

Draper Elementary SCC Meeting Minutes 01/24/2022

SCC Members Present:

Janene Day (parent)
Mike Weaver (parent)
Stacey Shaw (parent)
Sarah Cole (parent)
Angie Stallings (parent)
Megan Litster (parent)
Nancy Nichols (parent)
Brook Free (parent)
Melissa Inouye (parent)
Christy Waddell (principal)
Julie Page (employee)
Julie McFarland (employee)

Excused:

Guests:

Kaitlin Portzline (employee) Achievement Coach

Meeting Agenda:

1. Welcome Janene
2. Approve Previous Meeting Minutes Janene
 - a. [Minutes 11/22](#)
 - b. [The minutes were approved \(Mike, Julie P., Sarah, Angie, Nancy were not in attendance at the time of the approval.\)](#)
3. School Update Christy

[Christy reported that we have less than 5 COVID cases, but think it is probably due to less people testing. The main thing is having enough people to cover classes and they do. Dr. Robbins said they will be staying in Tier 3 this week. Even if in tier 3, we can still do Biztown \(5th Graders\). 3rd grade was going to have a field trip the first week of February and they have changed that. Christy has told teachers to let her know if there are additional field trips that can't be changed and can get district approval on a case by case basis.](#)

[No adults out with COVID currently.](#)

[Best news is that Yao is back! He is so happy to be here. The kids are calm and happy. The classroom is back to only Chinese being spoken. They welcomed him back with a sign and cake. His new visa will last 3 years.](#)

[All Chinese teachers should be coming back next year.](#)

[We are not doing assemblies at the moment. There was one that was scheduled for today, but it was canceled. We can't do Meet the Masters yet.](#)

Chinese New Year will not have a parent thing. It will be like last year with a videotaped grade level performance. Parent volunteers are being allowed to come in to decorate the entryway. You can reach out to the Chinese teachers to volunteer.

Brooke asked about valentines day parties. Will parents be able to attend? Christy said that she hopes so. She is hopeful that by next week we should be out of tier 3 and can have a regular Valentine's Day party.

4. TSSP and LAND Trust Plan 2022-2023 Kaitlin
Winter Scores Report: ■ Scores Winter 2021-22 .pdf (See Below)

Reading Winter Scores 2021-2022

- Goal is to increase scores by 8% from fall to spring
- Blue is above benchmark, green is benchmark, yellow is below benchmark, red is well below benchmark
- Kindergarten:
 - FSF - 81% to 84% (only test done both BOY and MOY)
 - PSF - doing great 88%
 - NWF - 84%
 - Nancy asked why the blue dropped, Julie M. said it could be due to the number of students and it could be that students maxed out, it is more telling to look at reds and yellows going down. Sarah commented that the new interventions are doing well targeting red and yellows
- First grade:
 - PSF - not tested MOY
 - NWF - 82% to 81%
 - WWF - 79% to 84%
 - ORF - middle of year data only
 - ORF Words Correct - 69%
 - ORF Accuracy - 70%
 - Nancy asked who is giving the test? Acaidence testers from the district give the tests. Nancy said that she thinks it would be helpful for teachers to give the tests. She is working with the state on making that possible. Sarah pointed out that the teachers are doing progress monitoring testing. Nancy said that teachers would know if their students are having a bad day. Kaitlin said that the teachers can request a retest and they are doing progress monitoring. Nancy said that she has 10 children and she is noticing a change in how they are doing things that are different from how it was done before.
- Second grade:
 - ORF - they are given 3 passages
 - ORF Words Correct - 71% to 73%
 - ORF Accuracy - 75% to 76%
 - (see attached report for additional score details)
 - Christy mentioned that it is often the case that the middle of year test scores often go down (and then skyrocket at the end of the year). Kaitlin mentioned it could be the timing of the middle of the year test (it is immediately following the winter break)
- Third grade:
 - Composite - 79% down to
 - (see attached report for additional score details)

- Janene asked if the retell kids in the red are getting speech therapy. Christy said that is something we could dive deeper into.
- Fourth grade:
 - They do the reading inventory.
 - Only the yellow and red are given the fluency tests (ORF) so the numbers from the beginning of the year to the middle of the year aren't comparable
 - (see attached report for additional score details)
- Fifth grade:
 - They also do the reading inventory.
 - It is harder to see the movement.
 - (see attached report for additional score details)
 - Nancy asked what the test itself is like. Kaitlin said it is 5th grade level passages. They read 3 passages and are given an average score.
 - Nancy asked if teachers are allowed to see the test. The passages are kept confidential but they are given sample passages. Nancy said she thinks that teachers need to see the things that they are testing on.
 - What are the interventions that the kids get that are in this low group?
 - All of the red/yellow are given tier 2 intervention where they are pulled out small group and then they are given small group time by their teacher
 - Nancy said she worries that they fall behind on other things when they are pulled out
 - Kaitlin said that it does not happen during direct instruction
 - Sarah said 95% is a great intervention
- Are we going to be able to add math help?
 - Christy said it is a question if she can hire or not (get people to work).
 - After school tutoring isn't quite as effective as the in school intervention and is more difficult to get people
 - Building leadership team will meet Friday to try to decide how to spend intervention money
 - Janene said by the end of the day the kids are spent. Is before school tutoring an option? Julie M. said that transportation is a huge thing. Many of the students that need it do not have other transportation options.
 - Brooke said she had a struggler when he was younger. It was hard to find outside tutoring. Is it possible to offer sources to families? Christy said we can't recommend outside sources. If a parent directly asks they can give suggestions but can't guarantee anything. For instance, mathnasium has seemed to have good results.

Math scores

- Goal was to increase by 8%
- Kindergarten:
 - Composite 72% to 74%
 - Quantity Discrimination - number of dots 74% to 93%
 - Number ID 72% to 67%
 - NNF 60% to 52%
- First grade
 - Tests change from the beginning of the year
 - Advanced Quantity Discrimination - 76%
 - Missing Number Fluency - 69%
 - Computation - 73%

- Second grade
 - Computation - 74% to 78%
 - Concepts & Application - 63% to 78%
- Third grade
 - Computation 58% to 75%
 - Concepts & Application - 75% to 77%
 - Blue really increased, red decreased
 - Make switch to multiplication and division on computation
 - Concepts and applications increased blue and red
- Fourth grade
 - Computation 79% to 83%
 - Concepts & Applications 87% to 82%
 - Looking really good
 - Julie P. asked if there was special testing for kids in red. Kaitlin said no, it is the same for everyone.
- Fifth grade
 - Computation 50% to 62%
 - Concepts & Application 77% to 63%
 - Improving
 - This group had significant holes from Covid.
 - Sarah seconded that her 5th grader had significant multiplication holes.
 - Stacey agreed that her 5th grader has significant math holes from Covid too.

Christy said with that data we have to do our land trust and TSSP plans. They are confident in their current interventions and would like to continue them. We have some of the best intervention aides in the district. We need to look at the scores in math and see how we can address that. Christy asked, “Is there anything from the data you want discussed in building leadership team?”

- Sarah said in looking at red and yellow students as far as reading and resources a lot of the kids may have IEPs, can we get trained interventionists in the resource classroom? Christy said she will write it down and look into it. She said that she does know overall that our special ed kids need additional help. Janene said that retell would benefit from speech intervention. Can we start an RTI group? Kaitlin said retell is not the greatest indicator of reading comprehension.
- Stacey said she thinks that it might be consistent kids that continue to be yellow/red. When they fall behind, they keep falling behind. Christy said in Kindergarten they were looking at data to see who most needs intervention in IPLC and SST and Kidtalk. SST the teacher can bring a name and the group meets to come up with additional interventions. Kaitlin said that we do look at specific skills that groups of kids are missing. It is why the teachers meet during brain booster time. It isn't just this data that they are looking at. They also look at their unit assessments.
- Brooke said she knows that teachers talk with parents at the conferences. Is there a way to come up with skills that they can do at home to improve those things? When my child was struggling really bad, I pushed it and was able to get a packet of things that we could work on. Some parents won't want to do that involvement, but those that do might need the resources. Nancy said she thinks it is a great idea. She had a teacher that did that. Christy said that something frustrates her is that the teachers put so much work into at home learning packets, and then they are not picked up and/or a lot of them don't come back.

- Julie M. said we love parents that reach out. Julie M. said last year she asked how many of the parents got on canvas last year and 100% did not. Nancy asked if there was canvas or online training. Julie said they did it at the district. Kaitlin said that if a parent reaches out she can help them with resources too. Christy said that in the past she remembers that at parent teacher conference the previous coach had a table to help train parents on any of the different portals. Kaitlin said she did that last parent teacher conference. Nobody came. Nancy said at the previous meeting we talked about room parents doing more. Is this something we could have them do? Christy said parent outreach is something that we need to continue to improve. Pre made packets might not be the most engaging but they could get other resources/games. Stacey shared getting something in the spring before kindergarten of activities to do over the summer. Julie M. said pre-covid she did a pre Kindergarten training.
- Brooke said is there an email or website resource that could be sent out to parents that they could prep their own materials. Kaitlin said a lot of those resources are already on the canvas pages. Christy said the teacher/parent can contact me if a student is struggling and Kaitlin will find intervention or extension activity.

5. Safe Walking Routes

Stacey

Stacey said that someone quit over the holidays (at the city). They now have someone new hired and need 3 weeks to come up with some options. She said that the older areas of Draper require more testing of where pipes are etc. so those type of things will delay the process as well.

Upcoming Meetings

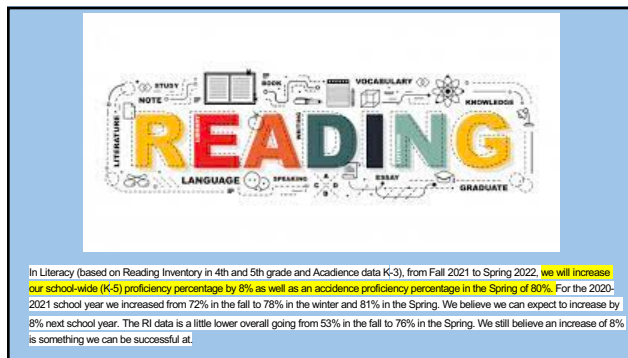
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3/28 at 3:45

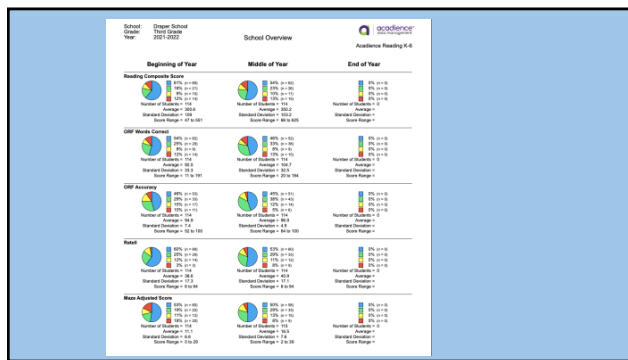
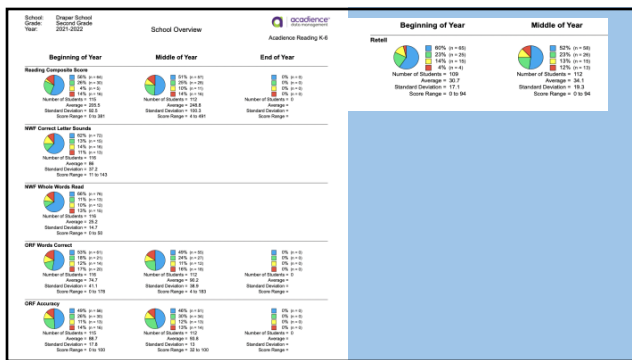
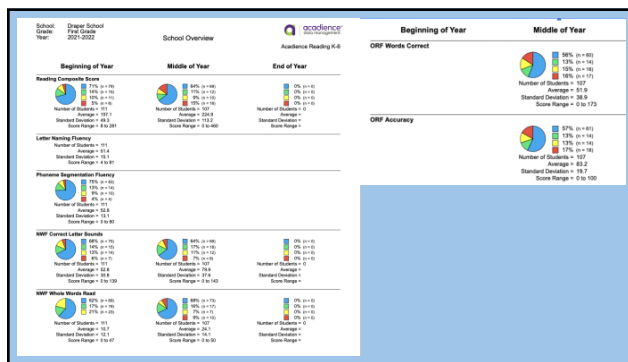
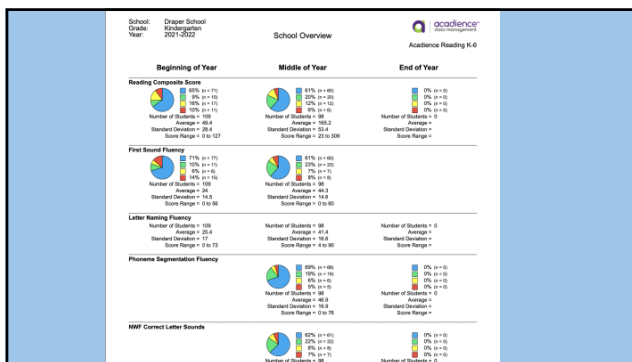
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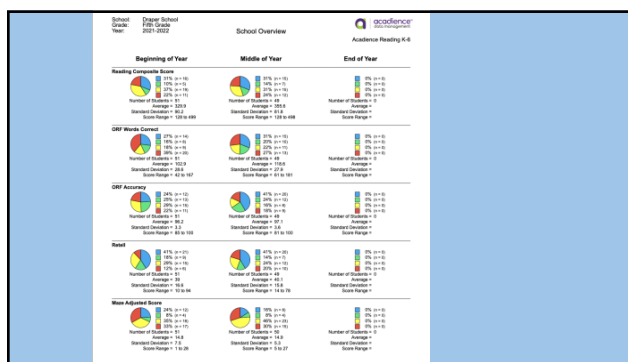
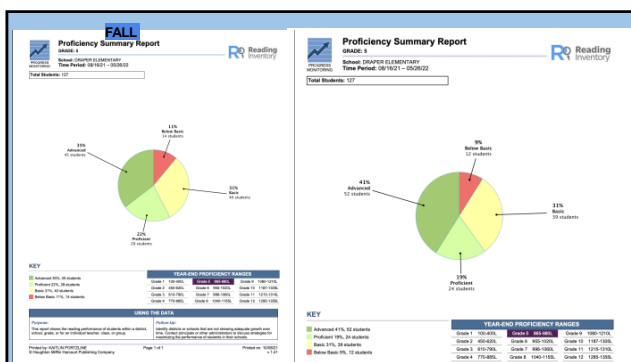
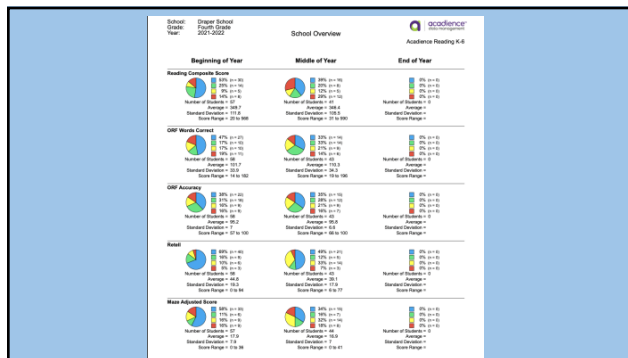
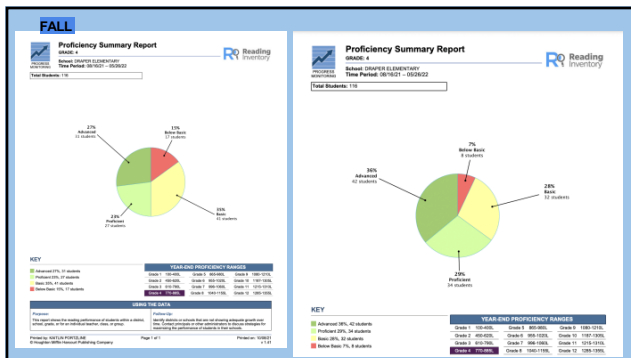
5/23 at 3:45 (optional)

Attached: Winter Scores Report



In Literacy (based on Reading Inventory in 4th and 5th grade and Acadience data K-3), from Fall 2021 to Spring 2022, we will increase our school-wide (K-5) proficiency percentage by 8% as well as an acadience proficiency percentage in the Spring of 80%. For the 2020-2021 school year we increased from 72% in the fall to 78% in the winter and 81% in the Spring. We believe we can expect to increase by 8% next school year. The RI data is a little lower overall going from 53% in the fall to 76% in the Spring. We still believe an increase of 8% is something we can be successful at.





In Math, based on Acadience Math composite data, increase our school-wide proficiency percentage from **Fall 2021 to Spring 2022 by 8%** and an overall all-School proficiency rate of **69%**. Data for the 2020-2021 school year shows that our school was able to increase our math proficiency from a 61% in fall, to 77% in winter and 82% in the Spring. We believe our beginning percent was lower than what we typically see so an overall growth of 8% and an overall goal of 80% for next school year is doable.

