

# School Community Council Meeting

**Monday, March 1, 2021**

**4:00pm - 4:53pm** [Via Zoom](#)

*(53 minutes)*

**People present VIA ZOOM:** Lisa Wells <[lwells@graniteschools.org](mailto:lwells@graniteschools.org)> (Principal),  
Kathy Antczak <[kantczak@graniteschools.org](mailto:kantczak@graniteschools.org)> (Teacher)  
Natalie Williams (Parent/Paraeducator) [nfwilliams@graniteschools.org](mailto:nfwilliams@graniteschools.org)  
Heidi Niitsuma <[ms.mindful.heidi@gmail.com](mailto:ms.mindful.heidi@gmail.com)> (Chair)  
Kristine Siler <[krissiler@gmail.com](mailto:krissiler@gmail.com)> (Vice-Chair)  
Stephany Cano-Cortes <[scano-cortes@graniteschools.org](mailto:scano-cortes@graniteschools.org)> (Parent member)

*Not present:*

Carrie Gregersen <[Carrie.Gregersen@edgenuity.com](mailto:Carrie.Gregersen@edgenuity.com)> (parent member)

## Agenda

1. Discuss and Begin Review for Trust Plan 2021-2022 Year
2. Maturation
3. Next Meeting

*[Approx 4 min spent trouble-shooting sound and waiting for participants to arrive.]*

### 1. Discuss and Begin Review for Trust Plan 2021-2022 Year *(45min)*

Grants/Trusts: Land Trust Money and TSSA (\$100,000 typically, but next year would likely be \$50,000) Must use a plan that will show how the use of this money will impact students  
TSI (Targeted Student Assessment)  
Needs Assessment was outlined by Lisa. (No need for section 6, we will do section 7 next meeting)

*See screenshots from the document reviewed with general points made about each area of concern:*

**School Demographic Info:** Lisa notes that she would like to focus on the students with disabilities and the ELL students.

School Demographic Information		
School Year	Demographic Information (from data collected October 1, 2020)	Percentage of Overall School Population
2020-2021	Students who are English Language Learners	31%
2020-2021	Students with disabilities	11%
2020-2021	Students who are economically disadvantaged (measured by free & reduced lunch)	62%
2020-2021	Students experiencing homelessness	N≤10
2020-2021	Students who identify as American Indian or Alaskan Native	N≤10
2020-2021	Students who identify as Asian	N≤10
2020-2021	Students who identify as Black or African American	2%
2020-2021	Students who identify as Caucasian	44%
2020-2021	Students who identify as Hispanic	48%
2020-2021	Students who identify as Multi-Racial	N≤10
2020-2021	Students who identify as Pacific Islander	N≤10

**School Accountability:** Lisa reminds the group that differences will be noted due to COVID

School Accountability System Performance Data		
Tested Year	State Accountability Measure	Percentage of Points Earned for Each Accountability Indicator
2018-2019	English Language Arts Achievement	26%
2018-2019	Mathematics Achievement	30%
2018-2019	Science Achievement	33%
2018-2019	English Language Arts Growth	32%
2018-2019	Mathematics Growth	34%
2018-2019	Science Growth	34%
2018-2019	Growth of the Lowest 25% of Students	52%
2018-2019	English Language Learners' Adequate Progress	43%
2019-2020	English Language Learners' Adequate Progress	41%

**2021-2022 Continual Improvement Plan**

School Longitudinal Data is provided using proficiency and median growth percentile (MGP). In the 2016-17 and 2017-18 school years, the SAGE test was given as the end of level test. Beginning in 2018-19, the RISE test was given as the end of level test. MGPs are calculated for your school based on individual Student Growth Percentiles (SGPs), which use the performance of each student compared to their academic peers. A MGP of 40 or greater is the threshold considered to indicate there has been sufficient growth.

School Longitudinal SAGE Testing Proficiency Data			
State Accountability Measure	2016-2017	2017-2018	2018-2019
English Language Arts Achievement	25%	28%	26%
Mathematics Achievement	32%	30%	30%
Science Achievement	30%	26%	33%

**School Longitudinal SAGE Testing Proficiency Data (Visual)**

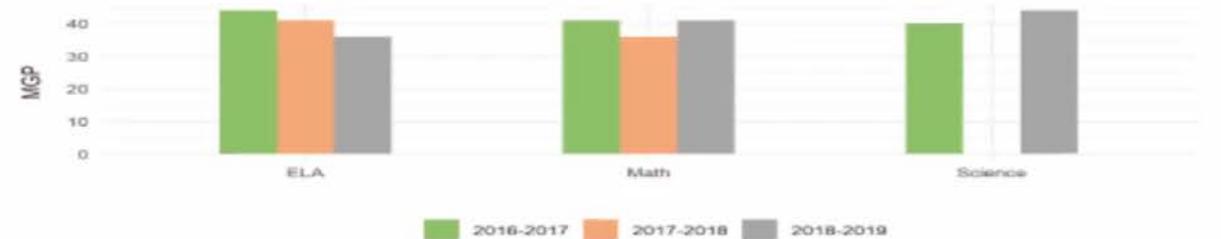


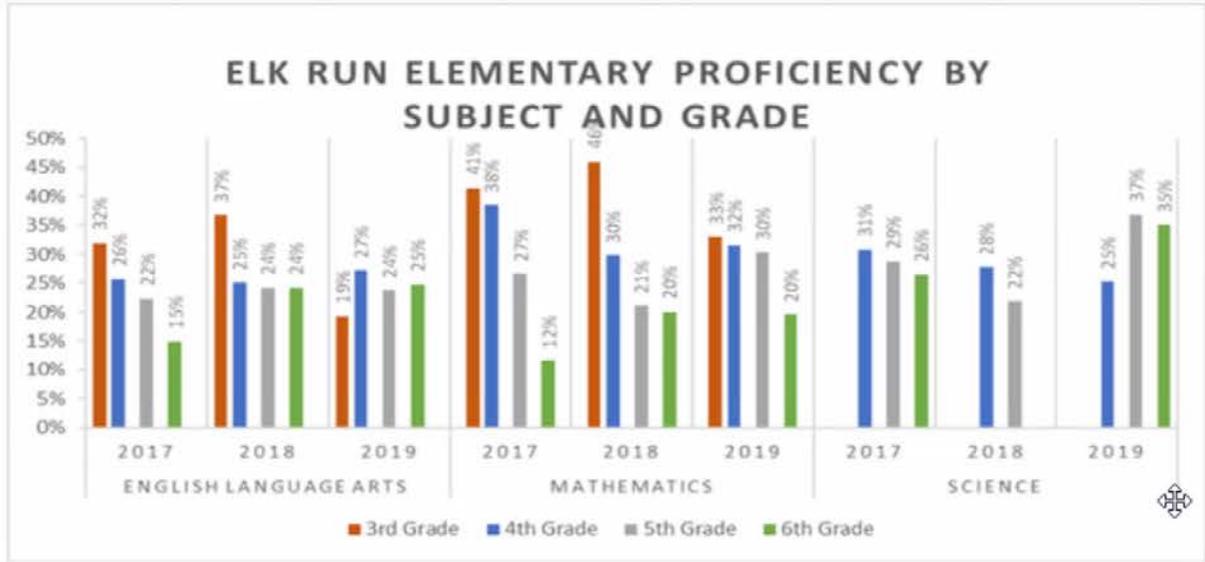
*Sage in 2016-17, Rise in 2017-18, Rise in 2018-19 (and the last sets were missing due to COVID)*



School Longitudinal MGP Data			
State Accountability Measure	2016-2017	2017-2018	2018-2019
English Language Arts MGP	44	41	36
Mathematics MGP	41	36	41
Science MGP	40		44

**School Longitudinal MGP Data (Visual)**

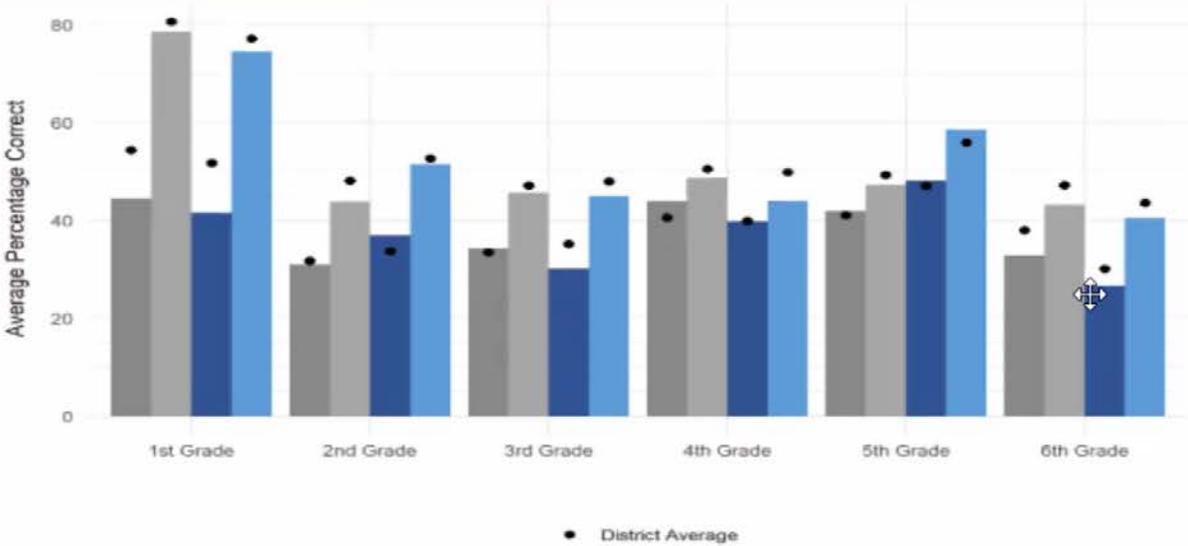




Concerns regarding the decrease in mathematics for grade 3 2018 to grade 4 2019, etc discussed by the group, other slides not shown notice a significant jump for one particular group but then followed by a significant drop the following year.

2019-2020	Post- test Average: School (District)	77% (77%)	53% (53%)	48% (48%)	50% (50%)	56% (56%)	44% (44%)
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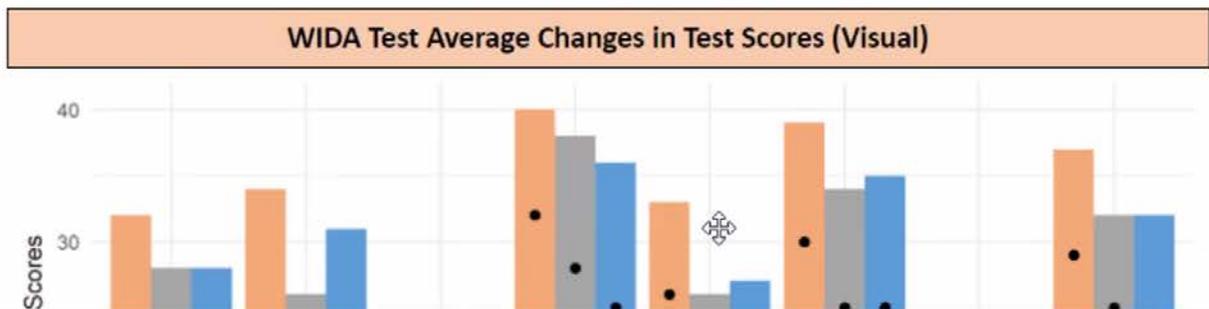
#### School ELA Benchmark Data Compared with District Results (Visual)



Concerns regarding being below the district levels. Unsure of how to assess as to why this could be.

Score represents overall performance. Average changes in scale score are reported below to help determine areas of strength and weakness at the school level. Annual expected growth in scale score varies from 3 to 29 based on the English proficiency level of students (more growth is expected from students with lower proficiency levels).

WIDA Test Average Changes in Test Scores								
School Year	Composite Change	Listening Change	Speaking Change	Reading Change	Writing Change	Comprehension Change	Oral Language Change	Literacy Change
2017-2018	32	34	12	40	33	39	23	37
2018-2019	28	26	12	38	26	34	19	32
2019-2020	28	31	9	36	27	35	20	32



**Dibels, expected to go down with COVID**

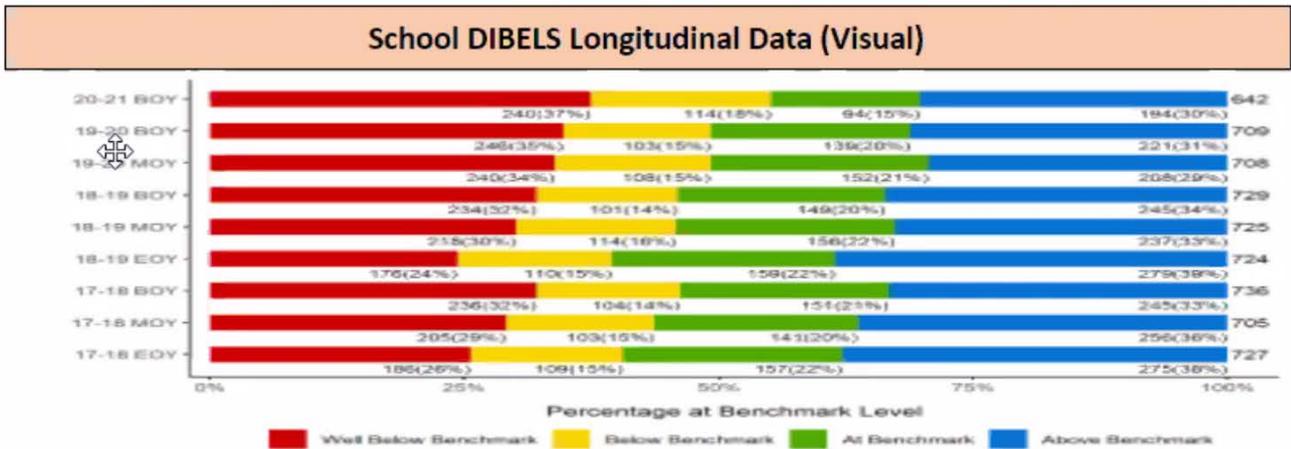
or above progress is reported below. The goal established by USBE is to have 70% of more students achieving at typical or above.

School DIBELS Pathways of Progress (POP) Data								
School Year	Measure	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018-2019	MOY Typical or Above	43%	54%	36%	61%	60%	68%	76%
2019-2020	MOY Typical or Above	48%	43%	42%	64%	49%	55%	62%

School DIBELS Longitudinal Data					
School Year	Test	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
2020-2021	BOY	37%	18%	15%	30%
2019-2020	BOY	35%	15%	20%	31%
2019-2020	MOY	34%	15%	21%	29%
2018-2019	BOY	32%	14%	20%	34%
2018-2019	MOY	30%	16%	22%	33%

2019-2020	Typical or Above	48%	43%	42%	64%	49%	55%	62%
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School DIBELS Longitudinal Data					
School Year	Test	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
2020-2021	BOY	37%	18%	15%	30%
2019-2020	BOY	35%	15%	20%	31%
2019-2020	MOY	34%	15%	21%	29%
2018-2019	BOY	32%	14%	20%	34%
2018-2019	MOY	30%	16%	22%	33%
2018-2019	EOY	24%	15%	22%	39%
2017-2018	BOY	32%	14%	21%	33%
2017-2018	MOY	29%	15%	20%	36%
2017-2018	EOY	26%	15%	22%	38%



1/3 reading above grade level which is great, but concerns regarding the other half that is reading below grade level. Increasingly worse each year. The group discusses this may potentially be due to the fact that some students are no longer being exposed to early language skills but instead are watching Netflix, youtube, etc. Tablet and Screen time may be a large contributing factor in the loss of skills.

## Behavior

### 2021-2022 Continual Improvement Plan

School Longitudinal Behavior Data (as measured by Educator's Handbook)					
School Year	Referral Type	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2016-2017	Major Referrals	60	41	73	72
2016-2017	Minor Referrals	55	86	174	121
2017-2018	Major Referrals	27	36	64	52
2017-2018	Minor Referrals	103	131	203	87
2018-2019	Major Referrals	22	38	45	46
2018-2019	Minor Referrals	99	90	131	86
2019-2020	Major Referrals	59	36	58	
2019-2020	Minor Referrals	83	89	91	
2020-2021	Major Referrals	12	24		
2020-2021	Minor Referrals	27	37		

#### School Longitudinal Behavioral Data (Visual)

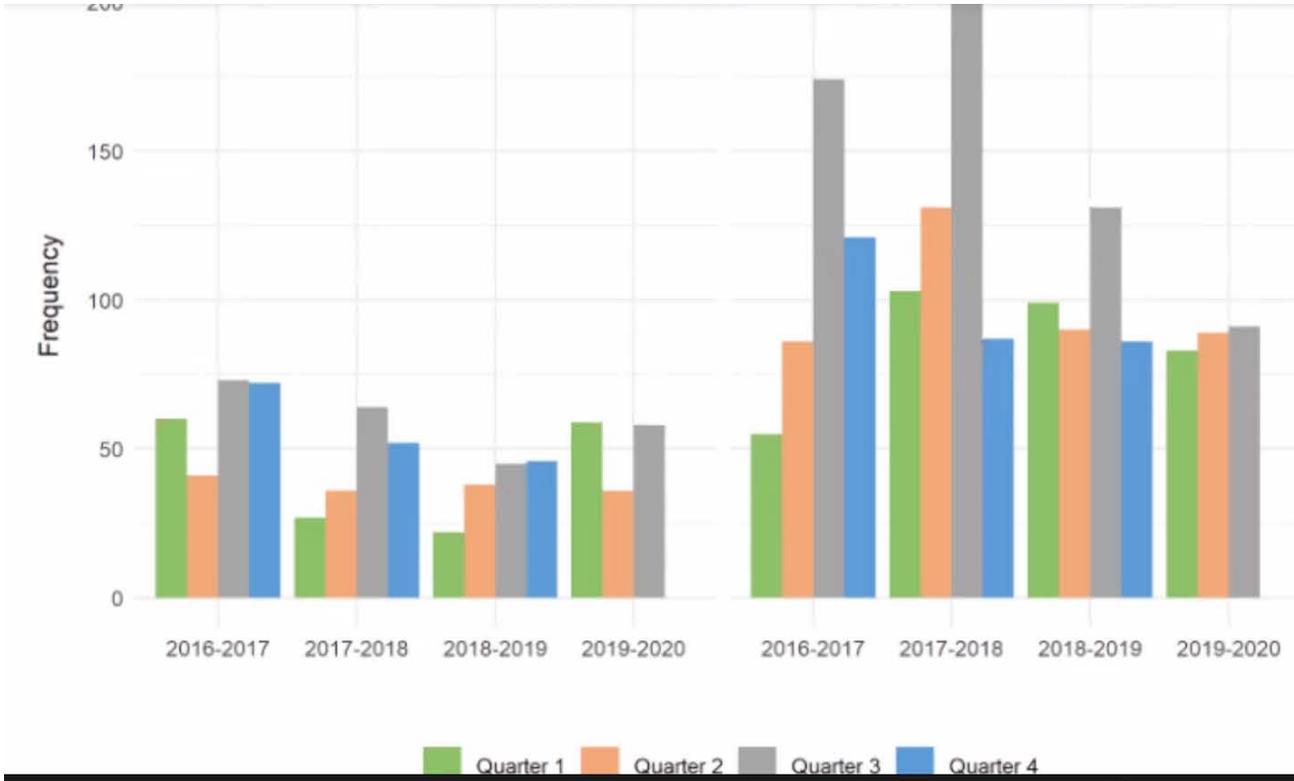
The difference is noted in student behavior as surprisingly and seemingly improved with COVID. Perhaps due to intense focus on addressing behavior well in advance with a visible and global-wide repercussion of expected behavior like not wearing a mask. Students have assigned seats during things like lunch which seems to be helping with the flow of lunchtime expectations.

Stephany notes that teachers have been very positive with class expectations when addressing students, possibly adding to student "buy-in". Possibly also due to fewer students present.

Students may also be thrilled to be back in school in person, whereas the alternative is home with busy parents, etc.

Kathy agrees that an intense review of class expectations the first two weeks definitely helped, and assigned seating and regular cleaning schedules in the classroom allow teachers to have a more positive experience with these expectations.

Moving forward (faculty meetings coming up) Lisa would like to keep assigned seats for things like lunch as it seems to drastically improve the student's and teacher's overall experience during lunch.



### School Human Capital Report

Year	Educators	Provisional	Career	Bachelor	Master	Doctorate	Years Service
2016/2017	31	10	21	14	17	0	8.77
2017/2018	32	8	24	13	18	0	9.59
2018/2019	32	6	26	13	18	0	10.59
2019/2020	32	5	27	14	18	0	11.16
2020/2021	29	5	24	12	17	0	11.41



Is your school a CSI school?	No
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School TSI status as of January 2021	Designated in 'Cohort 1' year (Based on 16-17 and 17-18 summative data)? If so, must exit by Fall of 2022	Designated in 'Cohort 2' year (Based on 17-18 and 18-19 summative data)? If so, must exit by Fall of 2023
Was your school a designated TSI school for students with disabilities?	Yes	Yes
Was your school a designated TSI school for students who are English Language learners?	Yes	Yes
Is your school a designated TSI school for students who are economically disadvantaged?	No	No
Is your school a designated TSI school for students who identify as American Indian or Alaskan Native?	No	No
Is your school a designated TSI school for students who identify as African American?	No	No
Is your school a designated TSI school for students who identify as Caucasian?	No	No

Lisa is wanting to focus on these top two areas - getting out of TSI, and the group unanimously agrees. Lisa will draft a plan for us to review over the coming days and weeks and we will correspond via e-mail. Encouraged to share this plan to review with the community so that voting can take place on March 22 in person in the school office.

Goals from previous years for students

1. Write well with grammar, vocabulary, etc
2. Math facts

Teacher goals from previous years:

1. Instruction
2. School culture

resources for completing section 4.  
[Video 3: Conducting a Needs Assessment](#)

Levels of Achievement:

**What strengths and areas for improvement stood out while reviewing student levels of achievement?**

Answer the prompt above after analyzing school data and other student data you desire, identifying school strengths and areas for improvement. Below are some suggested prompts you can specifically address in your response. These prompts below are merely offered as suggestions to guide thinking. The school decides what they will report in their Levels of Achievement section of their needs assessment.

- What are *areas of high student performance or significant growth*?
- What were the *areas of lowest achievement*?
- What *performance gaps exist*?
- Which are the *school's highest (or lowest) achieving programs or grade levels*?
- What were *other observations made in your data review*?

Family Engagement:

**Describe the levels of family engagement at the school.**

- Elk Run participates with KUED in hosting two family nights per year. In 2020-2021 these events were pared down but still happened.
- The teachers and administration use Class Dojo to communicate with parents. Administration posts at least weekly and typically more often.
- The Community Council at Elk Run is involved and actively seeks ways to increase awareness of the group and invite participation from the community.
- Parents have never been more involved with academics. They have become very good at checking GradeBook, Google Classroom, and attending SEP conferences. Adding the flexibility of virtual meets has increased parent involvement.
- We anxiously look forward to being able to host parents and have more volunteers in our building.

School Culture and Climate:

**What are some specific findings about the culture and climate of the school?**

In writing your response, consider the following suggested prompts. These specific questions are not required, but are offered as examples to guide principals in reporting their overall school culture and climate.

- Consider analyzing recent SHARP survey data.
- Consider administering a district GwFit survey (survey links, as well as PLC tools, Building

## 2021-2022 Continual Improvement Plan

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- Reflect on professional development teachers and other staff members receive and *consider what aspects of our school's professional development could be improved.*
- Consider other data that helps you understand the *culture and climate of the school.*
- In evaluating Student Longitudinal Behavior Data and comparing it with current data (as of 2/24/2021) our major office referrals have decreased dramatically. In the 2019-2020 year our major behavior occurrences in Q1 were 59 as compared to 12 in Q1 of 2020-2021. We acknowledge that current climate with pandemic restrictions has likely contributed to this improvement, however, we aim to continue with the teaching of explicit expectations moving forward to continue to impact positive student behavior.
- The Elk Run Building leadership team met in spring 2021 to set schoolwide PBIS goals.

Staffing:

**What are some specific findings about the staffing of the school during the needs assessment?**

*In writing your response, consider the following suggested prompts. These specific questions are not required, but are offered as examples to guide principals in reporting their staffing situation.*

- *After viewing your school Human Capital Report, consider possible school strengths contributing to teacher retention and possible causes for teacher turnover.*
- *Consider reflecting on the school's master schedule and the extent it maximizes time for*

Lisa mentions that focusing efforts on the students with disabilities and language will hopefully allow benefits to trickle into the general population students and teacher's ability to meet the needs of those students as well.

Lisa will craft a document that will outline goals and e-mail it to the group and we can comment back

### 2. **Maturation (5min)** Scheduled for April most likely

Carrieanne Kemp: Maturation Lady (\$95) - fun and engaging presentations, most likely has to be online and the groupings will have to be careful if showed in person at school.

Girls on one day, Boys on another.

Carrieanne sends a link, parents and students can review and watch up to a week before it expires.

### 3. **Next Meeting (1 min) March 22nd at 4:00 pm in person**

- Proposed agenda item:
  - Review and approve Next Year's plan based on assessment and proposal drafted by Lisa

*Notes/Minutes taken by Heidi Niitsuma revised and approved by Lisa Wells*