

Spring Creek Middle School Community Council Meeting

Minutes for Mar 8, 2022 7:00 AM Career Center

In attendance

Chair: Aaron Brough (aaron.brough@usu.edu)

Vice-Chair: Michael Pate (mlpate04@gmail.com)

Secretary: Cammie Anderson (cammie.anderson@ccsdut.org)

Parent Members: Gregory Barkley (gregorybarkley@gmail.com), Jamie Patterson (twinstar@comcast.net), Stephanie Albiston (eamarik@gmail.com), Erin May (erinmay66@hotmail.com), Sarah Buttars (bisbuttars@aol.com), Emma Mecham (emma.mecham@yahoo.com)

Voting Staff Members: Blair Powell (blair.powell@ccsdut.org), Thayne Weston (Thayne.Weston@ccsdut.org), Jonathan Marchant (jonathan.marchant@ccsdut.org)

Non-Voting Staff Members: Amanie Crosbie (amanie.crosbie@ccsdut.org), Matt Southam (matt.southam@ccsdut.org)

- Approval of previous meeting's minutes <https://www.ccsdut.org/Page/7285>
- 2022 – 23 LAND Trust Plan
 - Discuss and vote on final proposal (10 minutes)
- Discuss TSSA and ACT funding (15 minutes)
- Next meeting: April 12, 2022 at 7am
- School Calendar items (for reference only)
 - 3/7 - 3/9 - 6th Grade Orientation Visits
 - 3/9 - Writers & Artists Fest at USU
 - 3/10 - Be the Difference Assembly 9:30 AM
 - 3/11 - District Professional Development Day (No School for Students)
 - 3/14 - Hearing Screening 8:30 - 11:00 AM
 - 3/17 - Battle of the Books Competition 9:30 AM
 - 3/17 - Present Cece Craner as Spring Creek teacher of the year at school board mtg. 5:30 PM
 - 3/28 - 4/1 - Eagle Spirit Week
 - 3/31 - Shelter in Place Drill
 - 4/1 - Freshman Class Officer Primary Voting
 - 4/1 - Make it Glow 80's Activity
 - 4/4 - 4/8 - Spring Break (No School)
 - 4/11 - Catch up Assembly (March Madness)
 - 4/12 - Next Community Council Meeting

Trustlands Plan Goals 2022-23

(2021-22 Distribution Amount \$106,939 + \$10,000 carry over)

Goal #1: Increase the number of students proficient in RISE testing in ELA, math, and science.

Academic Area: Language arts, math, and science

Measurements: 2020-2021 end of level assessments for Spring Creek in math showed 58% of our students proficient, language arts showed 54% of our students proficient, and science showed 63% of our students proficient. The gap between 2018-2019 proficiency scores for the school and state showed language arts we were 11% above the state average, math we were 16% above the state average, and science we were 16% above the state average. This data showed us that our most critical academic need was to maintain or increase the number of students proficient in each area.

Action Steps: PLC Curriculum Design Groups (\$17,500 - Salary) - Pay teachers for 16 hrs. to work with their curriculum teams to complete the following professional learning community actions during the summer: Identify and clearly define essential learning standards, create learning objectives in the form of "I Can" statements for each standard, write common pre-assessments and common formative assessments for each essential standard, create appropriate intervention and re-teaching plans for each standard.

2. School Leadership Team (\$8,400 - Salary) - Compensate the 14 members of the School Leadership Team for directing and organizing the academic procedures of our school. This group will also compile and share data from the school climate survey and make the report available to the community council. Compensation is for time spent outside of their contracts. This team is responsible to ensure that each member of their PLC team is involved in creation and implementation of essential curriculum and intervention/enrichment classes.

3. Professional Development: Admissions/Per Diem (\$12,402 Employee Training) (\$4,968 - Travel) (\$3,960 - Substitute teachers) - Pay for registration for Professional Development (\$12,402) Pay for travel and per Diem for Professional Development (\$4,968). Pay for substitute teachers for teachers attending conferences (\$3,960).

Expenditures:

PLC Curriculum Designer Groups (Salary \$17,500) 16 hrs. + benefits for 35 teachers
PLC Leadership Group (Salary \$8,400)
Professional Development (\$14,500)

Total - \$40,400

Goal #2: Achieve greater than 50% student MGP (median growth percentile) in ELA, math, and science. Student MGP is an indication of student growth, and scores greater than 50% show above average student growth.

Academic Area: Language arts, math, and science

Measurements: Growth Measurements from School Accountability Data will be used. Data from 2018-19 (The last available growth data) shows MGP (Median Growth Percentile) growth in language arts at 47%, math at 57%, and science at 48%. Above 50% is generally considered above average. Formative assessment data will also be used to track student progress, target students in need of intervention, and extend learning for proficient students.

Action Steps:

1. Math Lab Intervention (\$14,400 - Salary Para-Pro) - After receiving names of students who need additional math learning time from their math teachers and under the direction of the Student Intervention Committee, this person finds time during the school day to provide Tier II and Tier III math intervention and remediation for students. A paraprofessional is hired to work about 20 hours per week.
2. Academic Educational Skills Intervention classes (\$36,000 - Salary) - Pay for four periods a day for three trimesters for a teacher to provide students additional Tier II and Tier III instruction in math and Language Arts. This class provides additional student intervention for selected students who need it. Students are placed in this intervention because they are not demonstrating proficiency with the essential curriculum
3. Professional Learning Modules (\$12,000 - Salary) - Pay teachers for completing the Professional Learning Modules included in the Ellevation program (13 modules, 1 hour each). These modules are specifically targeted toward helping English Language Learners.

Expenditures:

Aides, for math lab (Salary Para-Pro approx. \$14,400)
FTE Salary (.60) to allow for 4 hrs. math/ELA intervention every day (Salary - Teacher \$36,000)
Professional Learning (Salary - \$12,000)

Total - \$62,400

Goal #3: Keep the percentage of students with a C-or lower during the trimester below 20%, and the percentage receiving a C- or lower at the end of the trimester below 12%

Academic Area: Language arts, math, science, history, CTE, art, music, foreign language, health, and P.E.

Measurements: During the 2020-21 school year the number of students with one or more grade below a C- during the trimester averaged around 35%. By the end of the trimester, fewer than 15% on average received a grade of C- or lower. This showed that a number of students were not staying "caught up" in their classes during the trimester. Extension and enrichment opportunities have motivated students to make sure they complete assignments so that they can participate in extended learning opportunities. Using academic grade data, we will keep the percentage of students with a C- or lower below 20%, and the number receiving a C- or lower below 12%.

Action Steps:

1. Enrichment/Intervention Specialist (\$9,00 - Salary) - Pay for an Enrichment/Intervention Specialist to create an enrichment/intervention schedule. This person will also track students who need interventions and follow up to make sure the students are receiving the needed interventions, and motivate students through the use of enrichment classes, rewards, and tracking.
2. Materials and Software (\$5,139 - Supplies) - Purchase materials for extension activities which will include consumable classroom supplies, and equipment. This money will also be used to support the Robotics, Pitch-it Challenge, and Drone programs that will become part of the enrichment and extension offerings during Power up time.

Expenditures:

Enrichment/Intervention Specialist (Salary - \$9,000)
Materials and Software (Computer Software - \$5,139)

Total - \$14,139
