Draft Draper Elementary School SCC Minutes 11/13/2023

SCC Members

Parent Members

Staff Members

Janene Day (Chair)
Angie Stallings - ABSENT

Megan Litster (Notetaker)
Nancy Nichols
Mergan Taylor

Morgan Taylor Brian Dorich Becky Dixon Ronnie Mulqueen (Principal)

Tawna Glover (Teacher) (Vice Chair)

Raye Ann Blauer (Teacher) Suzanne Mackey (Teacher)

Meeting Started: 3:45

Meeting Agenda:

1. Welcome Janene

2. Approve Previous Meeting Minutes

a. https://docs.google.com/document/d/1g1tGsLfW5TG9xK9YXZp-3-doBHCoOkaRiOzYRdlaTq0/edit?usp=share_link

Janene

b. Janene proposed the minutes were approved. Morgan seconded the motion. The minutes were unanimously approved.

3. TSSP & Land Trust

Ronnie

- a. The difference between TSSP and Land Trust goals is that Land Trust also has a life skills goal
- b. Our math and language goals will be based on our winter Acadience data.
- c. The goals are listed on the bottom of the minutes.
- d. Our current goal was to increase by 2% in math.
- e. Our current goal was to have 85% of students showing typical progress in language arts.
 - i. Janene asked when you say typical growth what does it mean? Ronnie said they take a cohort of students across the state that score a certain amount and measure what their typical growth is.
 - ii. All students are progress monitored so that they are all growing and that they are not getting stagnant in their growth even if they are above benchmark.
 - iii. Ronnie said they just had two days of vertical alignment between grade levels so they can better address growth across grade levels as well.
 - iv. Brain asked how the dual immersion students do. Are they still tested? Yes, they are tested the same as other students.
- f. Our current goal was 80% of students would be able to identify 5 of 8 traits of

- g. In December we will begin the dialogue of next year's goals. We will need to continue the dialogue in January. Ronnie will share how the money has been spent in last year's plans to prepare members for the discussion in December.
- h. Link to 23-24 LAND Trust Plan:
 https://drive.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 https://grupe.google.com/file/d/16YwKHktcNZOscJiRE5Q6PVp6Ph-9QyPW/view
 <a href="https://grupe.google.com/gr
- i. Link to 23-24 TSSP Plan: https://drive.google.com/file/d/1Q-CrKbVlH_vALaBoGOwmQ-weR-5ltxrC/view?usp=sharing

4. School Safety Plan

Ronnie

a. Becky asked if there have been any additional problems now that school is more exposed (with the preparation for development). Ronnie said no, they have not seen an increase of unwanted activity. Ronnie said they continue to do frequent door checks as well as all of the different types of drills.

5. Safe Walking Route

Ronnie

- a. The safe walk route plan has been submitted for this year.
- b. We are still waiting for district approval for re-marking the parking lot.

6. School Accountability Report

Ronnie

- a. We made growth for 3-5th graders and K-2
- b. We improved in attendance but we are still below the District average. Becky asked if we know why they are absent. Ronnie said it combines excused and unexcused absences. Brian asked if students/parents are asked if they are absent. Ronnie said yes, she does get reports of absences and they log any reasons given for the absence. There are a variety of reasons that students are gone. Ronnie said only 69.3% are meeting the attendance benchmark. Tawna said as a teacher she reaches out to any student that misses more than 2 days in a row to check in. Janene wondered if there is a connection between absences and students being out of boundary. Janene also asked if the BLT will be discussing attendance and Ronnie said yes.
- c. This information can be found under Utah School Report Card on the Utah State Board of Education website:

 https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=672
 https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=672
 https://reportcard.schoolNbr=120&SchoolLevel=K8&IsSplitSchool=0&schoolyearendvear=2023
- d. Brian asked how we compare to other schools in the district. Are we at the top? Ronnie said no, we're a healthy top middle.
- e. Brian brought up great schools https://www.greatschools.org/ and their rating system showing us as a rating that is below what our current scores from last year reflect. Ronnie said she doesn't know where they are getting their information from and suggests looking at our testing information provided by the state.

Meeting Adjourned: 4:45

Meeting Dates:

2nd Monday of Every Month at 3:45 in Library 12/11; 01/08; 02/12; 03/11; 04/08; 05/13

2023-2024 TSSP and LAND Trust Plan Overarching Goals:

According to Acadience assessments for K-3, 80% of students are reaching benchmark in reading (literacy). According to Reading Inventory (RI) assessment for 4th and 5th grade, 71% of students are reaching benchmark. We believe this success is a result of concrete, explicit instruction, core instruction, small group instruction, supplemental/Tier II instruction, and resources. We will continue to implement best practices, such as structured classroom discussion, close reading, and provide professional development to maintain success and build teacher capacity. To further improve achievement, we will continue connecting the appropriate interventions, diagnosing student needs, and implementing appropriate tools.

According to Acadience assessments, 79% of students are reaching benchmark in math. We believe this success is a result of concrete, explicit instruction, core instruction, small group instruction, supplemental/Tier II instruction, and resources. We will continue implementing best practices and provide professional development to maintain success and build teacher capacity. We will continue to include structured classroom discussion in math lessons and move toward a close look at vertical alignment among grade levels. To further improve achievement, we will continue connecting the appropriate interventions, diagnosing student needs, and implementing appropriate tools.

Life Skills Goal: In order to increase preventative measures, teachers will continue with Morning Meetings, supporting the monthly theme presented at our monthly grade-level meetings, and streamline the PBIS measures with monthly life skills supports. We will use restorative practices for recess, BB, and lunch room conflict. We will continue to provide the community with knowledge of life skills information.

Math:79% of students are reaching benchmark according to Acadience math assessment. Our goal is to increase by 2% proficiency.

Action Plan Summary

In order to meet our goal, we will focus on:

- 1. Teachers will meet as grade-level teams to plan and/or receive professional development 3-6 times a year.
- 2. Conduct weekly PLC meetings to discuss and plan curriculum, adjust instruction based on current data, and collaborate on professional practices.
- 3. Continued focus on Structured Classroom Discussion, supporting English Learners
- 4. Optimizing Tier 2 intervention strategies by; diagnosing student needs & connecting appropriate interventions, using data, connecting appropriate measures, using Pathways of Progress and how to apply to Student Intervention Plans (SIPs), and appropriate deliberate practice. This will be supported by our 6 Instructional Assistants. (\$20,000/TSSA math)
- 5. We will provide materials and supplies to implement these interventions. (\$1,000 TSSA)
- 6. Software to improve fluency, vocabulary, enrichment, and visual comprehension. (\$2000/TSSA) (\$3500/Landtrust)

- 7. Tutoring will be offered to select students before or after school. (\$6000/Landtrust)
- 8. Continued professional development and implementation of the Building Fact Fluency kit for number sense.

Language Arts: 85% of students in kindergarten-3rd grade will make at least typical progress according to Acadience Pathways to Progress with 82% at proficiency. 76% of students in 4th and 5th grade will be proficient or higher in Reading Inventory (RI) by the end of the year, with 85% showing typical progress.

Action Plan Summary

In order to meet our goal, we will focus on:

- 1. Learning how to successfully implement Wonders and 95 Phonics Core program in K-5. Teachers will meet as grade-level teams to plan and/or receive professional development 3-6 times a year. This will require the use of substitutes. (\$9,500/TSSA)
- Optimizing Tier 2 by; diagnosing student needs & connecting appropriate interventions, using data, connecting appropriate measures, using Pathways of Progress, how to apply to Student Intervention Plans (SIPs), and appropriate deliberate practice. We will hire 5 MTSS instructional assistants to help us implement our Tier 2 instruction. (\$65,000/Landtrust)
- 3. We are given a .75 Beverly Taylor Sorenson (BTS) teacher but we will fund the additional .25 out of TSSA so that we can use her additional time to help with Tier 2 interventions in targeted classrooms. (\$20,000/Landtrust)
- 4. We will hire 6 classroom instructional assistants to help with progress monitoring and individual classroom interventions that will be determined by the instructional coach and through teacher collaboration. (\$40,000/TSSA reading)
- Our Building Leadership Team will meet to develop the plan for the school year to help teachers successfully implement the new curriculum and develop the new master schedule
- 6. Teams will meet to focus on writing and language arts standards to vertically align curriculum and teaching practice for a fluid continuum of learning.
- 7. Conduct weekly PLC meetings to discuss and plan curriculum, adjust instruction based on current data, and collaborate on professional practices.
- 8. Continued focus on Structured Classroom Discussion (supporting English Learners

School Climate Goal:Our Life Skills staff will conduct three random samples, throughout the year, of students to evaluate who can identify the qualities needed to have positive social interactions with peers and persevere through difficult tasks. Our goal is to have 80% of the students questioned identify at least 5 out of the 8 Mondays with Marissa character traits. Teachers will continue to have daily morning meetings and make meaningful connections with students.

Action Plan Summary

- 1. We will add additional hours to our MTSS behavior assistant to support Tier I and Tier II interventions. (\$2000/TSSA)
- 2. Conduct quarterly surveys for students to identify character traits learned from Mondays with Marissa.
- 3. Every month the SEL staff will read a story and have a discussion with each classroom to support the character theme of the month. Books and supplies. (\$500/TSSA)
- 4. We will fund a .5 FTE in order to have a full-time social worker at our school. (\$45,000/TSSA).

Approved 12/11/2023

- 5. Staff will train and monitor Junior Coaches to support structured recess and enhance Playworks activities. (\$500/TSSA)
- 6. Staff will train and monitor Safety Patrol Students to ensure the safety of all students. (\$500/TSSA)