



# Community Council Minutes

## 02/21/2024

### Reading Elementary School

#### Minutes:

**1) Attendance Present:** Roger King, Jenny Pitt, Kara Bankhead, Lin Butterfield, Val McQuiston, Stacey Macaulay.

**2) Review and approve minutes.**

- Move to approve: Lin Butterfield; 2<sup>nd</sup> by Jenny Pitt. Vote approved.

**3) Principal's Report on school items**

- Reviewed current year budget and anticipated funds available next year.
- Group discussion regarding monitoring for math proficiency of students in 4-6<sup>th</sup> grades during the school year. Arcadia is not an ideal option due to high cost, substantial labor hours required for test grading, and lack of support. Alternative option to utilize a free system called forefront was discussed. Pros include cost, automated grading, and use in other school districts. The primary con is lack of familiarity with the tool and system. iReady pretests are available and follow curriculum but are very time consuming for students, which would decrease time for teaching and learning, and the technology lacks reliability. The last option reviewed was the RISE benchmark assessment program which appears to be the best option as it is less time consuming, aligned with the curriculum, and is free.

*Group consensus that RISE is the best option for 4-6<sup>th</sup> grade students at Reading Elementary.*

- Trust Land leadership have asked that action items and associated funds be more specific, and that documentation clearly define which goals the action items and funds will impact.

*Group consensus the goals will be written to meet this requirement.*

- The suggested state goal for the 24-25 school year that 70% or more students in 1<sup>st</sup>-3<sup>rd</sup> grade be at or above grade level literacy was reviewed.  
Last year we achieved 58% on this metric; this exceeds last year's district and state outcome by ~10%. Midyear testing this year indicates that we are currently at 85% which meets desired outcome. Around 2 years ago our school transitioned to a more phonics-based curriculum and we believe the difference from last year to current is a reflection of this change.
- The group reviewed recommended district goals and are supportive. They include maintaining the percentage of kindergarteners at or above grade level in Acadience, increasing the percentage of 1<sup>st</sup> graders at or above grade level on Acadience by 13%, and 65% or more 1-3<sup>rd</sup> graders making typical or better progress on reading grade level. Although the group agrees with these goals, we believe the school can achieve higher targets and will design our goals to include and exceed these measures.
- Our school district is adopting a new reading curriculum called CKLA by amplify. We will need to pay for 5 full days of training for each teacher in the school. Cost of substitute time is estimated at \$11,000 for this purpose.

**4) Discussion of potential goals for 24-25 school year**

- There is a strong desire to reduce class size. Unfortunately, class size is defined by the state, and Trust Land funds are not sufficient to hire an additional teacher. Next year anticipated class sizes are projected to continue at 25-31 studentys/class.
- Literacy Goal: At Reading Elementary 90% of the students K-6 will be at or above proficiency on reading as measured by the composite score on the EOY Acadience assessment. Action items will include:

- Maintaining the percentage of kindergarteners at or above grade level in Acadience.
- Increasing the percentage of 1st graders at or above grade level on Acadience by 13%
- 65% or more 1-3rd graders making typical or better progress on reading grade level.
- Consistent utilization of data dives to identify and implement interventions according to the overall goal and district suggested goals above.
- Math: Last year, we performed well compared to the state and district in math proficiency and growth. Due to the language arts curriculum change, the group anticipates resources for math will be limited. Based on this, the focus for next year should be maintaining the strong level of math literacy in the school.
  - Math Goal: At Reading elementary, students will achieve at or above 72% of grade level for math literacy. Action items include:
    - Implement RISE benchmark assessments for math during the school year.
    - Consistent utilization of data dives to identify and implement interventions for students not achieving the goal during midyear testing.
- Social Emotional Learning: This year, teachers have been asked to utilize the Move Your World curriculum consistently. Data indicate that usage is variable across grades and classes. Multiple barriers to use exist and examples include lack of time in the day allowing for sufficient curriculum focus in math and reading as well as variable student and teacher acceptance of the programs value. Other actions this year have included a visiting school psychologist and school counselor who provide instruction in classrooms. Racism is an identified concern in Davis County and should be assumed to be a concern at Reading Elementary in addition to all other school districts. Upcoming goals and interventions should include a focus on reducing racism and should leverage tactics that reduce competition for time between SEL and core curriculum.
- SEL Goal: Reading Elementary will provide students and staff with a common language, resources, and effective exercises that aid in identifying and managing emotions, problem solving, building relationships, and eliminating discrimination through:
  - Providing Move This World and suggesting classroom use 1-3 times a week at the teacher's discretion.
  - Inviting School psychologist and school counselor into classrooms for regular instruction.
  - Identifying an age-appropriate assembly focused on eliminating discrimination that we can bring to the school.

**5) Other items for discussion and/or future agenda items:**

- a) Next community council meeting: 03/13/2024 at 4 pm MST.