

**MINUTES Draper Elementary School SCC  
01/08/2024**

**SCC Members**


**Parent Members**

Janene Day (Chair)  
Angie Stallings  
Megan Litster (Notetaker)  
Nancy Nichols  
Morgan Taylor  
Brian Dorich - ABSENT  
Becky Dixon  
Alivia Fairchild

**Staff Members**

Ronnie Mulqueen (Principal)  
Tawna Glover (Teacher) (Vice Chair)  
Raye Ann Blauer (Teacher)  
Suzanne Mackey (Teacher)

**Meeting Agenda:**

1. Welcome Janene
  - a. Janene motioned that we vote to add Alivia Fairchild as a parent member of the SCC. Megan seconded the motion. Alivia was unanimously approved.
2. Approve Previous Meeting Minutes Janene
  - a. [https://docs.google.com/document/d/1Cq47eKC6Vlv4QQnnT6HPmeyadowkTtpusJMYNL1vYa4/edit?usp=drive\\_link](https://docs.google.com/document/d/1Cq47eKC6Vlv4QQnnT6HPmeyadowkTtpusJMYNL1vYa4/edit?usp=drive_link)
  - b. Janene motioned that we approve the minutes. It was seconded by Tawna. The minutes were unanimously approved.
3. TSSP & Land Trust Ronnie
  - a. Ronnie has been working to finish last year's final report. Land trust we were given \$142,000. We will carry over a little under \$3,000. The vast majority of our money goes to people (salaries, benefits, stipends). Other spending was software and general supplies.
  - b. We met all goals, but our goal for 4th/5th grade we had a 13% increase but did not make our 76% proficiency level.
    - i. See details here:  2022-2023 LandtrustTSSP Final Report.pdf
  - c. TSSP spending \$128,000 was given. We ended with \$934.
  - d. Looking at this year's goals. We will be given a projection amount that we have to allocate and budget. That number will be adjusted depending on enrollment. We will not know the exact numbers that are being allocated until the fall. It is usually only a \$2,000-5,000 difference.
  - e. Alivia clarified that we need to stay under the 10% carryover, not that we need to have 10% saved.
  - f. Becky asked how enrollment will look with school choice. There is an October 5th deadline for the money to come to our school. That is when the enrollment numbers count towards what funds are allocated. Ronnie said that she still does not know when they will begin building the new units, but they will have an entrance from the new 90 units to the school. The city will need to provide a

crossing guard, but when that takes place we will need to adjust our safe walking routes accordingly.

- g. BLT recommends that ELA and Math goals be growth based. BLT discussed that there is not one standard in Acadience that goes through all grades. Ronnie asked thoughts about taking an overall school growth goal. Angie said she would love having things tracked by grade level. She asked pros/cons of more general reporting vs grade level reporting. Ronnie said that her hang up is too lengthy of a report if we do every grade individually. The key to keep in mind is where we are spending the money. Ronnie said we need to consider how we can report it so that it will make sense to others (the public) who access our goals and data. Alivia clarified that the goal is that the money spent shows that our money is spent in a way to help achieve our goals. Suzanne asked how you track a growth goal with kids in and out. Ronnie said that we don't have too high of a transient population to discourage us from a growth goal. Angie said when it comes to the state level, the report does not include students that were in the school less than 160 of the 180 days.
- h. Janene clarified that no matter what we report on, we have all the data. She leans towards a growth goal.
- i. Ronnie said that right now 4/5th graders only take the Acadience if they don't pass the RI assessment. If Canyons doesn't use RI, then we will have to adjust what we are looking at for data too.
- j. Janene said to review how the goals were worded this year to prepare yourself for how you might want it worded for next year.
- k. The teachers are continuing to do their science and writing vertical alignment. Ronnie would like to have behavior expectations vertical alignment and discussion.
- l. Becky asked if we were going to be able to get an additional recess aide. Ronnie said it is still put on hold as the principals and Elementary Task Force continue to meet. Angie asked if they have talked about having vice principals. Ronnie said that yes, it has been discussed but nothing in the works. Nancy asked if the district has guidelines about numbers of students needed to have an assistant principal. Ronnie said no there are currently not enrollment numbers that have to be met to have a certain degree of help. The board is looking at options and hopefully will start making some changes.
- m. Janene moved that we adjourn the meeting. Suzanne seconded the motion. The meeting was adjourned.

**Meeting Dates:**

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

**Canyons District Parent Night**

Winter 1/18/2024 Canyons School District Office - [Flyer](#)  
March 3/21/2024 Union Middle School

# Minutes Approved 2/12/2024

## DE 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.

## DE 2023-2024 TSSP and LAND Trust Plan Goals:

**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)
2. 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)
5. 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).
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)