

SCC meeting agenda – November 30, 2017

- **Introduction of new SCC members**
 - **Parents/Guardians – Kate Anderson, Jeff Johnson and Candace Gunnell**
- **Election of vice-chair and secretary/notetaker**
- **Feedback about ILP conferences**
- **Review final SIP report for 2016-17**

READING - Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 83% in 2016 to 84% in 2017 (1% increase or approximately 5 students.)

We did not achieve this goal. DIBELS MOY composite score reports show the following results: 78% of students met the benchmark, 9% of students tested below benchmark, 13% of students tested well below benchmark

ATTENDANCE - Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 4% to 2% (2% reduction or approximately 12 students.)

Twenty-one students met the criteria for chronic absenteeism. Although we were close to the goal, 21 children represents close to 4% of the studentbody.

STAFF DEVELOPMENT AND EVALUATION - The Evaluate Data observation and summative evaluation allows administrators to understand the teaching strengths and weaknesses of their staff. Professional development and one to one remediation can take place in which teacher instruction may be improved which in turn will impact student learning.

Every employee was observed in their specific job assigned and evaluated using the Evaluate Davis summative system appropriate to their role in the school.

STAFF DEVELOPMENT - Teaching staff will participate in the USOE sponsored Assessment to Achievement project.

The School Transformation Team members attended all required Assessment to Achievement trainings. Grade level teams implemented A2A requirements in weekly CTT meetings.

Please show the before and after measurements and how academic performance was improved.

TECHNOLOGY - All Kindergarten, 1st grade, 2nd grade and 3rd grade classrooms now have mounted large screen television sets. We purchased student computers for an additional lab. A complete inventory was taken by our school technology specialist. Every child had access to computer labs four times each week. Lower grade classes had access to modern technology (mounted TVs) in their classrooms. All students can access our school iPad mobile labs. Some grades levels used I-Ready and others used Think Through Math individualized learning programs.

- **Review of SIP Goals for 2017-18**

- Students in third through sixth grades will earn writing subscores on the English Language Arts SAGE assessment that meet or exceed district averages.
- Seventy percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on end of year DIBELS Pathways to Progress.
- Reading Elementary will rank eighth or higher for proficiency and MGP in both Science and Mathematics when compared to similar schools across the state.
- Reading Elementary will transition from USBE’s Assessment to Achievement model to the Davis Collaborative Team model with two specific areas of focus:
 - improving data analysis and use of common formative assessments
 - promoting skillful use of questioning as an evidence-based instructional strategy

- **Annual SCC Training for members**

- Individual Online Training: View the district training video online (<https://www.davis.k12.ut.us/page/59>) and review information provided by the State Board of Education (www.schoollandtrust.org).
- District In-Person Training: Attend one of the 45-minute district overview training sessions listed below.
 - Tuesday, December 12, 2017 from 6:00-6:45 pm at Bountiful High School - Choir Room (695 South Orchard Drive)
 - Wednesday, December 13, 2017 from 6:00-6:45 pm at Northridge High School - Choir Room (2430 North Hill Field Road in Layton)

ADDITIONAL INFORMATION FROM TRUSTLANDS TAs:

JODI – 5th grade math: Due to the Trustland money, each 5th grade teacher that I work with is allotted 3 hours a week of math assistance. In essence this allows each teacher to have me working with them and their students for 45 minutes each day for 4 days a week. The work that I do varies depending on the needs of the teacher and students. The basic principle of my job is to work with the teacher to enable opportunities to each of the students especially those that may be struggling or behind and help bring them up to the current concepts being taught in class. While the teacher is teaching the lesson, I am concurrently able to provide individualized help to students who may not have a clear understanding of any given math concept or who may work more slowly than the average student. This being said, I follow the direction of each teacher so the things I do each day truly varies... I have had the opportunity to practice memorization and flash cards with students individually. If a student has missed a few days of school, I have been able to take that child out in the hall and teach the concepts that they have missed and get them caught up to the current lesson that the teacher is currently teaching the other students. I, oftentimes, join their classes in the computer lab. Each student works on a Math Program called Think Through Math (TTM) (It is a program tailored to each student, evaluating where their strengths and weaknesses are and then helps work them through concepts until they are a more well-

rounded math student.) During these lessons, the kids oftentimes, have questions with the material that they are learning and I am able to help them work through those problems while the teacher is simultaneously working with individual students at the back of the room going over assignments, tests, and concepts she feels the student needs to better understand. This allows each teacher to take time, each day, to spend time addressing the math needs and/or concerns with individual students that she would not otherwise have availability for.

KATHY – 2nd and 3rd grades: As a TA/Tutor for 2nd and 3rd grade I have duties and responsibilities each day. I run groups to help students learn their spelling words. In these groups we also work on reading fluency and comprehension and we study sight words for these groups. I also work individually with students on reading fluency and comprehension by doing timed readings with students. I have been trained in the Neurological Assessment intervention to help the students improve their fluency. I help individual students with homework assignments that aren't getting work done at home and provide them with the support and 1:1 time they need. I work with students to provide documentation for their need for extra services such as speech therapy and resource services. I work on writing skills with students to ensure they know good sentence structure and how to write a proper paragraph and essay. I work on math skills as needed. I help by doing flash cards with students and/or helping them with homework assignments and reviewing tests that had a poor grade to help the student have a better understanding of the math skills they are working on. I also help the students during Think Through Math if a question arises. I enjoy very much being able to work with the students and love seeing the progress the students make in their academic work. I enjoy working with the Teachers and providing them the help and support they need to ensure the greatest possible success for the students.

ALICIA – 4th grade: I am grateful for the opportunity we have at Reading Elementary to have the tutor program we do. I have seen an improvement in the math skills just in the short time I was able to be with them. I asked some of the 4th grade teachers if they thought tutoring was needed and one of the teachers mentioned that she actually asked the kids about it during parent teacher conferences. These are some things they said; they liked being able to take time and slowly go over the steps that are needed in the math problem. They like having the one on one help, sometimes hearing a different way of explaining it helps them understand it better. I know the teachers have mentioned an improvement on the tests as well as worksheets. I want to say thank you for allowing us to be able to offer this and I hope it can continue as well.