**Canyon View SCC**

**March 9, 2021**

**Meeting Minutes**

Meeting began at 4:30 via Google Meet

**Meeting Participants**

Kierstin Draper, Tami Dautel, Emily Weigel, Josh Henderson, Natalie Smart, Shannon Haley

**Minute Approval**

Shannon Haley approved the minutes from the February 9 meeting; Josh Henderson seconded.

**Action Items**

* Need physical signatures for the TSSP Plan and Land Trust Plan. We need to have a Vice Chair on the online form
* Emily Weigel motioned to approve Tami D. to be the vice chair and Shannon Haley seconded the motion to approve.

**Shelter in Place Drill Review**

The drill itself went very well. This drill is to practice sheltering in place for events such as a bank robbery 5 miles for the school, a fire close by, or a shooting (this is not an exhaustive list of exterior threats). Drill was completed in 3.5 minutes. April 14th is the Great Utah Shakeout Drill for CVE.

**DWSBA Review**

Tami reviewed the Math DWSBA Data for Winter 2021; this is the second set of DWSBA data for math. There is an online test and a second test. The online test for at-home learners seemed to be a little easier than the test administered in the school. This test data does not reflect the online learners data. This test assesses the math skills learned between the first and second DWSBA. We chose to complete the writing DWSBA and our schools typically have lower scores because our teachers have a higher standards for our students when using the rubric for grading conventions, organization, etc. This is a good way to assess a classroom and what skills have been mastered, student competency is shown, and what skills need to be worked on. This data can be used for backward design for improvements.

**TSSP 2021 Goals**

Discussion about the needs of our students and teachers have and what we can do to meet those needs through the data:

* Professional development goals
* Virtual meeting was held
* Asking for staff input a week from Friday
* The building leadership team is happy with what we have so far
* A lot of data analysis went into this plan and our district admins can view our goals and plans. Tami and Kierstin met with CSD to deep dive on data and to be on the same page.

**Academic Goals for Language Arts**

* By the end of next school year 75% of our students will meet pathways of progress and we want 80% of the 4/5th grades to be above or proficient in their spring reading goals.
* The analysis summary is the problem statement and where we need to focus.
* 32% of students are not showing typical or better progress.
* 28% of 3-5th graders are not showing typical progress and this includes the online learners
* Provide targets to small groups, review progress, monitoring regularly, and improving classroom structured classroom discussion. Have in-depth conversations with students to share info and agree and disagree in appropriate ways.That type of interaction will help students take ownership of their work.
* Research based methods: teacher clarity (clear, show understanding, show learning, positive corrective 4:1 ratio
* Focus practicing on high yield teacher practices.
* A lot of the leadership team's focus was focussed on covid logistics. Next year we would like to budget money for subs to come in so our teachers can meet and go over fidelity in teaching, as well as gain confidence in what they are learning and teaching.

**Action plan**

We will have monitoring assessments for the 95% group, as well the students’ with disabilities will be collaborating with Shari Johnson and the classroom teachers to make sure the targeted small group instruction is in-line with their individual education plan (IEP).

In addition, for English learners we're going to use 95%, sentence frames, and a lot of the anchor charts in the vocabulary. We're encouraging and supporting teachers providing this to students in an effort progress is communicated with stakeholders (anybody involved with the students learning plan).

**Budget Items**

* .5 or 37K cost of a teacher.
* We have a moratorium of permits
* 479 students next year, we don’t need to fund the .5 teacher.
* 4, fourth grade teachers. If an emergency comes up and the district may give us money for more teachers.
* Utah increased state spending on school funding with 6% increase.
* We will increase the budget on a ratio level

We're doing an increase from $14 to $15000-$18000 to continue paying interventionalists. Interventional is can also help us support us with the safety and well-being of students including safety in the parking lots.

**Land Trust**

$4,000 for our teachers to hire a sub so they can do professional development and opportunity to observe other teachers.

$6,000 additional textbook funding if we want to buy additional resources for any of our curriculum. This could be math curriculum but specifically language arts for Reading Street for structured classroom discussion, Tier 2 intervention support, and this is for any additional textbooks or even software.

$13,000 technology we won’t spend this until the end of the year. This is where we put our cushion and then we spend whatever is left over.

$5,000 Here there are some wonderful opportunities through local universities and national organizations and with science and technology teaching and/or language art support. Registration costs usually from $350 to $750 per teacher.

$18,000 equipment and technology. The supply rooms used for teacher supplies and grade-level storage will be turned into Intervention rooms with hidden storage. (If we need the 3.5 third grade teacher, we will use the $18,000 for renovations.)

Emily Weigel motioned to approve the budget; Josh Henderson approved with a second motion.

**Social Emotional Support**

* 20% of our students are demonstrating moderate to high levels of concerning behaviors. We are paying for a .75 for our social worker. BJ Weller suggested increasing our social worker’s pay $23,000 and then there's another $4000 under School Climate Goals for substitute teachers so that teachers have the funding they need to receive professional development.
* SEL learning and second steps
* Student Risk Screening Skills. A survey for the students to fill out; do they have a meaningful connection and do they feel safe at school? Provide support for students that are showing at-risk behaviors and support them with their plan.
* Support teachers are receiving their professional development and maintain their morning meetings with the social emotional check in with their students.

Meeting adjourned at 5:30pm