

FALCON HIGH SCHOOL
SCHOOL ACCOUNTABILITY COMMITTEE
RESOURCE GUIDE
(Revision A – January 4, 2016)



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Welcome to Falcon High Schools School-level Accountability Committee

Falcon High School believes in the value of community involvement in our school. Active parent engagement helps to ensure the unique needs of the school's community are served through a positive collaboration between the school's leaders, staff, and members of the community. This manual is a resource to support the development and maintenance of strong partnerships between Falcon High School and the community we serve as well as to ensure that our school meets the state expectations for a School-level Accountability Committee (SAC) as defined by Colorado statutes, CDE guidelines, and District 49 district policy AE-R.

Purpose of the School-level Accountability Committee

The school-level accountability committee (SAC) serves in an advisory role to the school principal. The school's principal is ultimately responsible for ensuring compliance with all federal, state, and district requirements and meeting the academic performance expectations defined by District 49.

Based on state statute and District policy, at a minimum, the SAC should:

- Make recommendations to the principal on school priorities for spending school funds prior to adoption of the school budget. This review should ensure that funds and spending priorities align with the school's improvement plans and core values of the school to benefit all students.
 - SACs are also expected to annually review and approve the school fees.
- Provide input annually regarding the school's Unified Improvement Plan (UIP).
- Meet at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities.
- Provide input and recommendations concerning principal development plans and the principal evaluation process on an advisory basis when requested by the district advisory committee (DAAC) or district administration.
- Assist school personnel to increase the level of parent engagement in the school, especially the engagement from diverse populations.

Membership

As far as practical, a SAC should ensure the following minimum membership:

- Principal or designee
- At least one teacher who provides instruction in the school

- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA)
- At least one member of the community

The principal, with the support of the committee, needs to ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation (e.g., faculty members) and is consistent with the student populations that are significantly represented within the school.

Roles & Responsibilities

School-level Accountability Committees should, at a minimum, elect a chairperson to support the work of the principal in facilitating and leading the SAC. Many SACs have additional officers. The following outlines key functions of the Chair, Principal, and provides additional roles for SACs who desire to have additional officers. The chart also provides the important responsibilities of teacher, parent, and community members.

Role	Responsibilities
Chair (Cannot be an employee of D49.)	<p>To preside and facilitate all meetings To set meeting agendas in collaboration with the principal [and other interested members]</p> <p>To guide the team in reviewing targets, improvement strategies, and other elements of the school improvement plan</p> <p>To guide the committee in making budgetary recommendations To develop and implement plans to increase membership</p> <p>To serve as a communication link between the SAC and the SPAC's Articulation Representative</p> <p>To help bring parent concerns to SAC meetings</p> <p>To support the efforts of the principal to recruit parent & community members for SAC</p>
Principal	<p>To collaboratively construct the meeting agenda with the Chair</p> <p>To provide the school performance data and school improvement plan to the SAC for review and input</p> <p>To provide budgetary information to the SAC for review and input To secure approval from the SAC of school fees for the following school year</p> <p>To oversee elections for SAC membership (if needed), and to recruit likely candidates for SAC and to be championing the committee's plan to increase parent involvement</p>

	<p>To provide various reports, raw data, and specific information requested by SAC members</p> <p>To provide timely progress monitoring data to assist the team in reviewing implementation of the school improvement plan</p> <p>To act as a liaison between SAC, the school community, and Falcon High School</p>
Co-Chair	To fulfill all of the Chair responsibilities in the absence of the chairperson or the duties as directed by the SAC's rules of operation for the Co-Chair
Recorder or Secretary	<p>To record and distribute minutes of SAC meetings in collaboration with the principal</p> <p>To compose and distribute meeting agendas by placing the minutes in the school newsletter, school web-site, and a location that allows easy reference by any parent or other member of the school community</p> <p>To communicate notice of upcoming meetings using the school's communication practices</p> <p>OPTIONAL: To keep a copy of the SAC bylaws (if adopted) up to date, and place these documents in the library, staff common room, school web-site or a location that allows easy reference by any parent or other member of the school community</p>
Teacher Members	<p>To act as a liaison between SAC and the faculty at large</p> <p>To bring faculty concerns to SAC meetings</p> <p>To facilitate communication with parents on SAC matters and to assist in raising parent interest in participating on SAC</p>
Parent Members	<p>To bring parent concerns to SAC meetings</p> <p>To provide parents' perspectives on school issues</p> <p>To help communicate school concerns to the broader community</p>
Community Members	<p>To help raise awareness of neighborhood/community issues</p> <p>To help communicate school concerns to the broader community</p>

Falcon High School SAC Meetings & Calendar

Meetings

To fulfill the SAC responsibilities described in state statutes and D49 district policy, SACs will develop a regular meeting schedule. Committees should meet quarterly at a minimum during the school year. Meeting calendars should be determined by the committee within the first two months of the school year and published in the

appropriate format (school newsletter, website, etc.). Please be mindful that the meeting date and time should occur at a time that accommodates the greatest number of interested members.

The following guide and subsequent sample calendars are designed to help SACs plan to complete their annual responsibilities and develop a quarterly or monthly meeting schedule.

August to October	November to January	February to April	May to July
<ul style="list-style-type: none"> -Review school data & provide recommendations for the school improvement plan - Review the outcomes from the preceding climate and culture action plans (Optional) develop revised action plans for the current school year -Discuss any school safety issues raised by staff, students, parents, and community 	<ul style="list-style-type: none"> -Determine priorities for school budget and grant funds -Review & approve school fees -Review progress on action steps from the school improvement plan 	<ul style="list-style-type: none"> -Review progress on action steps from the school improvement plan -Provide input to SPAC on district funding priorities and budget -Advise DAAC on principal evaluation process (if requested) 	<ul style="list-style-type: none"> -Review rules of operation, elect new chair (and officers if applicable) [This step could occur in the Aug/Sep timeframe] -Review progress on action steps from the school improvement plan -Provide suggestions on adjustments to school improvement plan based on lessons learned during the

Agendas

Agendas are essential; they recognize the importance of committee members' time and keep committee work on track. A particularly effective practice is to send the agenda to committee members a week or two ahead of time, along with a reminder of the meeting date and time. Much of what is on a SAC agenda each month is determined by the cycle of school improvement planning. But the suggested agenda is just the bare bones of what will happen in a good meeting. The chair or co-chairs should sit down with the principal to plan the agenda in advance. Keep in mind what background information or training the committee needs in order to get the work done. For instance, a committee with many new members will need some basic

knowledge of D49 budgeting in order to be able to discuss the budget. Time should be established on each agenda for members to make suggestions for the next meeting or to share concerns.

Minutes

Minutes or summaries of each meeting should be published in a timely manner and regularly distributed through school's standard communication practices. SAC minutes should be available to the public at large.

**SAMPLE Calendar Framework for Falcon High School's School-Level
Accountability Committees (SAC)**

Quarterly Year-at-a-Glance Overview

	Item	Manager	Notes
FALL	Determine and publish meeting schedules and solicit community members; Identify a member to facilitate communication with the DAAC (typically the Chair)	Officers	Chairs will be expected to attend a SAC training offered by D49 in the Fall of each year
	Review the SPF and related data from the prior school year; begin to provide input on the UIP for the school	SAC Chair and Principal	
	Review the results from the preceding climate and culture goals and develop revised goals for the current school year (optional); Discuss any school safety issues raised by staff, students, parents, and community.	SAC Chair and Principal	
WINTER	Finalize and submit UIP, School Annual Report, Climate and Culture Goals (optional), and assurances of SAC membership and meeting schedules/minutes.	SAC Chair and Principal	
	Review and approve school fee sheets for upcoming school year	SAC Chair and Principal	
	If needed, publicize a public hearing to review a written public school priority improvement or turnaround plan – Does not apply at this time	Principal	
	Receive a progress report from school staff on the progress of the UIP for the current school year	Principal	
	Provide input on the prioritization of expenditures of district moneys as requested by the SPAC and/or district staff as appropriate	SAC Chair and/or Principal	
SPRING	Determine school spending priorities for the upcoming school year; Provide	SAC Chair and Principal	

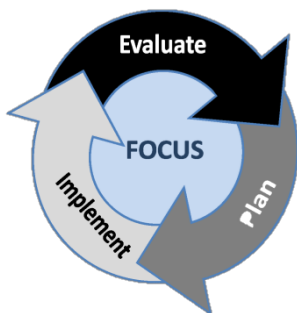
	principal with recommendations on draft budget		
	Discuss school improvement plan progress with SAC and discuss any adjustments made to plan during the school year based on student achievement data; SAC can provide feedback about progress of plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks).	Principal and Faculty	
	If appropriate, review rules of operation and elect new officers for the upcoming school year	SAC Chair	

SAMPLE Monthly Calendar for Falcon High School's School-Level Accountability Committee

The following is a sample list of monthly agenda items for a school-level accountability committee (SAC). The Chair, officers, and Principal should work together to develop a plan that meets the particular needs of the school community. Each year, unique local issues will arise which the accountability committee will need to address and therefore be added to an agenda for the school's accountability committee to discuss.

Month	Suggested Agenda Items
August/September	<ul style="list-style-type: none"> • Elect Officers (if not completed in prior year), at a minimum, a Chair should be identified who is not an employee of the school district. • Discuss plans to recruit parent membership <ul style="list-style-type: none"> ◦ FHS will actively publicize and solicit parents and staff to serve on the SAC throughout the school year. • Determine meeting schedule and publish time, date, and location of meetings, with all meetings open to the public • Ensure meeting schedule will meet the requirements/objectives for SAC per district policy • Review prior year UIP and results of state assessments, school achievement data • Solicit input on the UIP related to urgent challenges that are aligned with the school performance framework (SPF) and the district strategic plan • Other items as determined by the Chair/Principal
October	<ul style="list-style-type: none"> • Review any climate and culture data related to school improvement plan • Provide input on urgent challenges, major improvement strategies • Discuss planned expenditures of school grant(s) if they exist for the school • Discuss any school safety issues raised by staff, students, parents, and community

	<ul style="list-style-type: none"> • Other items as determined by Chair/Principal
November	<ul style="list-style-type: none"> • Final review of school's UIP • Finalize Climate and Cultural Goals • Submit to DAAC assurances of SAC membership and meeting schedules/minutes • Other items as determined by Chair/Principal
December	<ul style="list-style-type: none"> • Discuss any proposed changes to school fees for the upcoming school year • Provide input on the prioritization of expenditures of school/district moneys as requested by the DAAC • Review School Annual Report – if available • Other items as determined by Chair/Principal
January	<ul style="list-style-type: none"> • Review and approve school fee sheets for upcoming school year • Provide input on school staffing and spending priorities for the upcoming school year • Receive a progress report from school staff on the progress of the UIP for the current school year • Other items as determined by Chair/Principal
February	<ul style="list-style-type: none"> • Review and provide principal with recommendations on school budget • Other items as determined by Chair/Principal
March	<ul style="list-style-type: none"> • Discuss school improvement plan progress and discuss any adjustments made to plan during the school year based on progress monitoring of student achievement data • Other items as determined by Chair/Principal
April	<ul style="list-style-type: none"> • Review current year budget to date and discuss any implications to upcoming school year budget • Other items as determined by Chair/Principal
May	<ul style="list-style-type: none"> • Review and revise as needed rules of operation for the SAC • Elect officers (may also be completed in the fall), at a minimum, a Chair should be identified who is not an employee of D49 • Discuss school improvement plan progress and discuss any adjustments made to the plan during the school year based on student achievement data; SAC can provide feedback about the progress of the plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks) • Other items as determined by Chair/Principal
June	<ul style="list-style-type: none"> • Optional planning meeting for upcoming year



Unified Improvement Planning (UIP)

A key role for a SAC is to provide input on the school's Unified Improvement Plan (UIP). The following is a brief overview summarized from the CDE UIP handbook which provides a detailed description on the purpose of the improvement planning process for schools (link to the full resource: [CDE Unified Improvement Planning Handbook](#))

In 2009, Colorado introduced Unified Improvement Planning (UIP) to streamline and consolidate school efforts to meet improvement planning requirements from state and federal accountability statute. Adopting this common improvement planning approach has enabled a shift from planning as an “event” to planning as a critical component of “continuous improvement.”

The diagram depicted here illustrates the theory of action behind Colorado's approach to improvement planning -- by engaging in a continuous improvement cycle to manage performance schools will improve their effectiveness and the outcomes for students. That cycle includes:

- Focus attention on the right things (performance indicators);
- Evaluate performance by gathering, analyzing, and interpreting data about performance;
- Plan improvement strategies based on performance data and root cause analysis; and
- Implement planned improvement strategies. Then, enter the cycle again several times throughout the school year to Evaluate (or monitor) performance and implementation of major improvement strategies at least quarterly. Make adjustments to planned improvement strategies, and implement revised strategies, as needed. The state developed common improvement planning processes increase coherence across the different steps in the continuous improvement cycle. A state developed common UIP template/on-line form provides a common format for schools and districts to document their improvement planning efforts. Colorado statute requires the Colorado Department of Education (CDE) to assign every school to one of

four plan types based on an their current performance. These include: Performance, Improvement, Priority Improvement, or Turnaround. Their plan type determines the level of attention the school receives from the state – in terms of both increased state scrutiny of their plans and additional state support. Each year, schools consider newly available state and local performance data to write/update a two-year Unified Improvement Plan (one that includes the current and subsequent school year), and submit their plan for public posting on www.schoolview.org. Planning at the school level should involve multiple stakeholders. In general, local planning teams should consist of building leadership and educator representatives, and should engage parent and/or community representatives. The School Accountability Committee roles in the improvement planning process have been defined by statute and state rule. Those roles involve providing input into the development of the school's UIP annually, and monitoring progress towards implementation of planned activity at least quarterly.

Progress Monitoring of the School Improvement Plan

Providing updates to the SAC on the progress of the UIP should be completed at least quarterly. Updates should provide an overview of the progress to assure to the SAC that the school is executing the plan.

Following is sample UIP Progress update for a SAC. A progress monitoring report should also include any student performance data related to the school's improvement plan.

<u>MAJOR IMPROVEMENT STRATEGY</u> <u>#1</u> <u>Highly Effective Lesson Design</u>			
<u>Action Steps</u>	<u>Rating so far</u> <u>1-5</u> <u>5 completed successfully</u>	<u>Things still to complete</u>	<u>Team Responsible</u>
At least 3 classrooms piloting the extension of Daily 5, into Daily Café	<u>4</u>	2 classrooms have been piloting the Café-do we want 1 more to try this year, do we feel this is the direction for literacy for next year?	ILT-in collaboration with whole staff to make a decision by August of 2014
All Classrooms introduced to the Café Spring 2014	<u>0</u>	Has not been added to the PD plan for this spring-do we want to add it, do we want to get a level team to try, whole staff at least read the book?	ILT-in collaboration with whole staff to make a decision by August of 2014



AE-R - Accountability Commitment to Accomplishment

Title	Accountability/Commitment to Accomplishment
Designation	AE-R
Office/Custodian	Education/Executive Director of Learning Services

District Advisory Accountability Committee

The District Advisory Accountability Committee (DAAC) will consist of at least:
three parents of students enrolled in district schools,
one teacher employed by the district,
one school administrator employed by the district, and
one person who is involved in business in the community within the district's boundaries.

A person may not serve in more than one of the required membership roles on the DAAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

If the Board chooses to increase the number of persons on the DAAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation. The Chief Education Officer or other staff member designated by the Board will serve as a resource person.

Members of the accountability committee will serve basic terms of two (2) years and will be surveyed each spring as to their willingness to serve additional terms.

The committee will elect a chair from its membership, establish a schedule of meetings, and adopt general rules for its operation.

The Board, in cooperation with the DAAC, will approve general organizational accountability guidelines for the District and school-level committees to follow which assure that:

1. The District and individual schools comply with the state's accountability and accreditation requirements.
2. All accountability committees shall follow DAAC bylaws regarding public meetings in compliance with state law.
3. The DAAC reviews the District Unified Improvement Plan and makes annual recommendations to the Board regarding the accountability programs and budget of the District

School-level advisory accountability committee

Each school accountability committee (SAC) shall consist of at least:

three parents of students enrolled in the school,
one teacher who provides instruction at the school,
the principal or the principal's designee
one person from the community, and
one adult member of an organization of parents, teachers and students recognized by the school.

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

If the principal chooses to increase the number of persons on any SAC, the principal shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the SAC shall serve terms of 2 years. Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair, who shall serve a term of 2 years.

The School Advisory Accountability Committee will work with the principal and the community to develop, improve, implement, and review the School Unified

Improvement Plan, to review student and school performance and achievement, and to assist in reporting achievement information to the community.

School-level accountability committees will adopt goals and objectives for the improvement of education in the building, and increase the ratings for the school's accreditation category and participate in the school improvement planning process.

School-level reporting

At the end of every school year, the school-level accountability committee shall submit a written report to the DAAC concerning the learning environment in the school during that school year. The report shall reflect the results of each school improvement plan.

Adopted: August 13, 1998

Revised: November 17, 2010

Revised: May 12, 2011

Revised: January 10, 2013

Revised: November 13, 2014