

Community Council Meeting
2017-10-13

Paul Calderella – Welcome

Review of minutes

Rene - Student Data review continued from last month.

Look at whole body of data, not just SAGE

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores – new area ‘Blue’ is high proficiency. Students need to be in the blue to do well on SAGE.
Data is tracked through the use of grade level spreadsheets.

How many interventionists and teachers are being paid for by the Trust Lands funds?

Study of data by demographic classification. Are we targeting demographic groups for intervention?

Which groups need focused intervention and support?

What are the trends over time?

How does DLI figure in the trends?

What do we have in place to address the needs?

MTSS: (SPIRE, 95% Group, WonderWorks, Wonders on –level, Wonders Enrichment)

Students are screened by the DIBELS and 95% Group assessments to identify student who are in need of additional support.

Special needs students are mostly addressed by SPIRE

Wasatch is reducing the number of overall students by one class each year.

Students testing opting-out, Wasatch’s participation was at 95.8% last year.

School Grade – Doing well as a school in academic achievement, but not in showing growth, which affects our school grade/rating.

Possible Contributors to Declining SAGE Scores

- Test variances (timed vs. non-timed test, different formats, etc.)
- Attendance issues at Wasatch (17% 2016-217)
- Immersion program – half the time LA/half in Chinese; higher % of struggling students in Traditional English classes; next time have DLI and Traditional English classes data for SAGE.

- Teacher turnover (younger faculty); focusing this year on writing; possible focus on teacher retention. Things we have done to maintain teachers? Survey of teacher satisfaction? Possible subcommittee? Should PAWS be involved?

Motion to create a subcommittee to look at teacher turnover by Sarah Ashby. Pam Smalley seconded it. Motion passed. Draft survey will be made by Pam and Sarah. The survey will need to go through Human Resources.

- Class size demographics
- School Demographics

What are we doing?

- Defining our guiding principles – how do we get there? (leadership teams, professional development, Professional Learning Communities)
- Focusing on specific principals – Language Arts: reading and writing
- Analyzing data and letting it drive our instruction
- Systems in place, things to allow teachers more teaching time (Behavior system, Interventionists)
- Blocks of time to teach LA and Math
- Looking to ways to move ALL our students in LA to higher levels (enrichment, more rigor, etc.)

Discussion on how much time is spent teaching to the test.

Absenteeism Data - please send data to the Community Council. We can look it next time.

*Mrs. Cunningham sent out class size and absenteeism data on Monday following the meeting.