

Friday, October 8, 2021
Community Council Minutes

Conducting: Joy McMurray

1. Introductions of:
 - a. Dani Beck (teacher)
 - b. Bryn St. Clair (parent)
2. Assignments within Community Council:
 - a. Sara Wursten will be our PAWS liaison
 - b. Sara A. will be our safety liaison
3. Principal Updates:
 - a. COVID: Only two cases currently
 - i. Reviewed process for handling cases of visibly sick students in class and how to proceed if receive an exposure notice
 - ii. Our school nurses are completely awesome and are notified of each case
 - iii. Have taken precautions within the school, spreading out during lunch and cutting assemblies in half
 - iv. There is one school within the district that is currently having to test to stay, if parents opt out of test to stay, then the student must stay home
 - b. Building: There are two appraisals in process and should be completed about the middle of the month
 - i. It is possible that we will need to move buildings partway through the school year - may not be ready by August of 2023
 - c. Committee: May want to have a committee that has access to historical artifacts or photos that could be used as part of a Wasatch history display in the new building
 - i. Will likely not need to do this until a year from now
 - ii. Retired teachers or families in the area that have had multiple generations could be helpful contacts
 - iii. The committee would be in charge of selecting which items would go into the display. They would also be responsible for copying the photos and returning the originals to the owners
 - d. Subs and Hiring: Still looking for more subs and have some hiring positions available.
 - i. For subs, the current rate is about \$80 a day, and higher if they are a certified teacher.
 - ii. Every school is missing substitutes everyday, this is concerning for the week of SEP's when DLI teachers will need substitutes for a day
 - iii. Current plan is to leave the interventionist 1 position open all year, and reopen it as needed in order to keep up with staffing needs
 - iv. HR Department at the district has been communicating with new substitute company, ESS, frequently right now
4. Data Review:

- a. We have had three asterisk years in a row when it comes to end of year testing (partial day COVID, COVID closure, snafus with end of year testing system)
- b. Current enrollment is 648, with 9.5% English Language Learners
 - i. Last year's enrollment at this time was 623
 - ii. The current number is relatively low, hoping they will increase as the COVID situation normalizes
 - iii. Really want to increase enrollment within the traditional track as transition to a STEM track
 - iv. Current discussion for the new building is to plan on a capacity of a little over 800, likely expecting numbers between 700 and 800
 - v. We still have students coming from out of area because they are interested in the DLI program, but this number is not as high as it has been because there are more options available in Utah districts now
 - 1. It is difficult to know how much the current school enrollment numbers are affected by the COVID situation
 - 2. Have been told that when a new school building opens, then they tend to see higher enrollment numbers
 - 3. The life cycle of the neighborhood could also be a factor that is challenging to measure, and this could change as new families move into the area - this could also be connected to economic circumstances
 - 4. Do have some areas that could be developed into new neighborhoods within the boundaries, but housing costs could affect who is able to move into the area
- c. RISE Data
 - i. On October 15th, the RISE scores from last year should be posted on Data Gateway for the public to view - the school does not receive this data earlier than the public
- d. Acadience Reading Data 2020-2021:
 - i. Started the year with 82% of students at or above benchmark, and ended the year at 88% of students at or above benchmark, which is great growth
 - ii. 85% of students made typical or better growth by the end of the year
 - iii. One concern for our current year, is that many of our interventionists have had to fill in when have been missing subs, which is affecting our intervention program this year (21-22)
 - 1. We have not had a full staff once all year so far, so our real intervention groups were not able to start until the first week of October. During the 20-21 year, we were able to start these groups the Monday after the school year began. We are doing are best and are hopeful, but intervention has been impacted this year due to sub shortages
 - iv. Reviewed Acadience data for 20-21 year by grade level (K: +6%, 1: +15%, 2: +2%, 3: +10%, 4: +3%, 5: +15%, 6: -3%, but ended at 92% proficiency)

1. Will never see 100% proficiency within a school
 - a. Also remember, the benchmarks increase each year, and the proficiency level of the child may not increase as quickly as the benchmarks do
 2. Parents are made aware, and administration have specifically asked teachers this year to notify parents if students are not reading on grade level
 - a. First through third grade teachers have to legally notify parents by letter
 - e. Acadience Reading Data 21-22:
 - i. Started the year with 81% of students on or above benchmark, this is a typically level for our school
 1. Tend to see the number of students needing intervention to decrease as the grade level increases because they have received targeted instruction in prior years
 - ii. Currently have 84 students receiving tier 2 literacy interventions
 - f. Into Math Data 20-21:
 - i. For K-6 EOY, 40% were above grade level and 48% on grade level
 - g. Into Math Data 21-22:
 - i. For K-6 BOY, 10.8% above grade level and 59% on grade level
 1. Currently have 30% below level - this is not surprising considering the COVID circumstances, the implementation of a new math curriculum, and how students grow into understanding how to take standardized tests
 2. The math curriculum has shifted over the last few decades from procedures to concepts and problem solving and critical thinking
 3. The Into Math BOY data serves as a baseline for our school so we can measure the growth within our students/school throughout the 21-22 year
 4. The BOY GMA assessment is adaptive
 - h. Request to look at all RISE data at next meeting
 - i. Explained current structure of math WIN program and how the data is being tracked by teacher teams
5. Will go over the school plan at our next meeting in November
 6. Needs Within the School:
 - a. Need adequate subs so that our intervention programs can run as planned to have full positive effect