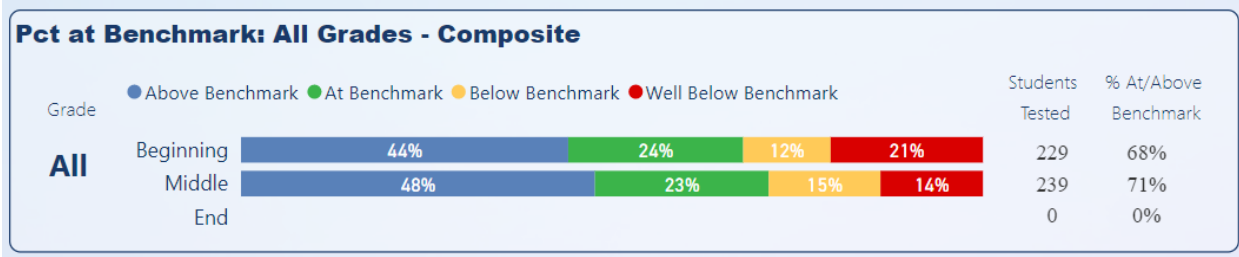


AGENDA – SCC for May 13, 2021



Testing update

- End-of-Year Acadience testing is underway so no new data is available
- RISE Testing is completed except for 3rd and 6th grade math which will take place next week – data not available until final norming is completed – still unsure what accountability reports will look like, but we know we will not have access to any growth data until this time next year – RISE testing platforms seem to be working very well this year
- Make-up testing for RISE and Acadience assessments scheduled for May 24-27
- Kindergarten KEEP Assessments will be completed May 24-27 – will be interesting to see growth in our Kindergarten students due to their low proficiency scores at the beginning of the year

Draft of Teacher Student Success Plan and Review of New Goals

<https://www.davis.k12.ut.us/fs/resource-manager/view/1863d6d0-2ffb-431b-b740-8a304d2c08d1>

<i>Goal Short Title</i>	MATHEMATICS PROFICIENCY AND GROWTH
<i>Goal Statement</i>	Students in 3rd-6th grades will outperform district and state peers in both proficiency and growth on RISE mathematics testing at the end of the school year as measured by our Utah School Report Card or other available accountability reports.
<i>Measures to determine progress</i>	<ol style="list-style-type: none"> 1. During the 2021-22 school year, all teachers will complete the Comprehensive Math Instruction sessions from Year 1 that were cancelled due to the soft closure of schools in March 2020. We will then begin a modified series of Year 2 CMI sessions. 2. A minimum of 70% of students will complete grade-level syllabi as assigned in the ST Math online learning program by the end of the school year. 3. Third through sixth grade students will make "typical" or "high" growth in math as measured by our Utah School Report Card (if such a report is made available).

<i>Goal Short Title</i>	STEM PROFICIENCY AND GROWTH
<i>Goal Statement</i>	Students in 4th-6th grades will outperform district and state peers in both proficiency and growth on RISE science assessments at the end of the school year as measured by our Utah School Report Card or other available accountability reports.
<i>Measures to determine progress</i>	<ol style="list-style-type: none"> 1. Fourth through sixth grade students will make "typical" or "high" growth in science as measured by our Utah School Report Card (if such a report is made available). 2. Upper grade teachers will give RISE benchmark tests in science at least quarterly and share student progress during Davis Collaborative Teams (DCT) meetings. 3. Students will receive engineering instruction during 40 minute sessions once per week, and teachers will use this time to provide targeted interventions to struggling students.
<i>Goal Short Title</i>	READING GROWTH
<i>Goal Statement</i>	A minimum of 70% of our students will make typical, above typical or well-above typical progress as measured by Acadience Pathways of Progress reporting tools.
<i>Measures to determine progress</i>	<ol style="list-style-type: none"> 1. Success will be determined if more students are making typical or better progress when BOY data is compared to EOY data. 2. We will assess all K-6 students at the beginning of the year (BOY), middle of year (MOY) and end of year (EOY) with Acadience benchmarks. NOTE: This will be the first time our school has used Acadience in grades 4-6. 3. Using Acadience scores and additional English Language Arts drill down data, we will identify struggling students and provide targeted interventions.
<i>Action Plan</i>	<ul style="list-style-type: none"> • Kindergarten through sixth grade students will participate in Acadience benchmark assessments three times per year. • Teachers will use Acadience data and other ELA assessments such as the Reading Inventory or Core Phonics tests to identify struggling readers. • Targeted interventions will be provided by classroom teachers, teacher assistants and STAR reading tutors(volunteers) directed by a STAR Coordinator. These will be funded with LAND Trust monies. • Professional development in Acadience Pathways to Progress will be provided by our ELA Coordinator and/or the district assessment department. Teachers will meet in Davis Collaborative Team meetings to analyze data and develop common formative assessments.

<i>Goal Short Title</i>	SOCIAL-EMOTIONAL LEARNING
<i>Goal Statement</i>	Children in all grade levels will increase a collective sense of belonging and learn new skills to control their feelings as measured by a 5% increase on items 11 and 13 of the Climate Survey for Students.
<i>Measures to determine progress</i>	<p>1. Item 11 on Climate Survey for Students states: "At my school I feel included and like I belong." Our most recent data shows 86% of our students either agree or strongly agree with this statement, while the remaining 14% of students either disagree or don't know how to answer. We want to increase the affirmative responses by at least 5% when the same survey is taken during the 2021-22 school year.</p> <p>2. Item 13 on Climate Survey for Students states: "When I am upset, I use skills (e.g. brain breaks, mindfulness, stretching, deep breathing, etc.) to control my feelings." Our most recent results show 76% of our students either agree or strongly agree with this statement, while the remaining 24% of students either disagree or don't know how to answer. We want to increase the affirmative responses by at least 5% when the same survey is taken during the 2021-22 school year.</p>
<i>Action Plan</i>	<ul style="list-style-type: none"> • Our comprehensive guidance counselor will teach one SEL lesson in every class each per month. • Our SEL committee and student council will support the same lessons through monthly SEL themes and school-wide activities. • In a continuation from the 2020-21 school year, K-6 teachers will implement SEL strategies using the evidence-based lessons from Sanford Harmony. Teachers will self-select a minimum of one new strategy to introduce each month.

NOTE: Signatures will be gathered via email for SCC Members to acknowledge input on the plan

Election of 2021-22 SCC Members

Karina Landward will be continuing as an SCC Parent Member. The others are invited to apply if interested in serving another 2-year term. Parents will need to elect 4 new parent members, and the staff will need to elect one new staff member to replace Karen. Suzanne will return next year but if she is unavailable at our SCC Meeting time we can also select a new staff member for her spot. Names for parent members will be collected during August and the first couple of week of September, then an election will be held via myDSD if needed. If there are fewer than 4 parents who submit an application, no election is needed and parents will recruit remaining spots. If exactly 4 parents respond, no election is needed. If 5 or more parents apply, an election will be held during the last two weeks of September so we can hold our first meeting in October 2021.

At this point we are not anticipating that any COVID protocols to continue, so no masks, social distancing requirements, etc. We will return to a 5-day schedule, and our daily schedule for recesses and lunch will revert back to how it looked pre-pandemic. We have been allocated two additional teachers next year. We should have three classes in every grade level.

Other SCC Business