

## Kaysville Elementary Community Council Meeting

September 14, 2021 Agenda

Suggest changing meeting times to Wednesday at 9:30. All members agreed.

### Welcome & Introductions:

Kalie Chamberlain

TJay Frazier - did not attend - nominated as chair

Jen English

Kennedy Hansen - volunteered as vice

Jeff Jensen - did not attend

Travis Mitchell

Victoria Scadlock - volunteered for secretary

Gloria Smith- Teacher - left early at 10 AM

Meggan Nichols- Administration

Elections were held with names put forward by the council. Travis suggested Victoria and Kennedy's outside perspective would be very valuable, and TJay's experience on community council makes him an excellent choice for chair. Council voted unanimously in favor of these nominations.

2 Year Term as Community Council Chair (2021-2022, 2022-2023) - TJay Frazier 2 Year Term as Community Council Vice-Chair (2021-2022, 2022-2023) - Kennedy Hansen 2 Year Term as Community Council Secretary (2021-2022, 2022-2023) - Victoria Scadlock

**Community Council Training:** Emailed to Council Members on October 10, 2021

- State-provided training resources: School Community Council
- <https://schools.utah.gov/schoollandtrust/training?mid=5063&tid=3>
- <https://youtu.be/59JieblXXxA>
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- Charter Trust Land Council (when the governing board is not acting as the council)
- <https://schools.utah.gov/schoollandtrust/training?mid=5063&tid=0>
- <https://youtu.be/a37X50-IZOI>

### Review Past School Improvement Goals:

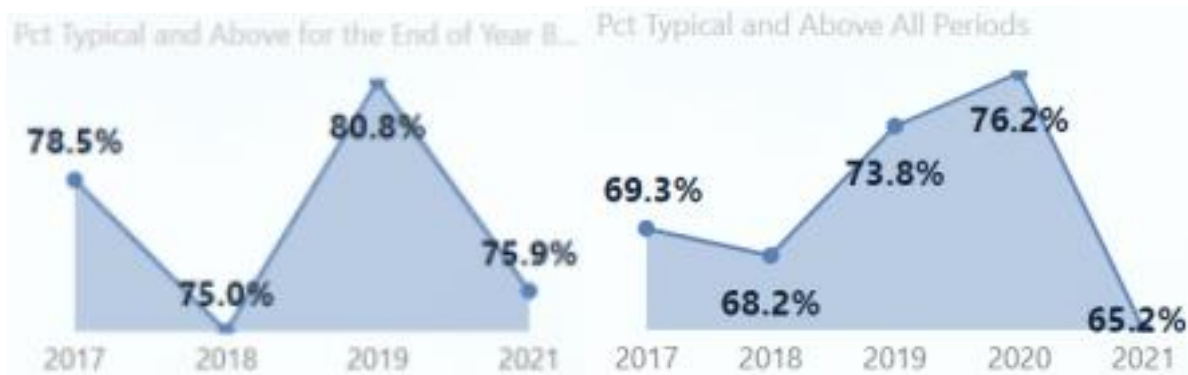
2020-2021 Review Last Year's Progress on goals:

85% of students in grades K-3 will achieve typical or above typical growth measured by Acadience from Beginning of Year to Middle of Year.

Action Plan

BOY-EOY 77.6% of Students Proficient in reading

BOY-MOY 65.2% Typical Progress BOY-MOY 75.9% Typical Progress



### Overall Pathway (All Grade Levels)



Did not meet goal.

### Goal 2

50% of students in grades 1-6 will meet typical or above growth from the Beginning of Year to the End of Year on the iReady diagnostics Met Goal: 61 % met typical growth. 41% met stretch growth (nationally 21% met stretch growth)

### Goal 3

Students perform at a higher level academically when they are happy and comfortable in their environment. The HOPE Squad will provide opportunities for students to make new friends, obtain positive peer support, and contribute to an overall positive school culture. Increase the percentage of students reporting they have friends they trust at school from 90% to 91% on the Elementary School Climate Survey.

Kaysville Elementary ranked 10th out of district elementary schools. A new ELA coach is supporting best practices in teacher classrooms. The legislation provided extra funding to schools this year (called ESSER). Based on parent survey responses, funds are being used to lower the adult-child ratio in the classroom. Trust Lands Funding is being used to pay for aides; each of our classrooms have an aide 1 hour a day to support student learning.

### This year's School Improvement Goals: 2021-2022

#### Reading Growth K-6

Seventy percent of students in grades K-6 will achieve typical or above typical growth as measured by Acadience Pathways of Progress from Middle of Year to Middle of Year.

#### Reading Comprehension 3-6

(from 77.6%) In grades 3-6, increase student proficiency or above proficiency by 2% in reading comprehension as measured by the Reading Inventory.

Strengthen tier 1 instruction by the following actions

- Teachers identify students needing re-teaching/intervention
- English Language Art Coordinator coaches and models research- based practices for teachers.

To support students in need of Tier 2 interventions

- Teachers will collaborate in grade level Davis Collaborative Teams to analyze data, identify struggling students, address and modify instruction based on student need.
- Deliver targeted interventions based on need as identified by Acadience testing, Davis Drill Down and weekly progress monitoring.
- Provide support for struggling students using Instructional aids
- Progress monitors students at-risk on a regular basis.
- Purchase assessment data tracker for kindergarten teachers so students can be easily identified for needing intervention

Math Growth 1-6

(from 61%) Seventy-five percent of students in grades 1-6 will meet typical or above growth from the Beginning of the Year to the End of Year on the iReady Diagnostics Growth Report.

Action Plan

Strengthen Tier one instruction by the following actions

- Purchase Ready Math curriculum for grades K-6
- Purchase iReady Math. Every student 1-6 will use the iReady digital math tool 3-4 times per week. Teachers will use the data from this tool to inform instruction to provide intervention and enrichment opportunities. This digital tool will be made available to support practice at home.
- Grade Level Davis Collaborative Teams will engage in collaboration meetings once a month to create a lesson study, write common formative assessments, or develop curriculum in math as informed by student need. Davis Collaborative Teams will use iReady math data to form small student groups for interventions.
- Math tutors under the direction of the teacher will provide interventions to identified students.
- Students will be given the iReady math diagnostics three times a year.

STEM

Eighty percent of students will show proficiency in grade level science standards as measured by pre and posttests of each standard 1-6.

Eighty percent of students in 4<sup>th</sup>-6<sup>th</sup> will increase in Coding proficiency as measured by benchmark pre and post tests.

**Other:**

Portrait of a Graduate was created by the State School Board.

The district is aware of a few instances where CC member emails have been used in phishing-type scams to solicit gift cards or other items seemingly on behalf of the school. They are inquiring about IT solutions as well as revisiting the legislative requirement for contact information. Meggan indicated if there is ever an inappropriate or questionable contact to call her directly. She will never send questionable requests via email.

iReady Reading licenses provided by the company to pilot the program in grades 4-6. We have licenses for students in K-3 through a state grant. Children who don't have academic support at home / students with dyslexia or students with autism. Meggan indicated 10 minutes per grade level for homework (district policy). Title I funds used to pay for aides to support in reading

interventions.

SPIRE grant is a structured Tier 2/3 intervention for at-risk students. Children identified as low get this intervention first before being referred to special education (RTI). District provided extra funding (called ESSER) based on parent survey responses, lowering the adult-child ratio in the classroom.

Kalie clarified this is a federally legislated program called Response to Intervention that demands schools intervene for low learners in progressively intensive ways before identifying students for special education.

The way RTI is implemented is a systems issue decided at the district level. Fidelity of implementation means that the curriculum is taught in the way it was designed, supported by excellent teachers and content area coaches. Meggan indicated the Ready Reading program had provided licenses to participate in the 4-6 Ready Reading grant to support low test scores and spoke highly of the program. Kalie suggested that extra funds might be used to purchase technology and that the community council might brainstorm ways to bring “family math night” type activities into the homes of Kaysville Elementary families in the event that we are unable to gather this year.

Our lack of meeting goals may be impacted by the disruption of learning caused by COVID-19. No data for the SEL goal because the survey changed and there was no comparable data. I-ready competition, the program implemented with fidelity, which means a minimum of 45 minutes per week. A new coding program has been provided free via a district grant. We have set a goal to track student progress in the new science curriculum program. There may be extra money to spend because the coding program was provided at no cost.

Jen asked about a recess coach. Dragon Playtime inside (board games, etc.) and outside (organized play) provided via PTA volunteers (Mrs. Brumbaugh & Pugmire doing that on Tuesdays on Thursdays). Reduced anxiety at recess time and also a positive disciplinary measure.

*Upcoming meetings will be held at 9:30 a.m. via Zoom.*

November 10, 2021- SEL Curriculum - presented by Mrs. Smith, helping to educate parents about the Second Step program

February 9, 2022 - School Safety - evacuation to the Rock Chapel in case of an emergency (eg., earthquake)

March 9, 2022 – School Goals -