

Hurricane Intermediate School School Community Council Agenda & Minutes

10/10/2023

HIS - Community Council Meeting Agenda

<u>Topics</u>	<u>Assignments</u>
<p>Welcome and Introduction of Members Mrs. Howell- Principal Mr. Pedersen - Assistant Principal Alayne Isom - Secretary Sandy Cordova- Teacher Braiden Husted - Teacher Devin Hayes - Parent Travis Christiansen - Parent Chuck Gwilliam -Grandparent Jenny Chamberlain - Parent Kenyon Abbott - Parent Lisa Crandall-Teacher</p> <p>Absent</p> <p>Google Meet Link</p>	
<p>Topic 1: Land Trust/Community Council Video "School Community Council Roles & Responsibilities" - Viewed together in Howell's office on the TV.</p>	
<p>Topic 2: Review Current Trust Lands Plan *PBIS - school rewards *Stakeholder Survey</p>	
<p>Topic 3: District Media Review Committee -Volunteer member of pool to be "randomly" selected when needed Kenyon Abbott Travis Christiansen Jenny Chamberlain</p> <p>HIS submitting Media Review Names: -</p>	
<p><u>Calendar (Important Dates)</u></p> <ul style="list-style-type: none"> • Next Meeting -Monday, December 12 @2:30PM 	
<p><u>Action Steps/Assignments</u> -</p>	

**2022-23 SCHOOL IMPROVEMENT PLAN
HURRICANE INTERMEDIATE**

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you formatively assessing your progress in this area?

We measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.

Dashboard	https://sites.google.com/a/washk12.org/his-professional-development/
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CSIP	https://csip.washk12.org/
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GROWTH DATA 2021-22 (percent proficient after interventions)	ELL GROWTH DATA 2021-22 (percent proficient after interventions)
LA = 10%	LA = 7%
MA = 25%	MA = 19%
SC = 19%	SC = 23%
<u>All Students 2020-21 RISE Proficiency</u>	
LA = 47.4%	
MA = 39.4%	
SC = 54.8%	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	LA = 38.7% MA = 31.4% SC = 47.0%	Provide time for teams to collaborate. Provide professional development on differentiation.
Students with disabilities	LA = 13.3% MA = 11.1% SC = 22.5%	Hire SpEd paraprofessionals. Provide a continuum of services including co-taught classes and lab classes to reinforce and reteach.
Students identified as English learners	LA = 10.3% MA = 11.8% SC = 13.6%	Hire ELL paraprofessionals. Each team will identify ELL students to more readily determine those who need extra time and support.
Students in major racial and ethnic groups	<u>Hispanic</u> LA = 24.4% MA = 22.8% SC = 30.0%	Provide time for teams to collaborate. Provide professional development on differentiation. Since most of our ELL students are Hispanic, interventions targeting ELL students will also help this subgroup.

What tier 1 changes might help those subgroups and your school's level of performance?

Hiring an ELL aide to help students learn the essential standards. Paying for substitutes so teams can work on student data and plan interventions. Add extra class periods to lower class sizes. Hire a learning center aide to help students complete missing assignments and concepts. Provide professional development on differentiation.

What additional interventions might help those subgroups?

Identifying ELL students on the dashboard to easily see who is or is proficient on essential standards and learning targets.

This section is only for TSI Designated Schools :

Which categories qualified you? (Mark all that apply)

Achievement

Growth of Lowest 25%

Post-Secondary Readiness

Growth

English Learner Progress

Self-Reported Indicators

How will your plan address the area that qualifies you as a TSI School?

Increase the number of ELL students who are proficient on CFAs after interventions. So far this year, 56% of ELL students are. We would like to increase that to 90%.

What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?

Identify students who are not proficient on essential standards and provide interventions. Professional development on differentiation.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Measuring the number of students sent to the office and who are assigned lunch detentions. Measuring emotional improvement of students who utilize the Wellness Center.

List and link your school's data sources here:

Description	Link
Office Referrals	
Lunch detentions	
Wellness Room	https://docs.google.com/spreadsheets/d/10Z3PFs-Hv3b2GTie770kJh3wqSHZMb4vvSIH69209g4/edit#gid=2034643696 , https://docs.google.com/spreadsheets/d/1CkUAq82tneyKo03BKVpd_Rd8c6941021vImOzo1fdZY/edit#gid=1150163938

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

Data Dashboard, CSIPs

List and link your school's data sources here:

Description	Link
Dashboard	https://sites.google.com/a/washk12.org/his-professional-developement/
CSIP	https://csip.washk12.org/

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

2022-23 BUDGET SUMMARIES

2022-23 STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2021-22		\$123.37
Distribution for 2022-23	+	<u>\$101,273.45</u>
Total Available Funds for 2022-23		\$101,396.82
Estimated Expenditures 2022-23	-	<u>\$101,396.81</u>
Estimated Carryover to 2023-24		\$0.01

Is SLT carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution? Yes No

2022-23 TSSA FUNDING ESTIMATES

Carryover from 2021-22		\$23,459.71
Distribution for 2022-23	+	<u>\$127,148.06</u>
Total Available Funds for 2022-23		\$150,607.77
Estimated Expenditures 2022-23	-	<u>\$150,607.77</u>
Estimated Carryover to 2023-24		\$0.00

Is TSSA carryover from 2021-22 expected to exceed 10% of the school's 2021-22 distribution? Yes No

ALIGNING GOALS WITH 2022-23 BUDGET

PEERS GOAL #1	Improve students' academic achievement for all students with a special emphasis students with IEPs, struggling learners, and ELL students on each department's essential standards and learning targets based on the Utah Core Standards. This goal will be reached at the end of the school year.	
FOCUS AREA	1. STUDENT LEARNING	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
We will measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	1 Hire a 0.5 FTE math teacher. This will allow the school leadership team to determine where the 3 periods made available will best benefit the school.	We measure Common Formative Assessment data based on Essential Standards and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	Salaries & Benefits	SLT	\$10,631.11
	2 Pay for instructional aides.		Salaries & Benefits	SLT	\$0.00
	3 Pay for ELL and Learning Center paraprofessionals		Salaries & Benefits	TSSA	\$43,161.50
	4 Pay for teachers' prep hours to lower class sizes.		Salaries & Benefits	TSSA	\$78,909.56
	5 PBIS supplies		Supplies	TSSA	\$6,000.00
	6 Back to school night and Parent teacher conferences		Supplies	TSSA	\$2,000.00
	7 Professional learning for staff		Contracted Services	TSSA	\$5,000.00
					<u>\$145,702.17</u>

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

PEERS GOAL #2	Improve the social-emotional well-being of students.	
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT	
ACADEMIC AREA (required for goals supported by SLT funds)	HEALTH	
ACADEMIC AREA (required for goals supported by SLT funds)	COLLEGE & CAREER READINESS	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
Measuring the number of students sent to the office and who are assigned lunch detentions. Measuring emotional improvement of students who utilize the Wellness Center.	1 Have a Licensed Clinical Social worker at our school one day week to work with individual and groups of students.	Decreased office visits	Salaries & Benefits	SLT	\$43,012.67
	2 Pay for a trained Wellness Center aide	Improved attitude after using the center	Salaries & Benefits	SLT	\$26,269.16
	3 Make up the amount needed to make our school counselor full-time	Decreased office visits and improved academic achievement	Salaries & Benefits	TSSA	\$10,374.94
					<u>\$79,656.78</u>

Does this goal include a Digital Citizenship/Safety Principles Component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

PEERS GOAL #3	Increase availability of technology (hardware and software) for students and teachers.	
FOCUS AREA	1. STUDENT LEARNING	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	

How will success be measured?	Action Steps / Expenditure Description	Student Learning Outcomes (Evidence)	Expenditure Category	Funding Source	Estimated Cost
We will measure Common Formative Assessment data based on GVCs and Learning Targets. Baseline data will be measured by determining proficient on each standard after receiving intervention and additional instruction.	1 Pay for 5 hours a week for the technology specialist.	We measure Common Formative Assessment data based on Essential Standards and Learning Targets. Baseline data will be measured by determining the number of students who are proficient on each standard. We will measure growth by the determining how many students become proficient on each standard after receiving intervention and additional instruction.	Salaries & Benefits	TSSA	\$5,161.77
	2 Purchase additional Chromebooks (\$9,000 for a classroom set).		Technology Related Supplies	SLT	\$21,483.87
					\$26,645.63

Does this goal include a Digital Citizenship/Safety Principles Component? Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal? Yes No

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

Purchase classroom sets of Chromebooks, pay for extra class periods, or pay for substitutes to allow teams to collaborate or receive training.

If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?

Purchase classroom sets of Chromebooks, pay for extra class periods, or pay for substitutes to allow teams to collaborate or receive training.

Provide an explanation of how your school will publicize its plan.

Sticker and stamps that identify purchases made with School LAND Trust funds. School newsletter, website, and marquee

Stakeholder Survey



196 responses



Accepting responses



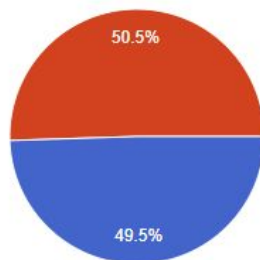
Summary

Question

Individual

1. What grade is your child in?

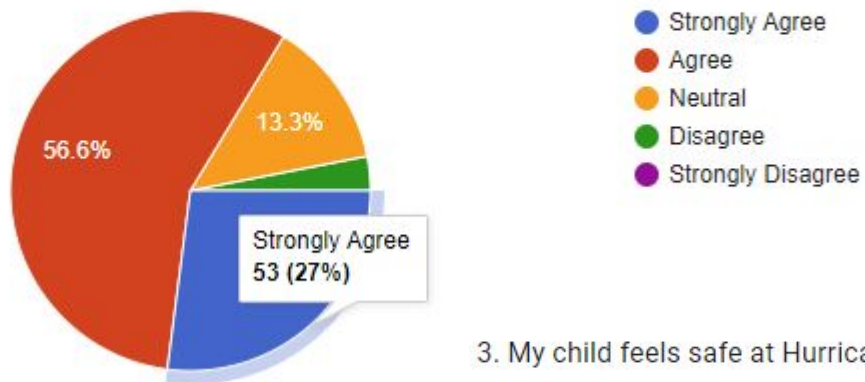
196 responses



- 6th Grade
- 7th Grade

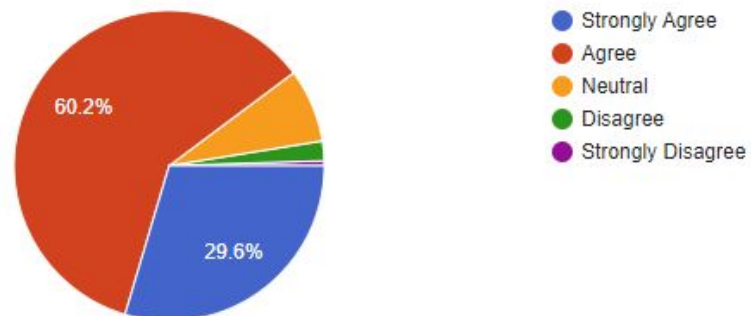
2. My child enjoys attending Hurricane Intermediate School.

196 responses



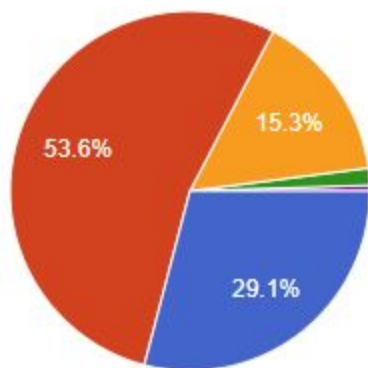
3. My child feels safe at Hurricane Intermediate School.

196 responses



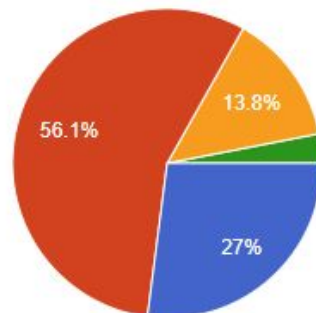
4. Hurricane Intermediate School has adults (teachers, counselors, administrators) that sincerely care about my child.

196 responses



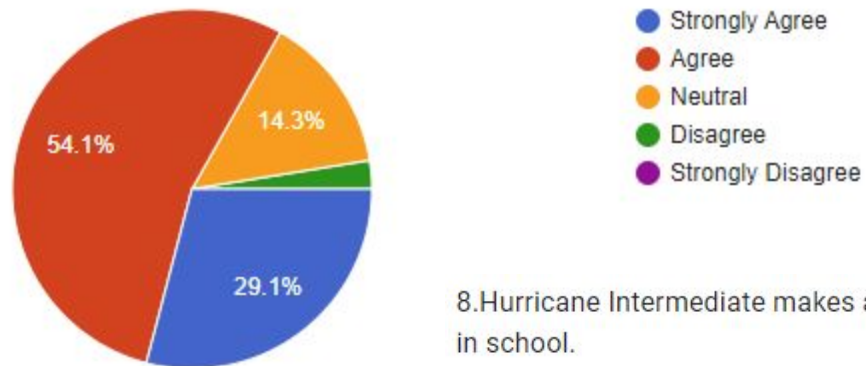
5 Hurricane Intermediate is committed to high levels of learning for my child.

196 responses



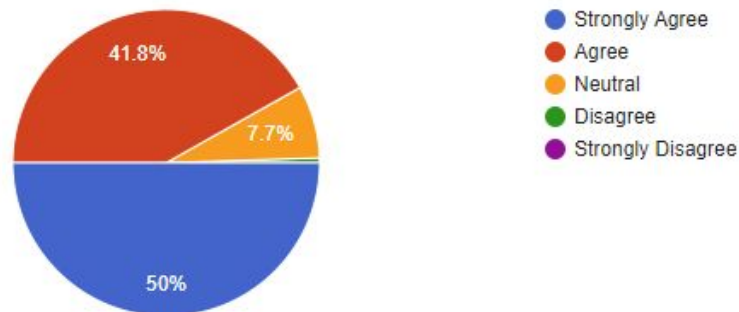
6. Hurricane Intermediate has a supportive learning environment that allows my child to be successful.

196 responses



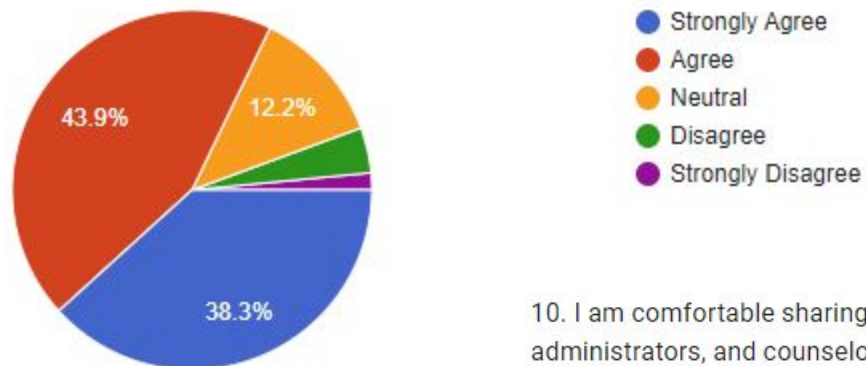
8. Hurricane Intermediate makes an effort to keep me informed about what's going on in school.

196 responses



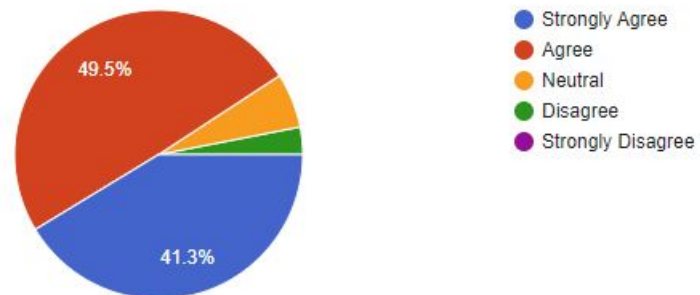
9. I receive sufficient communication from my child's teachers regarding academic progress and classroom behavior at Hurricane Intermediate School.

196 responses



10. I am comfortable sharing my feedback and concerns with the teachers, administrators, and counselors at Hurricane Intermediate School.

196 responses



Greatest Strengths

Communication

Good Teachers

Great Community of Learning & Training

System to help ALL students learn

Inclusion

Caring Staff

Loves students being greeted

Kind Staff

Keeping Grades Updated

Mental Health Resources

Warm & Welcoming

Safe Learning Environment

Office Staff

Prioritizing Children of Need

Caring Community

Programs & Clubs (Hope Squad)

Areas of Improvement

Bullying

Classroom management/behavior

Improve Engagement

Keep politics out of classroom

Consolidate Communication from Teachers

Bus Behavior

Helping students with IEP and 504 be successful

Focus on Standards & Skills that are essential

More electives

Update grades in Powerschool