

School Community Council Meeting

September 29, 2021

Introductions

Please let us know:

- * your role at the school if you are an employee
- * the names and grade levels of your children if you are parent

Why are you interested in serving on SCC?

Review the role of the SCC

<https://www.schools.utah.gov/file/6a21ec43-983a-4f99-a49a-3519f50ef731>

Data review from 2020-21 school year

2021
CRT scores
1st and 2nd
grades

Math scores
were ~7%
above the
district

Category Breakdown

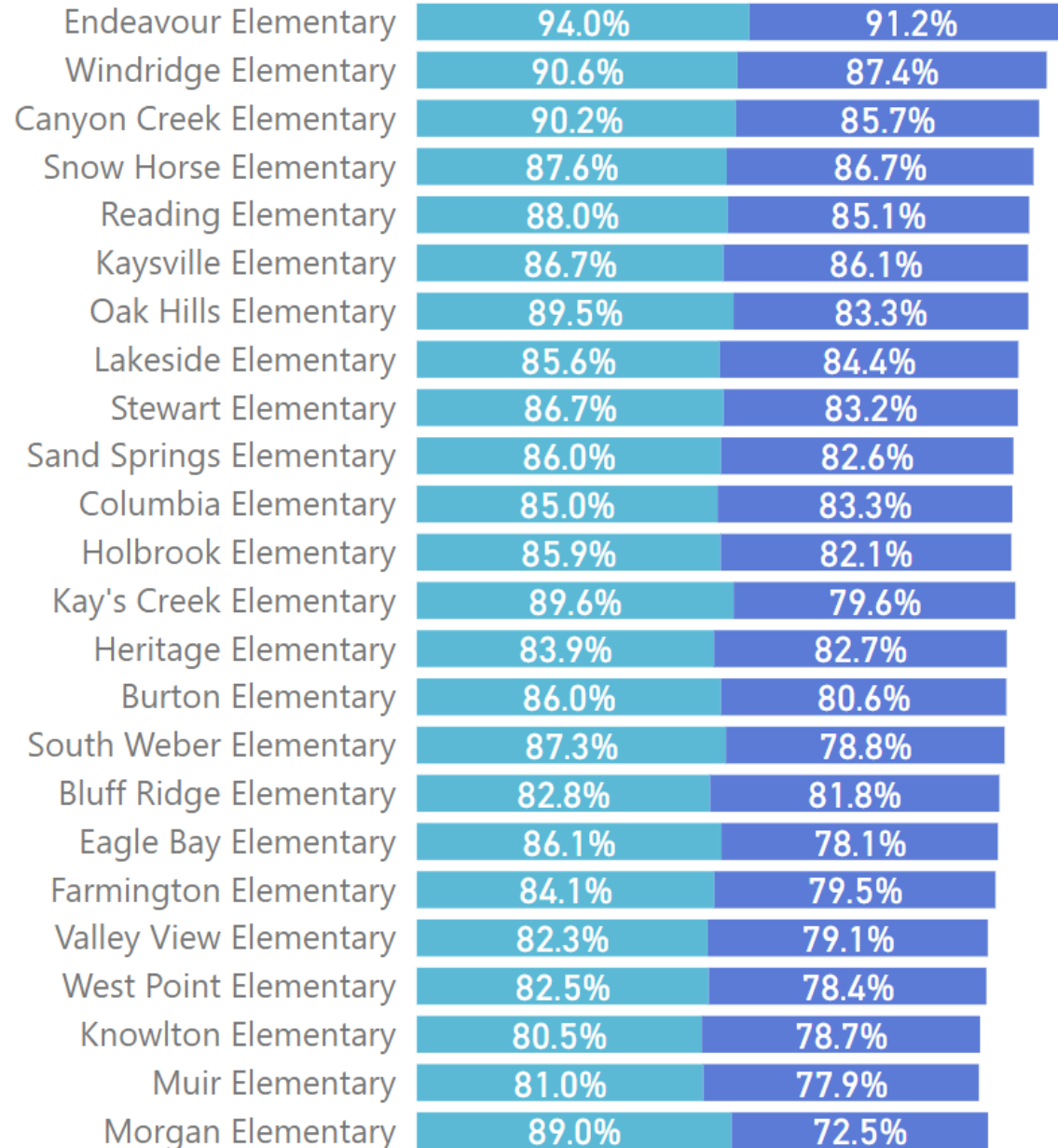
Category	2017	2018	2019	2021
Language Arts				
1st Grade	84.93	88.06	83.84	
2nd Grade	87.13	91.08	92.27	
Math				
1st Grade	90.24	88.58	86.00	88.97
2nd Grade	86.17	89.03	91.71	88.23

2021
CRT scores
1st and 2nd
grades

Ranking – 5th
highest in the
district

Perc Proficient - Sch Comparison

● Language Arts ● Math

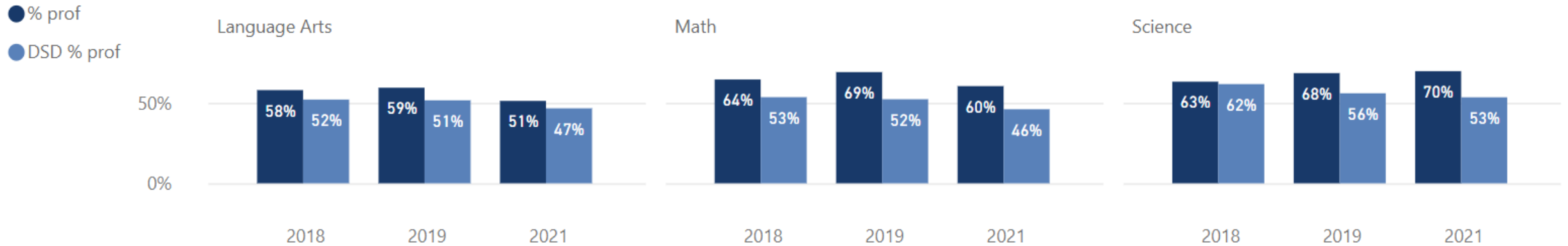




RISE School Proficiency Summary



% Proficient by Subject Area



Higher than district averages on all three RISE subject areas and across all grade levels 3-6

2021-22

Teacher Student Success Plan Goals

Goal Description

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.

Measures

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).

Goal Description

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.

Measures

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.

Goal Description

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.

Measures

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.
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.

Goal Description

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.

Measures

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.