2nd, 3rd, 4th, and 5th grades math scores slid quite a bit due to missing out on the daily work on math facts. As a school we are focusing on everything, everyday of what we have control over. We are working on socioemotional and academic needs as they arise and supporting students and staff on the needs of the day.
 - 6.2.5. The READ Act funding requires us as a school to react based on the BOY data. We are required to write a READ Plan for each student K-3. This

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year 141 students needed a READ Plan which is perhaps double of previous years. We are getting more creative with the intervention schedule and helping more students than ever before in the new quarter.

- 6.2.6. Elementary Goals for this year
 - 6.2.6.1. High quality Tier I instruction
 - 6.2.6.2. Creative and intentional intervention support for students below benchmarks.
 - 6.2.6.3. Gifted and Talented pull out starting soon.
- 6.2.7. Middle School BOY data is from Star Renaissance. Similar gaps as in the elementary level. Our goal is to improve the progress by at least 10% in all categories.
- 6.2.8. Middle School Goals for this year
 - 6.2.8.1. High quality Tier I instruction to meet the needs of all learners
 - 6.2.8.2. Utilizing the 7 Steps to a Language-Rich Interactive Classroom
 - 6.2.8.3. Interventions for students needing to catch up.
- 6.2.9. High School Goals for this year
 - 6.2.9.1. Data will be skewed because the High School did not participate in Spring assessments. The SATs that were scheduled did not occur until Fall. The PSATs are just now being given. No CMAS data for 2019-2020 school year.
 - 6.2.9.2. Star data does not effectively represent growth/planned growth because it caps out at about 10th grade because of pre-calculus classes. Half of the Junior and Senior classes attend ConCurrent Enrollment.
 - 6.2.9.3. Future growth will be calculated with PSATs and SATs performance data.
- 6.3. DAAC Chair Appointee (Rick Dahlman)
 - 6.3.1. Advised that DAAC Chair Appointee should be a parent from the Committee. Suggested that either Guin Leeder, Kati Lusk, or Corey Gamboa be the first to volunteer. Guin Leeder will be happy to continue as the primary DAAC representative from our committee.
- 6.4. MLO Expenditures (Rick Dahlman)
 - 6.4.1. MLO 3A (remaining approximately \$1,200,000)
 - 6.4.1.1. Safety/Security - Shatter-resistant tint for windows at BLRA (including entrance to library, cafeteria doors) \$1088.00. Guin Leeder motioned to approve the expenditure, Kati Lusk seconded, all approved.
 - 6.4.1.2. Safety/Security - Shatter-resistant tint for windows at BLPA (including all exterior doors) \$34,988.00. Guin Leeder motioned to approve the expenditure, Kati Lusk seconded, all approved.
 - 6.4.1.3. Compensation - Teacher bonuses \$94,989.00. Guin Leeder motioned to approve the expenditure, Jordan Voltz seconded, all approved.
 - 6.4.1.4. Safety/Security - Securly web-filtering and web-monitoring \$27,000. Guin Leeder motioned to approve the expenditure, Corey Gamboa seconded, all approved.

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- 6.4.2. MLO 3B (remaining approximately \$54,000)
 - 6.4.2.1. Restore/Refurbish - Painting and asphalt repair \$21,941.00. Guin Leeder motioned to approve the expenditure, Nicole Teti seconded, all approved.
 - 6.4.2.2. Restore/Refurbish - Maintenance on 11 HVAC units at BLRA \$15,747.00. Guin Leeder motioned to approve the expenditure, Nicole Teti seconded, all approved.
 - 6.4.2.3. Compensation - Teacher bonuses \$113,511.00. Guin Leeder motioned to approve the expenditure, Nicole Teti seconded, all approved.
- 6.5. Remarks from September 2020 D49 District Accountability Advisory Committee (DAAC) (Rick Dahlman)
 - 6.5.1. Brent Ridgeway the Chief Business Officer presented on the general fund. The district may need to go into Emergency status for the fund due to complications of the COVID-19 shutdown and return to learn. Families are choosing multiple ways of going back to school. Brick and Mortar schools have lower enrollment, Online schools have higher enrollment. Making adjustments so the Emergency status may not be necessary. It will be monitored closely.
 - 6.5.2. Grace Ferguson the iConnect Portfolio Coordinator. District 49 has a "portfolio" of schools so the district can meet the needs of all students. The iConnect Zone is the Charter Network of D49. We can be an even greater resource for all families to have choices that meet their unique needs.
 - 6.5.3. Subcommittee Reports - Parent Engagement Committee is now known as the Family Engagement Committee
- 7. Action Items:**
 - 7.1. Talk to Mr. Jones about posting the Minutes from August and October
 - 7.2. School Performance Plan updates in December
 - 7.3. Guin Leeder to be the primary for the DAAC committee meetings once a month.
 - 7.4. Recruit middle school teacher representative (Rick Dahlman).
 - 7.5. Continue to reach out to the community regarding recruiting a member from the community who does not have a child attending the school (Kati Lusk possible leads).
 - 7.6. Discuss returning teacher salaries more competitive at the next meeting.
 - 7.7. Providing links and information in weekly school and teacher newsletters and look at upcoming events having representation or a booth.
- 8. Adjournment:** Meeting adjourned at 7:33 PM
Next meeting: December 14th, 2020 at 6:00 PM.