

**Site Based Decision Making
at
Greenwood Elementary**

The Greenwood SBDM ensures that our actions as a school community match our mission. As landscapes change, it is the responsibility of the SBDM council to see the big picture and understand how policies and decisions affect the achievement of our students. The SBDM council at Greenwood Elementary prides itself on creating a culture that aligns resources and systems so that each student's needs are met and students are college and career ready.

As an administrator, I feel that I must use data and foresight to lead Greenwood to proficiency. It is my chairperson's role on SBDM that gives me the opportunity to work with teachers, parents and other stakeholders to ensure we are laying the groundwork for success for all students.

Data drives all of our decisions at Greenwood. The SBDM council reviews and discusses data on a monthly basis. Teachers and administrators both understand and share the data as an SBDM council. Our teachers represent 1st, 4th and 5th grade and bring their varied perspectives to the table. This allows us to see policy impact across primary and intermediate grades.

While working with teachers, we strategize how we can best meet student needs. Sometimes strategies involve realigning resources. The principal will bring these strategies to the council meeting to explain how this will impact student achievement. The council will then discuss ways we can realign funding or other resources to ensure the effectiveness of the strategies. This could involve moving funding from one place to another or analyzing a program's effectiveness.

Our CSIP outlines our strategies and plans for addressing student achievement. The SBDM reviews the CSIP and discusses how it will be implemented and if items need to be added or omitted. The CSIP is our guiding document and its effectiveness is measured by its implementation. The SBDM council uses the goals and strategies as a lens in which we review our policies.

As policies are reviewed and revised, we must allow for innovation to happen in our school. The SBDM has to use foresight to create policies that allow the school to readily adapt itself to ever changing needs. Just as every child is unique, every school year brings its own unique challenges. This year we have decided to use standards based grading across all grade levels. This has proved to be a challenge based on our old policy concerning grading. As a council, we abolished our grading policy that did not fit the direction of the school in 2013-14. As we venture into standards based grading as a school, the council will once again visit a grading policy for our school.

-Dylan Owens, Principal

MINUTES

OF THE SCHOOL BASED DECISION MAKING COUNCIL OF GREENWOOD ELEMENTARY SCHOOL

CONTAINING: Minutes of the meeting held on December 16, 2013

NEXT MEETING: January 27, 2014

PRESENT: Dylan Owens, Chair
Jameelah Henderson
Becca Meffert
Jamie Mooser

ABSENT: Patricia Hawkins/Stephanie Carrier

GUESTS: Laura Schwaniger

The meeting was called to order at 4:12 pm

OPENING BUSINESS:

NOVEMBER MINUTES

The minutes were reviewed from the previous meeting and approved. Becca Meffert made a motion to accept the minutes and Jameelah Henderson seconded the motion.

BUDGET:

CURRENT An extensive line by line review of the flexible and activity budget was reviewed and approved as submitted. It was noted that we have approved \$32,000 for an extended learning grant to continue we succeed program afterschool every Monday and Thursday. The contract bus portion for this program will be \$13,650 and that will include transportation through the end of April. It was also noted that we currently have 10 student overages that we are paying for out of the 5th day budget adjustment. We have just finished the Cookie Dough Fundraiser and after the invoice has been paid to the company, we will have approximately \$11,000 in the activity fundraiser account. Becca Meffert made a motion to accept the budget and Jamie Mooser seconded the motion.

POLICY:

RE-ADOPTION OF PROTECTION OF INSTRUCTIONAL TIME POLICY

The current protection of instructional time policy was reviewed and it was unanimously decided to re-adopt this policy. Jamie Mooser made a motion to re-adopt this policy and Rebecca Meffert seconded the motion.

1st READING OF ASSESSMENT POLICY

The current assessment policy was reviewed and a revised 1st reading was completed. Jameelah Henderson made a motion to accept this 1st reading and Jamie Mooser seconded the motion. 2nd reading and adoption to be completed in January.

RE-ADOPTION OF HOMEWORK POLICY

The current homework policy was reviewed and it was unanimously decided to re-adopt this policy. Jamie Mooser made a motion to re-adopt this policy and Rebecca Meffert seconded the motion.

Comment [g1]:

1.6 Develop and implement reading interventions for current third-grade students (Class of 2021), current fourth-grade students (Class of 2020), and current fifth-grade students (Class of 2019) who are not performing at the Proficient level.

3.4 Think big! Plan with parents, teachers, administrators, and community stakeholders, and seek support and funding for major initiatives that will have an impact on student learning. Design community engagement—"a movement" around increased learning time—that includes tracking family activities that support learning.

Comment [g2]:

1.10 Provide for continuous improvement of systems designed to support student achievement and to eliminate the achievement gap.

Comment [g3]:

2.1 Utilize predictive data (e.g., EXPLORE, PLAN, ACT) to inform interventions.

Comment [g4]:

2.6 Develop capabilities of students to be effective and happy citizens, learners, workers, and leaders for the 21st century.

1st READING OF DETERMINATION OF CURRICULUM POLICY

The current determination of curriculum policy was reviewed and a revised 1st reading was completed. Jameelah Henderson made a motion to accept this 1st reading and Rebecca Meffert seconded the motion. 2nd reading and adoption to be completed in January.

Comment [g5]:

1.1 Design and implement a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the taught curriculum to engage and to meet the needs of the whole child.

STUDENT ACHEIVEMENT: It was noted that plans are being made to have a KPREP celebration in January. After Winter Break, we will be down to 75-80 days before testing starts. Mrs. Schwaniger will work to order medals for all students scoring proficient and distinguished.

Comment [g6]:

3.8 Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders.

COMMITTEE REPORTS: See attached

NEW BUSINESS:

SBDM CONNECTIONS

CSIP: A complete review of the final draft of the 2013-2014 CSIP was reviewed. An extensive discussion of the mission, needs assessments, goal and objectives were completed with unanimous approval by all members present. Mr. Owens noted that we will move to a new format for next year and explained that process. Jameelah Henderson made a motion to accept this CSIP and Jamie Mooser seconded the motion.

Comment [g7]:

3.1 Design aligned, data-driven, and sustainable planning processes to provide a coherent focus in order to achieve the vision of the Board of Education. Align the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) with the Strategic Plan, and ensure deep implementation of these strategies so that they have an impact on the work on each student's desk.

JANUARY EVENTS:

1/15 Beta Club Induction

1/22 Basketball

1/27 Skating

1/28 Basketball

TBD KPREP Award Showcase

Comment [g8]:

3.8 Celebrate learning—the successes of our students as well as the contributions of teachers, administrators, parents, and community stakeholders.

Jamie Mooser made a motion to adjourn the meeting. Becca Meffert seconded the motion. There being no further business the meeting was adjourned at 4:55 PM.