

Draper Elementary School SCC Minutes
03/11/2024

SCC Members


Parent Members

Janene Day (Chair)
Angie Stallings
Megan Litster (Notetaker)
Nancy Nichols
Morgan Taylor
Brian Dorich
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
2. Approve Previous Meeting Minutes Janene
 - a. https://docs.google.com/document/d/1aKoUkLthjXPzV_oEhc3xaU0GoyqDbjL8nI2Ywi7Fr_k/edit?usp=sharing
 - b. Megan motioned to approve the minutes. It was seconded by Morgan. The minutes were unanimously approved by those present (Brian & Tawna were not in the room when the minutes were approved).
3. TSSP & Land Trust Ronnie
 - a. Fall-Winter Data ( Winter Data 2023-24.pdf)
 - i. While looking at 3rd grade retell going down, Morgan asked if during progress monitoring if retell was also monitored. She noticed that they weren't doing that in 2nd grade when she was helping out.
 - ii. Angie clarified that the math is for all students. Ronnie said, yes all students are tested.
 - iii. The middle school will be piloting to decide what they are using instead of RI. When they decide, it will filter down to us.
 - b. Ronnie went through the proposed 2024-2025 goals. We should be getting a 3% increase to our budget.
 - i. Kindergarten is separated out for the math goal from the other grades. As discussed previously, there is not a test that goes through all grades.
 - ii. Angie asked to clarify, the overarching goal section tells where we are at currently. It is not actually the goal section.
 - iii. Our allocation for FTE is an extra .5 which Ronnie currently hopes to use as a full time math educator to do interventions in 3-5th grades.
 1. Angie shared that the legislature passed that if 18 parents request at a school for ½ day Kindergarten, that needs to be accommodated so that could potentially be a use for the .5 FTE.

- iv. The reading goal includes 4th and 5th grade for the ORF since we will not have RI next year.
 - v. The Beverly Taylor Sorenson teacher will work to do teaming and integration across the grades instead of progress monitoring.
 - vi. Alivia asked to clarify what PLC means. PLC is Professional Learning Community, where teachers meet as a team to plan and go over student data.
 - vii. Nancy asked what percentage of the school has an IEP. Ronnie said she thinks we have 38 students on our case load for resource. We probably have 80 students on our case load for speech.
 - viii. Life skills we are moving to an application focused goal.
 - ix. The district has changed some terminology for next year. SEL is changing to HSS (Human Support Staff).
 - x. Nancy asked how Safety Patrol will look next year. Ronnie said they plan on changing to have more supervision and teaching of the safety patrol including at the end of this school year.
 - xi. Angie asked the difference between Marissa and the social skills groups.
 - 1. Marrison is a behavior specialist (part time assistant to the counselor). She does not have the authority to contact parents. She would go to Ronnie or counselor and have them share the information.
 - 2. The social skills group are done by the counselor or social worker and require parent permission.
 - 3. Angie asked if we could fund another behavior specialist. We can't right now without pulling from grade level aides.
 - a. Ronnie asked if we could use some of the newly allocated art tech money to BTS funding. Then we could have some extra money for another aide.
 - b. Morgan asked if we could hire an aide with fundraiser money if the SCC did a fundraiser. What is the cost? It is about \$10,000. Ronnie said yes.
 - xii. Ronnie passed around the signature form for our Landtrust and TSSP goals.
4. Enrollment for 2024-2025 Year Ronnie
- a. We currently have 714 enrolled. We have 29.5 FTE (Full time educators).
 - b. As of right now, we are going to have 4 kindergartens and 5 in the other grades.
5. Elementary Planning Time Update Ronnie
- a. We are in the process of creating a new master schedule. It will be taken to the BLT next week. The brain boosters will move to 45 minutes and the recess will be before/after to provide the teachers with 1 hour of planning time, 4 times a week.
 - b. Megan asked if the start/end time will be changing. Ronnie said as of right now, we believe that we will be adding the 10 minutes to the end of the day and will end at 3:40. However, that discussion was tabled and still unsure. Ronnie is

planning for both versions of the schedule. The ten extra minutes is to make sure that we can maintain the current guidelines of instructional seat time for language arts, math, science, etc. Becky clarified that the brain booster time is protected time and students can not be pulled during that time.

Discussion Items:

1. STEAM Parent Night 04/30 6-8pm Janene
 - a. SCC members should plan on being here at 5pm.
 - b. Open House. Artwork around the school.
 - c. Stations
 - i. Gym - Spheros
 - ii. Cafeteria - Clay and Makey Makeys
 - iii. Library - VR
 - iv. Kiva - Legos and Straw Bees
 - d. Stations Signups
 - i. Spheros (2) - Alivia



- ii. VR (4) - Angie, Nancy, Brian
- iii. Legos (1) - Becky
- iv. Straw Bees (1) - Megan
- v. SCC table - Janene
- vi. Becky is TBD depending on when her husband deploying. Morgan will not be attending.



Meeting Dates:

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

Canyons District Parent Night

March 3/21/2024 Union Middle School

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)