



Riverton Elementary
School Community Council Agenda
March 24, 2021—Via Zoom; 1:30 p.m. to 2:30 p.m.
Link: TBA/Contact the Office (801)254-8050

Agenda

1. Approve Minutes of Last Meeting: February 3, 2021
2. Safe Routes Utah (Formerly SNAP) Update.
 - a. 1300 West—Sidewalk on West side of street
3. Kindergarten Orientation—
 - a. Registration & Enrollment
4. LANDtrust
 - a. 2019-20 Final Report
 - i. Final Report (2019-20)
 - b. Plan Proposal 2021-22
5. Summer Reading & Math Interventions Grades K-3

Additional Information:

- Upcoming Meetings: (Scheduled as Needed)

Attachments:

- February 3, 2021 Minutes
- LANDtrust Expenditures
- 2021-22 LANDtrust Plan
- Social Emotional Learning (SEL)



Approved: _____

Date

Minutes from SCC – **FEBRUARY 3, 2021**

Attendance: Cyndi Nordfelt, Holly Heyborne, Jodi Jensen, Heather Wright, Kayci Richens, Lynette Jorgenson, Joel Pullen, Amber Stroman, and Marcia Newbold

Approved minutes of last time: Dec 3
1 moved / 2 seconds - it was approved!)

LANDtrust Goals / Plans – (refer to email that has attachment of the data discussed)

Highlights of data:

- Right now Acadience (Dibels) is only K-3. Talked about District vs Riverton – are we maintaining? We are, but it's a little lower = Covid, 4-day week, not able to use 95% program, not having parent volunteers, among others things could be affecting it. We need to show a year's worth of growth from where the individual student is.

- Will parents be able to help at school this year? More than likely that won't happen, so we will hope for next year.

- Talked about Mrs. Payne (1st grade teacher) and what might drive her kids to make the growth they do. She does a lot of small grouping to teach skills. She also progress monitors each child, each week, to know where they are.

- Lexia – This is a great tool to help with reading. We need to let parents know more about the program. The question was asked to see if we can educate parents better – the school doing a better job of having clarity on this program.

Beg year: 55% below	38 % on level	8% above
Middle of the year: 31% below	48% on level	21% above

- Do we have a reading program - as a motivator – school wide? Yes – on a “normal” year, PTA has many different ways to challenge kids to read. Class parties (snow cones, pretzel/movie, pizza, ice cream) , March Madness, mom/dad donuts &



book give away, and many more. This year – they can't be in the school ... so tougher to challenge/motivate kids to read.

- Do we have school work that is going home? The parents should be seeing at least some of the things we do! It's been harder since many of the assignments are online (due to possibility of going online). (added thought: Go to Canvas with your child and look at what they have there – and do a Friday assignment with them to see exactly what's happening!)
- With the LANDtrust money, can we use it to support reading! Yes! To have a reading specialist here full-time (Lynette Jorgensen), and the reading aides, and more.

Safe Walking route –

If you approve the plan, each council person needs to send in an approval email stating that.

Red Days – recess inside – still working on getting resources to teachers if they want them.

Next meeting – on a Wednesday and at 1:30. When? It will be announced.

Final Report 2019-20—Riverton Elementary



Financial Proposal and Report

Description	Planned Expenditures	Actual Expenditures
Carry-Over from 2018-19	\$ 7,583.96	\$ 7,583.96
Distribution for 2019-20	\$ 65,789.28	\$ 65,789.28
Total Available for Expenditure 2019-20	\$ 73,373.24	\$ 73,373.24
Salaries and Benefits (100 and 200)	\$ 68,247.24	\$ 28,901.90
Employee Benefits (200)	\$ 5,126.00	\$ 8,319.84
Professional and Technical Services (300)	\$ -	\$ 99.00
Repairs and Maintenance (400)	\$ -	\$ -
RETIRED. DO NOT USE (500)	\$ -	\$ -
Printing (550)	\$ -	\$ -
Transportation/Admission/Per Diem/Site Licenses (510, 530, and 580)	\$ -	\$ -
General Supplies (610)	\$ -	\$ 3,296.35
Textbooks (641)	\$ -	\$ 999.00
Textbooks (Online Curriculum or subscriptions) (642)	\$ -	\$ -
Library Books (644)	\$ -	\$ -
Technology Related Hardware/Software (\$5,000 per item) (650)	\$ -	\$ 10,197.00
Software (670)	\$ -	\$ -
Equipment (Computer hardware, Instruments, Furniture) (730)	\$ -	\$ -



Technology Equipment >\$5,000 (734)	\$ -	\$
Total Expenditures	\$ 73,373.24	\$ 51,813.09
Remaining Funds (Carry-Over to 2020-21)	\$ -	\$ 21,560.15

Goals

Goal 1—Reading and Math

Our first goal correlates with the first and second essential questions listed above: What is it that we expect students to learn? How will we know when students have learned it? Teachers will continue to implement the PLC process. Specifically, they will develop and refine their curriculum map, pacing guide, and created and implement common formative and summative assessments and the resulting data analysis to identify the level of student learning, inform instruction, and assess and grade understanding according to core standards to help achieve the school wide goal of increasing proficiency by a minimum of 3%.

Measure:

1. Curriculum map and pacing guide.
2. Develop CFA for each unit (give 3x/year)
3. JSD post BM End of Year assessment
4. Monitor growth throughout the year to increase DIBELS (Acadience and JSD Benchmark by 3%.

Before and After Measurements:

Grade	BOY %	MOY %	GROWTH %
Kindergarten	67%	70%	3%
1 st Grade	67%	81%	14%
2 nd Grade	75%	75%	0%
3 rd Grade	84%	84%	0%
		Average Growth:	4.25%



Math was not measured at the end of year due to the pandemic and dismissal. Team however, monitor student growth throughout the year and provided intervention for students.

Goal 2—Reading and Math

Our second goal addressed the 3rd essential PLC question: How will we respond when students have not learned it? The administrator, teachers and classified assistants will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards. The data will inform instruction to help support the school wide goal of increasing proficiency by 3% in both math, reading, and writing.

Measure

1. Review DIBELS and JSD BM intervention Data in November and March—3% growth.
2. Formative and summative SAGE LA and Math scores reviewed annually.
3. ELA writing benchmark, grade levels and DIBELS reviewed to determine writing competency and reading comprehension levels to show 3% growth.
4. Teachers use common formative assessments (CFA) or Jordan School District benchmark assessments to identify and support students requiring assistance, inform instruction and increase proficiency by 3%.

Before and After Measurements:

Grade	BOY %	MOY %	GROWTH %
Kindergarten	67%	70%	3%
1 st Grade	67%	81%	14%
2 nd Grade	75%	75%	0%
3 rd Grade	84%	84%	0%
		Average Growth:	4.25%

Math was not measured as Rise testing did not occur due to pandemic dismissal.

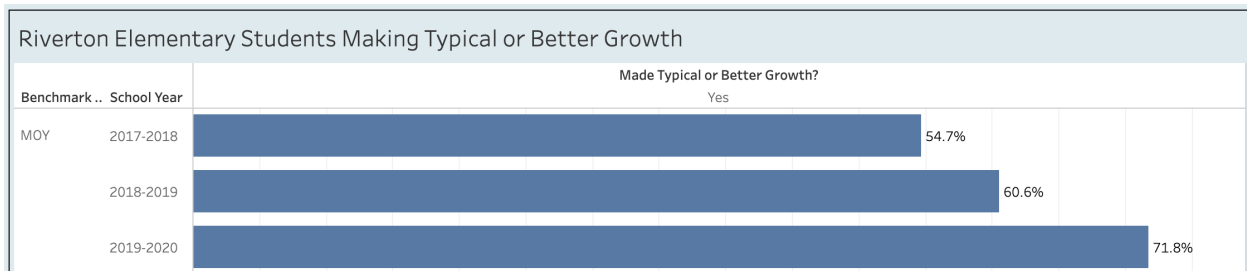
Goal 3—Reading, Math, Writing



Our third goal addresses the fourth and final PLC essential question: How will we resp students know it? The administrator, teachers and classified assistants will organize, operate, and refine extended learning opportunities for students who have demonstrated mastery of the standards. Teachers will track student progress on DIBELS and Jordan School District benchmarks. Riverton will increase the number of students K-3 making typical or above typical growth on DIBELS and students meeting 75% or greater proficiency on Jordan School District benchmarks by 3%.

How to measure?

1. Track intervention data.
2. Formative and Jordan School District Benchmark data for LA and MA reviewed annually support 3% growth.
3. Common formative assessment data to identify and support students needing enrichment.
4. Grade level SMART goals linked to student achievement (reviewed regularly).
5. Tier II program that allows teachers to focus on those students who have mastered the core standards and need enrichment.
6. Technology to differentiate instruction.
7. Additional materials for hands-on projects that enrich concepts related to grade-level curriculum.



Comparison of typical or better growth from BOY to MOY in consecutive years shows a significant increase over time. Students making typical or better growth from 2017-18 to 2019-20 increased by 17.1%. We note an 11.2% increase in students making typical or greater growth from 2018-19 to 2019-20. End of year was not measured due to the pandemic dismissal.

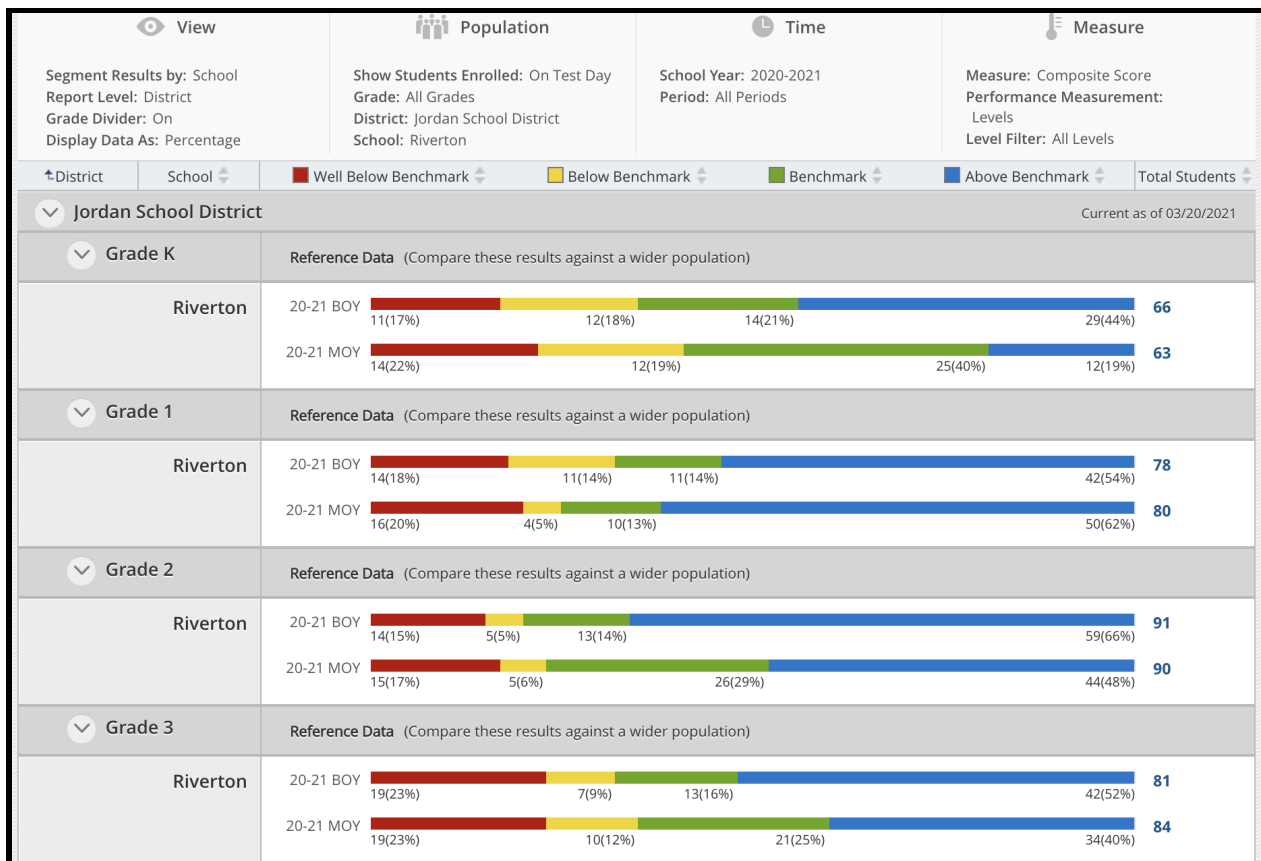
Math and writing were not measured due to the pandemic dismissal.



READING GOALS: 2020-21

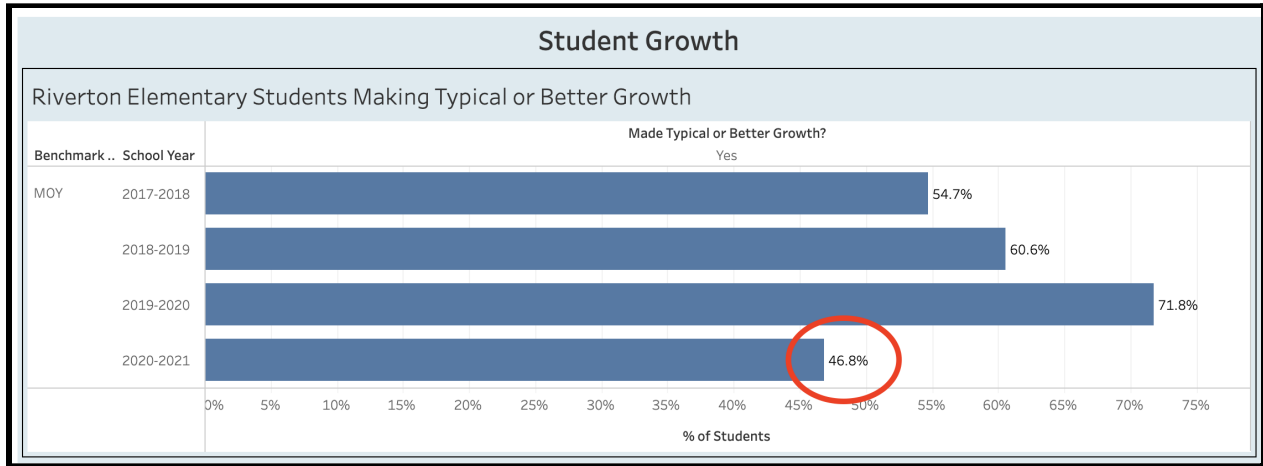
JORDAN SCHOOL DISTRICT READING GOALS 2020-21

- **State Goal:** 60% of all students in 1st through 3rd grade will make adequate yearly progress as measured by the Acadience Reading Benchmark. **(State Determines this Outcome)**
- **Goal 1:** Maintain the percentage of Kindergarten students reading at or above benchmark as measured by Acadience Reading from the beginning of the year to the end of the year. **(5 Students)**
- **Goal 2:** Move 40% of first grade students who score well below benchmark at beginning of the year to below, on or above grade level. **(6 students)**



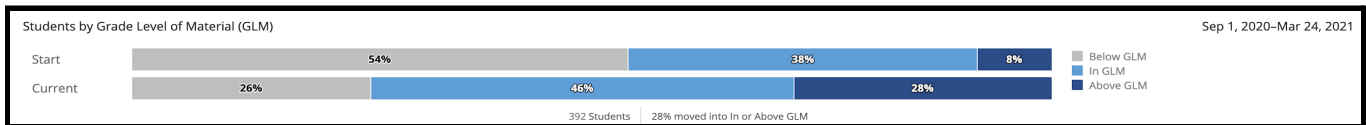
Analysis:

- First grade increased the percentage of students reading on or above grade level by 7% from beginning of year to middle of year.
- Kindergarten, 2nd grade, and 3rd grade decreased the percentage of students reading on or above grade level by 6%, 3%, and 3% respectively.



What are we doing to increase the number of students making typical or better growth in reading?

1. Teachers are analyzing student Acadience data and identifying skill deficits in reading among ALL levels of students—well below grade level, below grade level, on grade level and above grade level. Appropriate interventions are in place.
2. Lexia—Students are working on Lexia K-5. Teachers utilize data from this program to further identify skill deficits to guide their daily instruction. (GLM=Grade Level Material).





2021-2022 School LAND Trust Plan

GOAL 1

Increase the percentage of students making typical or better growth by 5% school wide from beginning of year to end of year as measured by Acadience when compared to the previous year.

- **Add Academic Areas.** Select the academic area(s) this goal will address.

CTE (Career and Technical Education)
College and Career Readiness
English/Language Arts
Financial Literacy
Fine Arts
Graduation Rate Increase

Health
Library/Media
Mathematics
Physical Education
Science
Social Studies
World Languages

- **Add Measurements.** Acadience Testing: Base line will be created at the beginning of year assessment. We expect a 5% increase in the percentage of students making typical or better growth in reading schoolwide (K-6).

- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

Action Plan Steps will be entered by number.

1. Implement 95% group in Kindergarten through third grades and Multisyllabic Routine Cards (MSRC) in fourth through 6th grades.
2. Provide regular professional development to teachers for 95% group and MSRC.
3. Hire 2 literacy aides.
4. Hire ½ time certified teacher to support skill development and implementation of 95% group in grades k-3.
5. Regularly identify and monitor individual student skill deficits in PLC's and provide appropriate interventions in each grade level.
6. Review progress toward the goal at middle of year and end of year.
7. Implement FOSS Science program to support informational text literacy.
8. Utilize story problems in math to reinforce comprehension skills.

Planned Expenditures Enter the following for each expenditure in the goal.



Expenditure Categories (choose subcategories)

People and Professional Development:	Category
§ Salaries	1.1,1.2,1.3,1.4,1.5,1.7,1.8
· 2 Aides	\$14,500.00
· ½ FTE	\$40,000.00
· Substitutes	\$6,000.00
· Professional Development	<u>\$5,000.00</u>
· Total	\$65,500.00
Books and Technology	1.5
§ Chrome Books/Software	<u>\$1,200.00</u>
§ Total	\$1,200.00

GOAL 2

Gather Social Emotional Learning baseline information through the implementation of Panorama focusing on the number of students impacted and their response to academic and behavioral interventions and train staff in the use of the SEL room in the school.

- **Add Academic Areas.** Select the academic area(s) this goal will address.

CTE (Career and Technical Education)	Health
College and Career Readiness	Library/Media
English/Language Arts	Mathematics
Financial Literacy	Physical Education
Fine Arts	Science
Graduation Rate Increase	Social Studies
	World Languages

- **Add Measurements.** Utilize Panorama to measure the number of students impacted socially and emotionally and their response to interventions throughout the school year.

- **Add Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.

Action Plan Steps will be entered by number.

1. Implement Social, Emotional, Learning (SEL) among members of the Riverton Behavior & Emotional Student and Staff Support Team
2. Provide professional Development on SEL to entire staff.
3. Train staff on the use of the (SEL) Social Emotional Learning room.



4. Track student interventions on Panorama regularly throughout the sc.

Expenditure Categories (choose subcategories)

People and Professional Development:	Category
§ Salaries	2.1,2.2,2.3,2.4
· 1 Aide	\$8,250.00
· Substitutes	\$1,000.00
· Professional Development	<u>\$1,500.00</u>
· Total	\$10,750.00

§ Select an expenditure category. (See new expenditure category list below)

§ Add the associated Action Plan step number.

§ Enter the amount needed for the selected expenditure category.

· **Digital Citizenship/Safety Principles Component**

Does this academic goal include a component to implement digital citizenship or safety principles?

Yes **No**

If 'Yes' is selected, an answer to the following question is required.

Total expenditures in this limited expenditure category may not exceed \$7,000 total for the plan, consistent with R277-477. Enter any expenditures to implement **this component of an academic goal** with the expenditure category and the Action Plan step.

· **Estimated Carry-over** (as needed if the carry-over is >10%) **NOT APPLICABLE**

Funds to be carried over should be identified for a specific future need and should not be saved for unexpected contingencies.

Please explain why the Estimated Carryover to 2022-2023 of \$_____ is more than the 10% of the Estimated Distribution for 2021-2022 of \$_____. **(Not Applicable)**

· **Funding Changes**

If expenditures in a plan are provided through a different funding source, making funds available to implement the goals in this plan, how will the funds be used differently to implement this plan?



Additional funding will be used for teacher grants and/or to provide collaborative time for teachers to team, develop assessments, curriculum mapping and for teachers to participate in conferences and/or professional development. Substitutes and assistants to support student learning and the PLC process. Purchase additional classroom technology, such as; software, Chromebooks, computers, etc. Offer extra courses/classes to reduce class sizes. Provide travel costs for national conferences. Excess funds will be used for after school enrichment and academic support. Student incentives up to \$2 per student to improve behavior. Be sure to provide an adequate explanation of academic use so the school board may approve the alternate use of the funds as part of this plan. An adequate explanation may prevent the need to amend the plan.

· **Publicity**

The plan and expenditures will be presented to the School Community Council and the PTA Board during the school year. Information will also be disseminated through the PTA newsletter.

· **Approval**

Please indicate the voting results to approve this school plan.

- 7 Number that approved.
- 0 Number that did not approve
- 0 Number absent



Social Emotional Learning Skills (K-12)

Skills for life-long learning and development taught through school, family, and community partnerships.



SELF AWARENESS:

- Understands how thoughts and emotions influence behavior
- Identifies emotions
- Identifies strategies to strengthen physical and emotional health
- Recognizes personal strengths and weakness
- Builds self-confidence
- Practices self-efficacy by making positive changes
- Identifies stressors and emotional triggers
- Understands connection between physical symptoms and emotions

SOCIAL AWARENESS:

- Recognizes and respects others' perspectives
- Empathizes
- Appreciates diversity
- Respects self and others
- Applies digital citizenship
- Identifies appropriate behavior in various settings
- Recognizes how behaviors affect others

DECISION MAKING:

- Engages in ethical, safe, and legal behaviors
- Makes decisions and choices following a systematic process
- Mindfully considers and accepts consequences
- Applies growth mindset, resiliency, and perseverance to life experiences
- Balances self-awareness with social and cultural norms

SELF MANAGEMENT SKILLS:

- Regulates emotions
- Utilizes healthy coping strategies to manage stress
- Practices self-discipline and motivation
- Sets and meets personal goals
- Practices personalized organizational skills
- Practices self-care habits that improve physical & emotional wellness
- Maintains personal boundaries

RELATIONSHIP SKILLS:

- Communicates clearly and effectively
- Utilizes active listening skills
- Participates in healthy social connections
- Collaborates and works well with others
- Builds and maintains healthy relationships
- Maintains appropriate boundaries with others
- Utilizes a variety of strategies to resolve conflicts
- Advocates for self and others