

Perry School Improvement Advisory Committee (SIAC)
June 9, 2021
3:00 p.m. Brady Library



Agenda

Welcome!

I. What are the purpose and responsibilities of the Perry School Improvement Advisory Committee or SIAC?

- Discuss the primary function of the SIAC (*see page 4*).
- Complete the representation matrix (*separate document*).

II. What are some of the ways Perry is investing in our students' futures?

- Improvements to our facilities.
- Each administrator will share one highlight.

III. Assist with district-wide needs assessment.

To meet requirements of Iowa Code section 280.12(2) as amended by 2007 Iowa Acts, Senate File 427, section 2, the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:

- Major educational needs;
- Student learning goals (*refer to pages 2 & 3*);
- Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement (*refer to pages 2 & 3*); and
- Harassment or bullying prevention goals, programs, training, and other initiatives.

**Perry Community School District
Annual School Improvement Goals for 2020-21 and 2021-22**

Approved by the Perry SIAC on _____

Reading Comprehension Goal

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa State Assessment of Student Progress (ISASP) English Language Arts (includes reading and writing) Test in 2019-20 will increase when compared to the full academic year students in grades 3-8 and 11 in 2018-19. The base line in 2018-19 was 58.16%.

Update on this goal: The district was not able to assessment students on the ISASP due to the COVID pandemic during the 2019-20 school year. Therefore, this goal was carried over to the 2020-21 school year. For 2020-21, 62.6 % of students in grades 3 through 11 tested as proficient or above. We met this goal.

Proposed Goal for 2021-22: The percent of full academic year students in grades 3 through 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the 2021-22 Iowa State Assessment for Student Progress (ISASP) in English Language Arts will increase when compared to students who tested in 2020-21. The base line in 2020-21 was 62.6%.

Mathematics Goal

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa State Assessment for Student Progress (ISASP) Mathematics Test in 2019-20 will increase when compared to the full academic year students in grades 3-8 and 11 in 2018-19. The base line in 2018-19 was 60.1%.

Update on this goal: Update on this goal: The district was not able to assessment students on the ISASP due to the COVID pandemic during the 2019-20 school year. Therefore, this goal was carried over to the 2020-21 school year. For 2020-21, 50.6 % of students in grades 3 through 11 tested as proficient or above. We did not meet this goal.

Proposed Goal for 2021-22: The percent of full academic year students in grades 3 through 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the 2021-22 Iowa State Assessment for Student Progress (ISASP) in Mathematics will increase when compared to students who tested in 2020-21. The base line in 2020-21 was 50.6%.

Science Goal

The percent of full academic year students in grades 5, 8, and 10 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa State Assessment of Student Progress (ISASP) Science Test in 2019-20 will increase when compared to the full academic year students in grades 3-8 and 11 in 2018-19. The base line in 2018-19 is 47.06%

Update on this goal: Update on this goal: Update on this goal: The district was not able to assessment students on the ISASP due to the COVID pandemic during the 2019-20 school year. Therefore, this goal was carried over to the 2020-21 school year. For 2020-21, 49.1% of students in grades 5, 8 and 10 tested as proficient or above. We met this goal.

Proposed Goal for 2021-22: The percent of full academic year students in grades 5, 8 and 10 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the 2021-22 Iowa State Assessment for Student Progress (ISASP) in Science will increase when compared to students who tested in 2020-21. The base line in 2020-21 was 49.1%.

Safe Environment for Learning Goal

If each building develops a plan for effectively providing each student and adult a positive, secure, and supportive learning environment, implements that plan, and monitors implementation of the plan, then data from the Iowa Youth Survey (grades 8 and 11) and a school culture and climate survey (Elem, MS and HS) will improve each school year.

- The Elementary is implementing Positive Behavioral Intervention and Supports, or PBIS, along with implementing Capturing Kids Hearts.
- Middle and High School are implementing Capturing Kids Hearts.

Evidence from the Iowa School Performance Profile at <https://iaschoolperformance.gov>

Attendance (percent)				Chronic Absenteeism (percent)			
	2020*	2019**	2018***		2020*	2019**	2018***
District	94.4	94.8	94.5		15.5	13.5	15.4
Elementary	94.6	94.8	94.9		12.9	11.9	11.7
Middle School	95.3	95.4	96.0		11.0	9.8	7.5
High School	93.6	94.3	93.1		21.2	18.0	24.5

*data from 2018-19

**data from 2017-18

***data from 2016-17

Violent incidents (number of incidents)

	2020*	2019**
District	22	82
Elementary	No data available	43
Middle School	No data available	35
High School	15	No data available

*reported in 2017-18 school year

** reported in 2015-16 school year

Physical attack without weapon (number of incidents)

	2020*	2019**
District	14	66
Elementary	No data available	27
Middle School	No data available	35
High School	14	No data available

*reported in 2017-18 school year

** reported in 2015-16 school year

Suspension & Expulsion (number of students)

	2020*	2019**	2018***
District	311	188	221
Elementary	109	72	89
Middle School	129	79	127
High School	73	37	No data available

*data from 2018-19

**data from 2017-18

***data from 2016-17

281—Iowa Administrative Code Chapter 12 Rule Interpretation
General Accreditation Standards for School Districts and Accredited Nonpublic Schools
Regulatory Guidance for Meeting Accreditation Standards

This technical assistance document will be periodically revised to reflect statutory and interpretive changes. If in doubt about the version you are using, check the Department’s web site to access the most recent document.

Topic & Rule Citation	Rule	Rule Interpretation
Community involvement: School improvement advisory committee 281—IAC 12.8(1)(a)(2)	<p>To meet requirements of Iowa Code section 280.12(2) as amended by 2007 Iowa Acts, Senate File 427, section 2, the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:</p> <ul style="list-style-type: none"> ➤ Major educational needs; ➤ Student learning goals; ➤ Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and ➤ Harassment or bullying prevention goals, programs, training, and other initiatives. 	<ul style="list-style-type: none"> ➤ The name of this advisory committee is a local decision. ➤ Board minutes indicate that the SIAC is board-appointed. ➤ The SIAC shall consist of members representing the following: parents, students, teachers, administrators, and community members. To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. <p><i>Note: Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for “all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law.” This requirement, which applies to the SIAC, defines gender balance as half and half for even-numbered committees or half plus one for odd-numbered committees.</i></p> <ul style="list-style-type: none"> ➤ What processes the school or school district uses to obtain recommendations from the advisory committee for the board with regard to components #1-4 in rule is locally determined.
Community involvement: School improvement advisory committee 281—IAC 12.8(1)(a)(3)	<p>At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following:</p> <ol style="list-style-type: none"> 1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3); 2. Progress achieved with other locally determined core indicators; and 3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement. 	<ul style="list-style-type: none"> ➤ The SIAC must meet at least once each year to fulfill this requirement. ➤ "Locally-determined indicators" may include, but are not limited to, the following: attendance, suspensions, % students migratory, % parents/guardians who participate in conferences, % students who participate in extra- curricular activities in grades 7-12. ➤ The SIAC must be provided the opportunity to make recommendations to the board about the annual improvement goals for the next year. ➤ Board minutes should reflect annual recommendations to the board by SIAC.