Treynor Community School District
School Improvement Advisory Committe
December 7, 2022 - 5:00-7:00P.M.

I.   **Welcome and Norms with Purpose**

    A.   Learning Question: After reviewing the data, what questions could we ask that would assist in moving our district forward?

II. **Introductions of SIAC Members**

    A.   **Members Present:** Joel Beyenhof, Rick Nickerson, Jenny Berens, Jill Kay, Kara Huisman, Jeff Koenck, Heidi Finnegan, Danie Floerchinger, Carrie Currin, Jane Leick, JoEllen Travis, Randi Endriss, Kiralyn Horton, Mira Dreyer, Kari Kinsella, Sarah Saar, Jeff Schrage, Nancy Schrage, Missy Magill, Staci McKern, Jerry Hempel, Allan Hadfield

III. **School Soup**

    A.   What are actions that support school improvement?'

        1.   Hattie indicates that a normal effect size in a year would be .4 (one years worth of student growth). Anything over .4 is accelerating student learning.

        2.   Collective efficacy - belief that all students can learn and teacher actions make a difference. Just like our mantra - Excellence is expected, excellence is achieved

        3.   School soup recipe - Dr. Beyenhof talked through components that have a big impact on student learning

            a)   Culture is the gravy

            b)   Chef is the formative assessment

            c)   Meat is the professional learning

            d)   Potatoes are the instructional vision

            e)   Carrots are the school improvement

            f)   Celery is MTSS (Growth)

            g)   Onions are the text (literacy)

    B.   School improvement process looks through the healthy indicators for schools to continue to improve.

    C.   Successful schools tend to be strong in all of the healthy indicators - Infrastructure, Assessment & Data-Based Decision-Making, Universal Instruction, Intervention System, Leadership

        1.   How do we take what we know works and enhance what we have going on?

IV. **Enrollment**

    A.   Enrollment is our #1 generator - every student brings in just over $7,400. Certified enrollment are the resident students, we get the 1 cent sales tax for these students. Our resident enrollment has dropped 55.77 students in the last 5 years with the total enrollment dropping 40.47 students.

V.   Overview of the Data

    A.   School Performance Profiles

        1.   36% of an elementary and middle school scores comes from student growth and 31% for the high school.

        2.   Only 1.47% of schools are rated as exceptional - out of 325 school districts

3. 12.53% of schools are high performing. All 3 of our schools are high performing.
   a) A question about the post-secondary readiness index and all of our students taking the ACT. Why are we having all students taking the ACT? Won't it pull down our average scores? Nebraska does it, and they've found that their average scores go down. We use it as a data point.
4. Demonstrating high growth and high proficiency is the goal. Bubble charts from the data pulled from the Iowa School Performance website provides comparison data.

B. Conditions for Learning & School Performance Profiles Break Out
1. Each building will split into 2 groups - one will focus on the Achievement Data and one on Conditions for Learning
   a) Identify Facts
   b) List "I wonders"

VI. Mantra Moment

A. Data supports that excellence is expected and achieved - high performing in all 3 buildings
B. High School 4 year graduation rate is 100%, 5 year is 98%
C. Conditions for Learning - Percentages in each category were higher than the state and GHAEA average
D. Conditions for Learning - Students feel that the adult-student relationships have improved
E. Continuous improvement and growth
F. Data supports that we're trending in a positive direction
G. Overall, everyone noticed positives that are worth celebrating in the information we talked about.
H. We have high expectations - we'll make observations, celebrate our good things, and continue asking how we can continue to improve.
I. We'll consolidate it all into some goals that are our indicators for how we think we should measure our success.

VII. Summary and Adjournment