School Accountability Committee

Columbine Hills Elementary
2022-2023
Welcome...

- Hi, my name is ________________.
- My son/daughter is in grade ________________.
- One celebration for my child so far this year...
CHE Celebrations!!!

Meet the Teacher & Ice Cream Social!!

Columbine Area-Back to School BBQ

COLT Fridays!

WatchDog Kick Off Event!
AIMING FOR SUCCESS, BELIEVING... TOGETHER WE CAN!

Through our shared values, the students, parents, staff and community members of Columbine Hills will collaboratively ensure an environment where everyone succeeds academically, socially, and emotionally to cultivate independent thinkers and problem solvers in a diverse and ever-changing world.

GROWTH MINDSET
We give and receive feedback with an open mind, engage in active listening, and persevere in the face of challenge.

SHARE LEADERSHIP
We share responsibility by utilizing the strengths and expertise of all community members to be intentional and solution-focused for continuous improvement.

COMMUNICATION
We communicate in a timely and consistent manner with honesty and positive intent.

COLLABORATION
We actively and respectfully share and use our knowledge and research-based practices to meet the needs of the CHE community.

STUDENT CENTERED
We build relationships with students by utilizing multiple academic, social, and emotional strategies through an encouraging environment with positive reinforcement.

POSITIVITY
We promote positivity by seeking to understand other perspectives, showing appreciation, expressing forgiveness, and having fun.
Four Priority Areas

● Our Learners: Our Future
● Our People: Our Strength
● Our Operations: Our Foundation
● Our Communities: Our Legacy

Our Learners: Our Future

Two Goals:

1. All Jeffco students experience a culture of instructional excellence.
2. All Jeffco students have extraordinary student experiences that recognize their strengths, challenge them to improve, and support them to succeed.
Teamwork through Truth, Hope & Possibility
Purpose of SAC

- Serves as an advisory role to the principal for spending school funds and ensure alignment to our improvement plan.
- Provide recommendations for our UIP
- Meet at least quarterly to review/discuss progress
- Assists in increasing levels of parent engagement
The Six Standards

1. Welcome All Families
2. Communicate Effectively
3. Support Student Success
4. Speak Up for Every Child
5. Share Power
6. Collaborate with Community

National Standards for Family-School Partnerships
Membership

- Principal
- One teacher who provides instruction in the school
- Three parents of students enrolled in the school
- One adult member of an organization of parents, teachers and students recognized by the school
- One member of the community

**Number of parents must exceed the number of representatives from the group with the next highest representation.**
2022-2023 Goals

1. Leverage group for feedback to provide input and recommendations to school leadership.
2. Increase participation among school families - through quick surveys as well as monthly meetings.
SAC Parent Survey: Review Results

1. What was one thing that went well for your child and family to start the school year? (Examples: communication, events, classroom, etc.)

2. What is one thing we could do to improve next year's start of the school year for your family, child and other CHE families?
Illustrative Math Overview

- CHE is part of the District Math Pilot
  - K-12 Pilot in the district
    - 1 of 6 elementary schools
- Math is an area of need identified through our school-wide data
  - Started last year through lens of MTSS
  - Strategies to build number sense and number fluency
Illustrative Math is a problem-based, rigorous curriculum that makes elementary school math accessible, impactful, and memorable for all students.

https://illustrativemathematics.org/math-curriculum/k-5-math/
Who?
- Our school is lucky enough to be one of six elementary schools in cohort one, all of our classrooms K-5 are implementing this curriculum

... is doing what?
- Teaching the state standards using a problem-based curriculum

When will this be happening?
- It has begun!
Where can I find more information?

- The illustrative math website [here](#)
- Contact me! [paige.orcutt@jeffco.k12.co.us](mailto:paige.orcutt@jeffco.k12.co.us)
- Read the family letters and watch the family videos that come home

Why is this happening?

- In the district last 65% of 6th graders were NOT proficient in math
- Our previous curriculum was not meeting student or teacher needs

“If we continue to do what we have all always done, then we will always get what we have always gotten.”

Our students MUST grow.
The Instructional Core

STUDENT
Engagement

TASK
Predicts Performance: What Are Students Actually Doing?

TEACHER
Knowledge and Skill

CONTENT
Rigor and Relevance
Balancing Rigor

- Conceptual Understanding
- Procedural Fluency
- Application
“It is our intent to create a problem-based curriculum that fosters the development of mathematics learning communities in classrooms, gives students access to the mathematics through a coherent progression, and provides teachers the opportunity to deepen their knowledge of mathematics, student thinking, and their own teaching practice.”
In a math community, all students have the opportunity to express their ideas and discuss them with others, which encourages collective learning. It serves as a space that reflects the values of trust, partnership, and academic mindsets at its core.

Our teachers have been fostering math communities in their classrooms... ask your child about their experience!

- Class meetings and community circles
- Math talk sentence stems
- Practicing working through problems together
- Practicing taking risks
- Practicing sharing thinking in low-stakes environments
ALL students are capable learners of mathematics.
What can you expect?

- Your student may experience fatigue in math throughout the day because they are engaging differently than they ever have.
- Your student may become frustrated when the teacher doesn’t immediately help them solve a problem... this is called a productive struggle and is normal.
- Homework may look different.
- The complexity of tasks may increase from what your child is accustomed to.

What should you do if you and your student get stuck?

- Proactively communicate with your student’s teacher.
- Continue to foster stamina and positivity, we are all in this together.
In the classroom your child will be experiencing...

The Four Phases of a Lesson

A typical lesson has four phases:

1. a warm-up
2. one or more instructional activities
3. the lesson synthesis
4. a cool-down
This curriculum was created based on research-based learning trajectories. Each activity is tied to the lesson which is part of a grade level mathematical story. This coherence allows students to see math as a connected set of ideas that makes sense rather than isolated formulas. Each unit, lesson, and activity follows the same structure; an invitation to math, a deep study of the concepts and procedures, and an opportunity to consolidate the understanding of math.
Purposeful Representations

Students will systematically be introduced to representations and encouraged to use representations that make sense to them. As their learning progresses, students are given opportunities to make connections between different representations and the concepts and procedures they represent. Over time they will see and understand more efficient methods of representing and solving problems, which supports the development of procedural fluency.
How will my student be assessed?

- The curriculum provides checkpoints (what we know as quizzes) for each section
- Observation, exit slips and in class tasks
- End of unit assessments
- Pre assessments
1. What questions do you have?
2. What would be helpful for you in order to support your student at home?
3. Would engaging in math night where you practice engaging in variety of tasks be a helpful way for you to see the student experience?
Next Month’s Survey: Communication

● Have you encountered any situation where you didn't know who to contact for questions or concerns? If so, please share more so that we can help improve our communication systems.

● What communication methods do you consider most helpful to your family? Select all that apply. *Any to add here?*
Key Dates:

- Field Day
  - September 28th

- Parent Teacher Conferences
  - October 18th & 19th

- Added non-contact days (professional development)
  - Monday & Tuesday December 19, 20
  - Friday, March 15

- Added 2-Hour Delay Days
  - Thursday, October 27
  - Thursday, February 2
  - Thursday, May 4
Questions?