

Peruvian Park School Community Council Meeting
Tuesday, January 21, 2014 – 3:15 pm
Peruvian Park Library/Media Center

MINUTES – FINAL

Members Attending: Merinda Reeder, Jennifer Crane, Leslie Jewkes, Tonya Pack, Emily Anderegg, Elisha Swenson

Members Absent: Judith Seiders, Lisa Prokop, Stacey Kratz, Desiree Martinez

- I. Welcome/Call to Order
- II. Approval of November 12, 2013 minutes
- III. Update on crosswalk on Madrid Way – *gap study, pruning, parking restrictions*

There is no further information at this time. Principal Jewkes reported this problem to the district as part of the SNAP plan. Jennifer Crane will continue to monitor progress and follow up with the city about the study and solutions.

- IV. Latest CBM and MCOMP data – *What direction are we headed? What specific improvements would we like to see?*

The CBM and MCOMP data is compiled three times a school year, in the fall, after winter break, and at the end of the year. These tests are standard benchmarks which show the number of children meeting, surpassing, or falling below a certain value. There are three zones, red, yellow, and green. Red students falling well below benchmark, and green students meeting or surpassing benchmark. The current CMB and MCOMP data is not available as testing has just been completed. This data will be available for review by the next SCC meeting when we can compare the fall and winter testing and determine our current trajectory.

The fall testing showed that the school started with lower percentages this year than the ending percentages last year. On a positive note, this lower starting point provides more opportunity for improvement. The trends tend to go up and down. The principal is trying to identify variables influencing this.

There is consensus from members of the council with children in the reading achievement intervention groups (children that may fall in the red and yellow testing zones and are part of the quadrant 3 skill group), that the group interventions are working with marked success. The smaller groups allow more individualized coaching. It is also significant that the intervention groups are working in the classroom on material that reinforces what the teachers are working on in the classroom and parents are being informed of the specific concepts to reinforce at home. This coordinated approach

seems to be more effective than having intervention groups work outside of the classroom on unrelated material.

In addition to the standard testing, there is regular progress monitoring of these intervention groups recorded by aids that can be used to determine their efficacy and rate of improvement at any time. As children demonstrate an ability to perform consistently in the regular class, they are moved out of the intervention groups.

If resources were available, the council would love to see math assistants/coaches come in a manner similar to the reading achievement coaches. The council could assess the current expenditure and determine if this is possible. Funding has already been used this year to increase the hours of intervention coaching from 17 to 20 hours a week. This ensures that each child in the intervention group is getting 30 min of achievement coaching in addition to 15 minutes with their regular teacher for a total of 45 minutes each day. More minutes spent in these groups may also be a reason for their success. Carryover funding has also been used to purchase extra materials, such as RTI kits, to support the intervention.

In addition to the intervention groups (or the Quadrant 3 students which struggle with both accuracy and fluency, or speed, in reading), there are three other skills groups which also should benefit from our school plans. Quadrant 1 students show success with accuracy and fluency and are often working on comprehension or additional skills. Quadrants 2 and 4 students struggle with either accuracy or fluency. While the quadrant 3 students struggle with both accuracy and fluency. We would like to see improvements across all four quadrants and need to determine what specific improvements might be appropriate for each quadrant.

In addition to just reading skills and intervention groups, what resources and/or opportunities do we provide for the kids that fall into the green zones and are performing at or above benchmarks? How can they benefit from the school plans and LAND trust funding? How do we measure their improvements? The “green” students are currently getting 15 minutes directly with their teachers each day along with the intervention students.

Other areas where we might look to measure improvements are in curriculum developed on top of the common core curriculum and the Reading Street programs.

V. **SAGE Test – a possible indicator for next year’s plans**

The SAGE test will be administered annually at the end of each school year, starting in 2014. This test is uses open ended questions, and manipulations, and requires writing. In the past, only grade 5 has used written testing. It is a comprehensive test that covers knowledge and skills in language arts, mathematics, science, and writing. It will most likely be an adaptive test that asks questions based on student responses. The test

most likely will score students in relation to other students and also reflect the level of difficulty for each student. It seems like it will be a test that recognizes and responds to individual student abilities and needs. This suggests that in subsequent years it may be a good test to use to measure individual improvements as we seek to benefit a higher number of individual students (if not all) at Peruvian Park and not just the school's percentages generally. However it is only an annual measure and this first year will only show how Peruvian Park compares to other schools in the district. With the 2015 test results, students will begin to see their individual progress over the past year.

VI. Current School Improvement Plan, Current Professional Development Plan, and Current Reading Achievement Plan – *Review any existing plans and information required to new complete plans.*

The Peruvian Park School Community Council is responsible for the Peruvian Park School Improvement Plan which forms the basis for the LAND Trust plan and is specific to Peruvian Park. We will be responsible for the 2014-1015 plan.

The Reading Achievement Plan is provided and submitted by the district through the Evidenced Based Learning department. There is no reason to customize this plan, nor is it thought possible to compete with the resources and expertise of the EBL professionals.

The district also provides a Professional Development Plan. We may want to piggyback on this plan and modify it to reflect our school's unique culture and needs. Much of the current staff meetings are spent on professional development at this time. There is also onsite continuing education currently being provided.

Tonya Pack excused from remainder of the meeting.

VII. New Report Cards – *Any action to address concerns or suggested changes?*

Principal Jewkes already submitted the council's feedback on the new report cards to the district at a district meeting. There is no action to take at this time. We will wait to see what, if any, changes are made at the next Parent Teacher Conference in March.

VIII. ESCAPE Plan

This is a plan that outlines what action to take if an active shooter were to enter Peruvian Park. Principal Jewkes will talk with Kevin Ray from Risk Management to find out more about "running" recommendations and have him train the staff. Exit plans will depend on where children/classrooms are located in the school and where an active shooter may be positioned. Teachers will most likely become the primary decision makers in these situations. Parents on the council would like to have some involvement in the ESCAPE plan, especially details involving children dispersing into surrounding neighborhoods. How will children be accounted for and retrieved? What role will

teachers and parents play? How and when and where should parents become involved? Mr. Ray will train the staff. At that point the council will discuss the plan details.

Principal Jewkes felt it would be important to have an off-site location where all could gather and be counted. She mentioned the local LDS church building as a good spot and asked Chair Reeder to contact the bishop of the local congregation to ask permission to use the building in this situation and to get a short list of numbers for people with keys that could grant immediate access to the building in this type of an emergency.

It was suggested that through a letter, the parents should be informed of the definitions of shelter in place, lock down, and ESCAPE procedures, as well as the number of drills planned for the year. It might additionally be posted online. Once protocols are outlined for each situation, it would also benefit the parents to have a copy of the procedures to follow. Their responses to these situations, training or real, have a direct effect on how the children will perceive and respond to these emergencies.

Principal Jewkes explained that there are some problems with the children behaving appropriately and talking during these drills, including fire drills. It is important for children to know the drills and pay close attention to their teachers' directions, spoken or unspoken, in order to handle real situations in a safe way, as well as be able to follow procedures if there were a substitute.

IX. Additional Items/Concerns

X. Assignments

Jennifer Crane will continue to monitor safety issues and solutions with the crosswalk on Madrid Way and inform the council of the gap study findings for this crosswalk.

Chair Reeder will contact the bishop of the local LDS congregation to ask for permission to use the building in an ESCAPE emergency and provide his number (*with backup numbers for others with keys that can immediately access the building throughout the year*) for the ESCAPE plan.

Emily Anderegg will review the structure of the School Improvement Plan and the Professional Development Plan to determine what is required on these documents and present them at the next meeting.

XI. Next Meeting Details

Scheduled for February 11, 2014. We will see the actual data from the latest MCOMP and CBM reading tests. We will review requirements for the school plans and begin to outline them.