

Saratoga Shores Community Council-Minutes

Meeting Date: November 8, 2016- 3rd Meeting of the School Year 2016-2017

Attendance: Dr. Thomas, Cara Lafferty, Shaun Brady, Steve Greene, Brook Foess, Erin Whitaker, Lyndsey Jarman, and Melissa Brown

Absent: Janet Cherrington

Welcome- Lyndsey Jarman

Motion to Approve Minutes- Cara Lafferty

2nd the Motion: Steve Greene

Vote on the Motion: All in attendance in favor. Yes -8 No-0

Discuss School Improvement Plan/Goals 2016-2017

-Please refer to the attached Saratoga Shores School Improvement Goals 2016-2017 for additional information.

Goal #1, DRA Goal reached. 75% of students reading on grade level according to DIBLES.

Goal #2, In the spring the school was at or above 60% on the spring assessments. Overall as a school in fall assessments a little lower than 60%. We have made some progress but have work to do to meet this goal.

Update on 2016-2017 Trust Lands Plan

-Please refer to the attached 2016-2017 School Improvement Plan/Trust Lands for additional information.

-There was a \$2,000 carry over in funds from last year's Trust Lands. Going toward flat screen TVs and carts.

-Progress Monitoring-DIBELS use aides to work with AMPLIFY program to get extra practice and intense 1 on 1 practice.

-Research based-Florida Center For Reading-targeted practice on specific criteria.

Aides work with yellow groups, try to retest and work on growth. Teachers work with Red Group to practice, and model. Work to increase benchmark and progress.

-K-3 is intensive with the most focus. 6 aides trained to work 1 on 1 with targeted areas and monitor progress.

-Lyndsey suggested another program to look into. The Waterford Institute Program is a free program to help supplement in basic reading skills. Dr. T said he would look into this program but didn't know much about it as the school uses resources from the FCRR.org.

-Currently the teachers and students are using color coded charts to monitor progress along with Mastery Connect Scale. Both students and teachers like this because progress is easy to see and students are motivated by this. Kids are starting to take ownership with this and we are also seeing this with math and science with the WONDERS program.

-Focus on the % of student achievement with learning and growth and not grades.

-Character Development-Mr. Goodman and Miss. G were given funds to work on character development program for the school.

(Excuse Shaun Brady from the meeting.)

-Writing-As a whole, the writing scores slipped. 3rd, 4th, 5th, and 6th are using rubrics to assess and direct teaching specific to each grade.

-Depth not breadth. 4th grade is working on 2-3 paragraph essays. 5th is working on building to 4-5 paragraph essay, including pulling in a written argument.

-Writing is an area of focus for the school to improve. 6 components of literacy: phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Writing is comprehensive for each area of subject.

-Use the Mastery Scale for Essential Goals. Focus on language arts especially writing.

Review Digital Citizenship Plan (Internet Safety Plan)

We will table the discussion for the Internet Safety program for next meeting.

-Please look at what is currently on the school website for Internet Safety and come next meeting prepared to discuss it.

(Erin Whitaker and Steve Greene excused from meeting.)

Use of Data in the USOE Data Gateway

-datagateway.schools.ut.gov

-This is a state website used to access data and test scores for the entire state of Utah. This is a great tool to compare demographics and test scores to see what we can improve on and what other schools that are similar to SS are doing to improve and grow.

Discuss Lunch Change

-We have had good feedback about the lunch change. School is still changing the time frame a bit to accommodate some of the classes.

-Teachers really like the system and say the kids are not as hungry, they appear to be more focused and are learning better.

-There was a concern about kids being full or done and just having to sit there until the time was up and their teacher came to get them. They hadn't noticed much of this but will continue to watch and adjust.

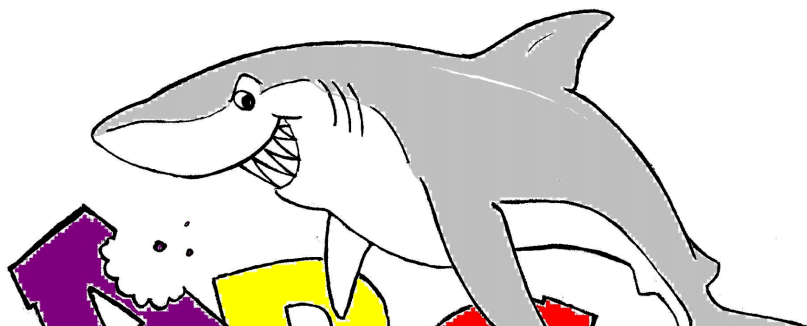
Public Comments/Questions

None

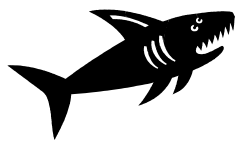
Motion to Adjourn Meeting: Melissa Brown

2nd the Motion: Cara Lafferty

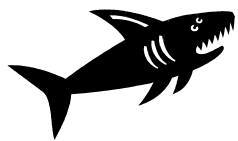
Vote on the Motion: All in favor Yes-5 No-0



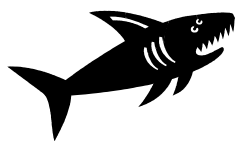
SARATOGA SHORES 2016-17 SCHOOL IMPROVEMENT GOALS



80% of K-3 students will reach the reading benchmark on DIBLES at the end of the 2016-17 school year



The percentage of students achieving proficiency will increase by 2% in all tested subjects at the end of the 2016-17 school year



Increase overall student achievement by the student by the standard & skill

2016-17 SCHOOL IMPROVEMENT PLAN/ TRUST LANDS PROPOSAL

SCHOOL IMPROVEMENT PLAN: Vision - Strengthen Tier 1 instruction in Language Arts and Math:

1. Provide teachers collaborative time and targeted professional development to identify core essential learning targets, create common assessments, and create lessons based on student data (by the student by the standard).
2. Use data to develop and provide school-wide targeted interventions and extensions.
3. Assist teachers in developing student capacity to be creative, analytical, and engaged learners through the use of technology and STEM.

SCHOOL IMPROVEMENT GOALS:

1. The percent of K-3 students reaching the reading benchmark on DIBLES will be 80% at the end of the 2016-17 school year.
2. The percentage of students achieving proficiency will increase by 2% in all tested subjects at the end of the 2016-17 school year as compared to 2015-16.

GOAL #1 PLANNED STEPS

ACTION PLAN STEP #1: Those students needing extra reading support will be identified by the classroom teacher(s) and have additional support/practice with Student Tutoring Achievement Reading (STARS)/reading tutors. Lower grades (1-3) will focus on fluency and comprehension; and upper grades (4-6) will focus on comprehension. Students will work one-on-one with STAR/reading tutor for 30 minutes a day, Tuesday - Friday. The program will run about 115 days during the school year, 4 days a week 2 hours each day. The lead tutor will receive a stipend of \$500.

In August 2016 we will hire:

- 5 aides/tutors for the STARS/reading tutoring program, with one lead tutor to serve as the lead to manage, collect data, coordinate with teachers, and oversee the program.
- One fluency aide to assist the 3rd grade students and to assist in DIBELS progress monitoring.
- One student advocate who will work 3 hours a week for 36 weeks assisting students and teachers.

Revised per state on 5/19/16- **ACTION PLAN STEP #1:** Those students needing extra reading support will be identified by the classroom teacher(s) and have additional support/practice with Student Tutoring Achievement Reading (STARS)/reading tutors. Lower grades (1, 2, 3) will focus on fluency and comprehension; and upper grades (4-6) will focus on comprehension. Students will work one-on-one with STAR/reading tutor for 30 minutes a day, Tuesday, Wednesday, Thursday, and Friday. The program will run about 115 days during the school year, 4 days a week 2 hours each day. The lead tutor will receive a stipend of \$500. In August 2016 we will hire: 1. Five aides/tutors for the STARS/reading tutoring program. One of these five aide serves as a lead tutor who works with students Tuesday-Friday; and helps coordinate, collect data, conferences with teachers, and oversees the program. 2. One fluency aide works one-on-one with 3rd grade students in reading fluency an two hours each day Tuesday - Friday. Additionally, they will also

assist in DIBELS progress monitoring. 3. One student advocate who will work 3 hours a week for 36 weeks assisting students and teachers with reading.

ACTION PLAN STEP #2: In September 2016 we will purchase, with school funds, needed supplies, copying, books, and other materials for the STARS/reading tutoring and to support our writing efforts. Use school funds to purchase Vantage My Access for sixth grade student writing practice and assessment – tool is used to help students to read and edit their work.

ACTION PLAN STEP #3: In August 2016 continue to train teachers on character education curriculum and materials to use with students. Students would read, analyze, discuss, and write about character education related concepts. Pay two teachers a \$500 stipend each to be the Character Education Coordinators, who would oversee the training of teachers, maintain materials, and coordinate student character education activities.

Costs:

- Salaries and Employee Benefits: Five STARS/reading Tutors \$11,351*
- Salaries and Employee Benefits: One STARS Lead Tutor Stipend \$540
- Salaries and Employee Benefits: One Fluency Coach, \$2,452
- Salaries and Employee Benefits: One Student Advocate, \$1,151
- Salaries and Employee Benefits: Two Teacher Stipends Character Ed. Coordinator \$1,000*

GOAL#1 TOTAL: \$16,494

GOAL #2 PLANNED STEPS

ACTION PLAN STEP #1: To increase teacher capacity in the core and use of technology, funds will be set aside to do the following starting in September 2016:

- Attend conferences/workshops focused on Math, STEM, and Literacy (sub costs and registration fees)
- Extended Collaboration Days, two half-days, for grade levels to unpack learning targets (sub cost would be, based on a teams of 4 teachers), to develop rubrics, and to create common assessments.
- Summer Collaboration (August 2016): Pay one grade level team (pay 4 teachers \$225 each per day) to work on a three-day summer collaboration to create common assessments and lessons for core subject, depending on grade level identified goals.
- School Team Visits, where grade level teams can go observe and implement best practices from other school teams (sub cost would be, based on a teams of 4 teachers for one half day visit).

ACTION PLAN STEP #2: Technology to be purchased and maintained in July 2016, to do the following: increase student access to core subjects; to assess student learning; provide math and science integration through STEM extension experiences; and to aid teachers in increasing student engagement and discovery (10 iPad Mini4s & Covers, 12 Ozobots, 35 Chromebooks, & 1 Chromebook cart).

Support given to teachers through an Education Tech. Chief responsibility of the Education Tech would be working with teachers in finding Apps/software that support the math and language arts cores, and in training teachers how to use related Apps/software. The Education Tech would work 8 hours weekly for 36 weeks starting in September 2016.

ACTION PLAN STEP #3: Starting in September 2016 teachers will continue our Flex schedule (Shark Attack Time) that allows them to both pull small groups that work with the teacher on specific targeted concepts, and provide extensions for those who have mastered concepts. We will use Trust Land funds to match district Double Dose funds to provide aides to support grade level Shark Attack Time, specifically for small group work. Teachers will work with the aides to provide lessons and materials. Five aides will be hired in August 2016 to work 115 days during the school year, 4 days a week 2 hours a day.

Costs:

- Professional & Technical Services: Conferences and Work registrations, \$2,978
- Professional & Technical Services: Substitutes for conferences & collaboration, \$5,090
- Salaries & Employee Benefits: One educational tech to assist teachers, \$3,272
- Salaries & Employee Benefits: Four teachers salary for Summer Collaboration, \$3,556
- Salaries & Employee Benefits: 3 Flex Time aides, \$7,355
- General Supplies: Computer Repairs, \$500
- From District Double Dose Grant: Salaries & Employee Benefits: 3 Flex Time aides, \$6,363
- Equipment: 10 iPad Mini4, 10 iPad covers, 35 Chromebooks, 1 Chromebook Cart, 12 Ozobots, & 3 Drones \$13,235

GOAL #2 TOTAL: \$35,986

GRAND TOTAL: \$55,509

Plans For Expenditures of an Increased Distribution (Additional Fall Funds):

If more funds are available, we would purchase additional iPads to complete the needed ratio for use in our STEM program, purchase needed computer storage carts, and purchase Chromebooks to replace those needing to be retired out of service. Also, we would purchase flat screen televisions and carts to replace our older projectors to assist in student learning and comprehension. We also would increase our tutor and aide support in our STARS; Shark Attack Time (Flex Time), and interventions/extensions programs.