

Peruvian Park SCC meeting
January 2017

Attending: Leslie Jewkes, Tracey Clayton, Irina Stoddard, Jennifer Crane, Jessica Dalton, Melinda Morgan, Karina Park, Stacey Kratz. We acknowledged the absence of Gretchen Murray, who took a leave from the school for the purpose of tending to her family and health. A faculty member will be selected by the staff before the next meeting.

Tracey Clayton moved that we approve the December minutes, with Karina Park seconding. Minutes approved.

DATA REVIEW:

READING:

We were pleased to review some new data. Second through fifth grades did winter benchmark assessments last week. The data reviewed was partial, since K-1st had not yet tested and make-up tests for those absent had not yet been administered. Because the district switched testing and assessment systems this year, it is a more complex process comparing this year and last, as well as explaining what this year's numbers mean.

Our reading goals on LAND Trust, as well as on the CSIP both deal with fluency (words read per minute). The score on the new tests is a composite that includes fluency, accuracy, "retell" (the student repeating every word they can remember) and comprehension. Because of that, it is not a perfect match to our LAND Trust. In addition, the data reported by this new system includes everyone, SALTA and neighborhood, since the new system does not separate them within the data systems. SALTA and neighborhood data can only be disaggregated manually, which we are starting to do, but it's a real disadvantage to us. It is difficult to make those numbers as accurate as they would be if they were separated by the software. It is much more difficult for us manually to "weight" classes by class size so that every individual's score is given equal weight.

In our reading assessments, we noticed some problems with fluency among a couple of groups. Comprehension and retell scores helped our overall score; students are doing well there. The teachers have looked at it and adjusted some groups. We noticed two classes in two grades that had a lower score and we are addressing that. It is also important to remember that our first numbers may not include exactly the same students. Students in 4th-5th grades that showed significant numbers of students who improved SRI scores and were no longer tested with Dibels next. We are pulling student data out individually and looking at their scores, especially kids receiving interventions.

Second grade showed a slight drop with students in two classrooms showing a larger decrease. Mrs. Randazzo is supporting those classrooms with skills groups effective

interventions by teachers and interventionists. Some of the teachers already began adjusting instructional strategies.

Fourth grade maintained all students at benchmark level. This is a group that has been a focus in the school over the past few years. It's wonderful for the teachers to be addressing those students' needs so well in the classroom.

SRI was always given to SALTA because it's comprehension based. Most of our SALTA kids are fully fluent in reading for their age at the beginning of the school year. For neighborhood classes, the testing has changed. When a 4th-5th student demonstrates proficiency on SRI, he/she is not required to take Dibels assessments. This makes a direct comparison of 4th-5th DIBELS data throughout the year difficult because many students have moved beyond the DIBELS assessment. . All those kids you didn't see show up in this second test means they moved out of this group completely due to being proficient in comprehension (SRI), which of course implies proficiency in fluency and other areas.

MATH:

Math assessments are easier to understand because there's no "opt-out" test like SRI. It's also a composite score that includes a timed test for computation and then an application test. That is also different from our current plans, so we may want to revisit that as we write the new LAND Trust plan. Additional comparison of data is necessary looking at students who are new to Peruvian Park.

Math gains down the line are substantial. Application scores are where they made many of the gains over computation. This indicates students know how to apply what they've learned.

The data summaries we received are averages of individual class proficiency.

CSIP AND LAND TRUST

As we begin to write our LAND Trust plan, we will use a different form that will be filled out differently from in the past. Past reading measures, including for the current plan, have been fluency for neighborhood classes and SRI (comprehension) for SALTA. The math measure we have used, including for the current plan, is computation.

Our plan directly addresses a goal of 80% proficiency. The Canyons School Board would like us also to address the 20% that aren't proficient. We are currently addressing that in our plan because the great majority of our trust lands money is directed to the students that are not proficient, but it isn't specified in our CSIP.

In writing the plan, the goal remains the same. Certain categories we had to fill in have been eliminated. The new plan form is more task oriented and more practical to read. Examples and information are coming to complete the new forms. The BLT will create a rough draft, and we will finish it and articulate our goals at our meeting on March 1. The reviewed, revised, signed plan is due March 15.

We spent a few minutes brainstorming ideas for improvements to the plan or to trust lands expenditures. Stacey Kratz said it is difficult to think of a way we could spend that money that would be more effective than what we have been doing. We've pared down inefficient programs and our more recent investment in math interventionists is creating great success. The current plan is very focused.

Melinda Morgan asked if three reading and two math interventionists is an appropriate balance. The general feeling was that it is, because reading is fundamental and leads to success in math and other areas. Karina Park said that the atmosphere of positivity and purpose in the whole school has improved significantly in the years her children have attended Peruvian Park, and she likes the direction in which we are heading. The entire SCC felt that Peruvian Park does a superlative job of educating EVERY child, including those who are behind and those who work ahead of grade level to their potential. Funding in the 2017-18 plan will be similar, with additional funds being used for extra intervention, PD for staff, and technology.

BUDGET

We appear to be on budget and spending at the rate we expected. The teachers have been very enthusiastic about wanting the extra out-of-class training for which we are paying for substitutes, so that money is being well spent. On supplies, Megan Randazzo has the interventionists very well stocked. There is not a lot left in the equipment budget because we recently bought headphones and other equipment to help us use our LEXIA and Reading Plus software. We used that budget earlier in the year to make other needed technology purchases. We now have two Chromebook carts for each grade in third, fourth and fifth grades. First and second grade each have one iPad cart, and kindergarten has iPads in each class. The equipment right now is fairly updated; we are trying to stay on a schedule of upgrading a third of what we have each year, so that no one is using equipment older than three years old. Remember that our budget allows us to move money back and forth between categories if we need to do that, as long as the categories exist. We can't invent a new category for which we didn't budget.

For the next meeting, the Building Leadership Team will draft a proposed CSIP. The SCC will meet on March 1 to review it and to write our own LAND Trust plan.

WHITE RIBBON WEEK

This is our Digital Citizenship Week; it's the first full week of February. Jessica Chang is in charge of this effort and is training the faculty. We are working with younger students first and older students second. Educational materials will go home to parents, too.

SNAP FOLLOWUP:

We did add one item to our SNAP, which is that snow removal is an issue from south the north at the cross walk at the corner of 8425 South and Hill Haven. The revised plan includes suggested sidewalk installation at the south end of the crosswalk.

LOGO REDESIGN

Leslie Jewkes mentioned that our school logo is undergoing a redesign, with her, Stacey Kratz and PTA President Emily Wall providing feedback to the district for the logo design. It should be designed by the end of the school year.

Our next meeting is March 1.