

**DOLORES SCHOOL DISTRICT RE-4A
BOARD OF EDUCATION WORKSHOP MINUTES
DISTRICT BOARD ROOM**

Thursday, September 23, 2021 at 6:00 p.m.

Present: Maegan Crowley; Kay Phelps; Clay Tallmadge; Reece Blincoe; Alesa Reed; Principals and Directors; UIP Committee members; members of the community in audience and via Zoom.

I. UNIFIED IMPROVEMENT PLAN (UIP)

The UIP committee presented their most current draft to the Board, stipulating that it is a living document, and that changes can and will be made as needed. The document will need to be submitted to the state on October 15th, but can be changed after that- the state understands that it is a working document and that districts have control over their own UIPs.

Highlights of the presented plan:

Implementation Benchmarks for SMART Goals:

- **Family Engagement**
 - 85% of secondary teachers will post at least 2 grades weekly beginning November 1, 2021
 - 85% of elementary teachers will post at least 1 grade weekly beginning November 1, 2021
 - Teachers will send home midterm and quarterly grades beginning in January 2022
 - Grades can be accessed at any time through Powerschool
- **ELA and Math Growth**
 - Principals will have systems for weekly or monthly data meetings with or for staff to support growth by Jan 2022- meetings will discuss next steps for academics, behavior, etc.
 - Staff will be trained in data analysis by August of 2022
- **Gifted and Talented**
 - in 2021-2023 the GT coordinator will
 - widen talent pool of GT kids and broaden support opportunities for them
 - support staff in differentiation
 - bring GT student reports up to date

Action Steps for ELA and Math:

- At the elementary level, fun-fact math will be incorporated into every classroom
- At the middle school level, math facts will be incorporated into each classroom's math practice
- Tutoring, Friday school, lunch support, interventions have been put into place and will be refined to better support students
- PD will be offered to train staff in engagement and delivery
- The administrative team will use math training principles as a springboard for coaching and evaluations, using feedback and observations
- The math team will monitor scope and sequence
- Principals and ELA team will monitor ELA scope and sequence and classroom delivery to ensure that Core Knowledge and sound literacy skills are being implemented with fidelity
- Building principals and directors will develop plans outlining how staff will use data on a weekly or monthly basis to differentiate and grow student learning in their buildings
- RTI teams in elementary and secondary schools will support building principals with data analysis by offering observations, feedback, and wrap-around supports for students
- Staff will be trained in the Fall of 2022 in data analysis to ensure consistency across the district for differentiated instruction and best practice lesson delivery
- Building-level RTI teams and the UIP team will review the effectiveness and progress of these systems on a bi-annual basis

Action Steps for Family Engagement:

- Secondary staff will post 2 grades a week
- Elementary staff will post one grade a week per content
- Secondary staff will send home two encouraging notes per week
- Secondary staff will contact parents of students who are failing
- All classroom teachers will make a reasonable effort to communicate regularly with parents when students are frequently tardy, falling behind, or exhibiting disruptive behavior
- Building level teams will submit goals or activities to the principals to support parents in the use of Powerschool
- Certified staff and ESS staff will meet yearly or more with parents to discuss student state assessment scores

Action Steps for GT:

- GT and ELL coordinator will meet with GT students to establish goals and needs for the year
- GT and talent pool students will be established using additional descriptors that widen talent pool identification
- GT and ELL coordinator will offer supports and coaching to staff
- GT students will be presented with activities, programs, and opportunities to expand their talents

The Board discussed time and funding for PD that will be required for implementing many of these action items. Some are already implemented into the currently planned PD, and the rest will need to be built into next year's PD plans.

They also discussed the potential need for more specifics at the elementary goal for family engagement, since most of those listed in the plan are at the secondary level. The committee explained activities that take place at the elementary level that allow for more parent involvement, as well as additional things that take place at the secondary level, such as advisory teachers communicating with each other and with parents to address any grade issues, the use of planners at the daily and semester levels.

The board and the UIP committee members also discussed career pathways, identification of GT students and specific supports, including in-class support. The board encouraged the committee to discuss budgetary needs for these UIP goals.

They also discussed doing more with the library and investing more funding in expanding and updating the library offerings and programming.

II. DISTRICT ACCOUNTABILITY COMMITTEE (DAC) CHARGE

The Board discussed charging the DAC with surveys and with input for ESSER III funding requests. They discussed providing the DAC with the budget numbers and grant spending restrictions in order to help guide their recommendations, but keeping the recommendations from the DAC in the form of more general spending priorities rather than itemized budget requests.

They also discussed the goals and priorities of ensuring consistency in the schools and including student feedback in survey projects, which had been raised as items of concern in the June board meeting.

Superintendent Blincoe shared that Mancos and Dove Creek are using a survey tool called Panorama, and that he is meeting with Panorama to see a presentation and demonstration. The Board discussed the fact that it seems like a very useful tool, and that integrating it with the current parent survey would need to be done carefully in order to preserve the data that the DAC has already collected over the past two years. New surveys such as the student survey could be implemented using Panorama with no issues.

The Board clarified that the DAC's input for the ESSER III funding should be general recommendations and not specific budget requests.

The Board and Staci Cost (DAC Chair) discussed the other goals and ideas that had been brought up during the DAC's presentation earlier in the year. They discussed providing the superintendent and principals with the suggestions or areas for improvement that the surveys highlighted, but not tasking the DAC with coming up with specific plans of action to address those issues.


10/14/21


10-14-21