

# ALTA VIEW SCC MINUTES

## 2/20/18

### *Members Present:*

Parent Representatives: Kaitlin Brigman, Matthew Toone, Vickie Hulderson, Kelly Collinson, Jessica Davies

- School Representatives: Erin Brinkman, Becki Little, Jamie Richardson, Karen Medlin, Noelle Jones

*Members not present:* Jason Williams, Thomas Gibbons

Meeting is brought to order by Matthew Toone: (Time) 3:19 pm

### **Welcome**

### *Continuing Business:*

- Approve minutes from last meeting
- Kaitlin moves to approve, Kelly seconds, all in favor, none opposed. January minutes approved.

### *New Business:*

1. Dig into the data for Alta View and review CSIP Data Analysis Tool.  
The Building Leadership Team (BLT) answered the questions in the Data Analysis Tool to give background information for the SCC to review before the CSIP is written.
2. Reading:
  - a. DIBELS, RI (Reading Inventory) and District Wide Standards Base Assessment (DWSBA) are all looked at for reading skills– captured 3-4 times per year
  - b. Kindergarten score not included for fall because they were not tested in that period.
  - c. First graders were not formally tested (scores were not reported to the district, but completed an informal test that shows progress between fall 2017 and winter 2018.
3. Math:
  - a. There were no goals set for 2017-2018 CSIP because of high level of performance in the previous year. The focus was reading.
4. SAGE:
  - a. When comparing SAGE scores over the last four years, Alta View has been fairly consistent with district progress.
5. Grades that have not demonstrated increasing percentages of students who fall in the proficient from fall to winter benchmarks:
  - a. In literacy: Second and Third.
  - b. In math: fourth

- c. The BLT has recommended that the future focus should remain on reading and writing.
6. Brainstorming of possible steps that might be taken to help close the gap for SES, SPED and ELL students include the possibility of offering math and/or literacy nights to involve parents in plans to help students at home. Supporting teachers in using effective evidence-based teaching practices.
7. Identifying potential barriers:
  - a. Effectively using close reading process.
  - b. Building vocabulary and sentence structure – building depth of knowledge, connect text and classroom discussion.
  - c. Students more involved in monitoring their own success.
  - d. Encourage student engagement in tasks
8. School climate/culture
  - a. Discipline counts
    - i. Check in/check out is being used with for students with higher incidents of discipline. This gives them a chance to know that other adults in the building care about them, not just teachers. We hope this helps reduce incidents.
  - b. It was identified by the BLT that there is room for improvement for all staff concerning understanding the culture of poverty and trauma informed care/emotional well-being of students.
  - c. It has been identified that the majority of problem behavior issues arise during unstructured time (recess and lunch). We brainstormed possible solutions such as increased supervision during recesses, having structured places to play and increasing space on playground once the field is open.

*Other input/questions:*

A question was posed by a parent representative regarding the lunchroom policy to have the children sit boy girl in response to children's behavior during lunch. Mrs. Medlin will check on the use of the procedure.

Meeting adjourned: (time) 4:40 pm called by Matthew Toone