

Friday, January 13, 2023

Community Council Minutes

Conducting: Sara Wursten & Jay Porter

1. Year-to-Date Spending, Sara
 - a. There is the current school improvement plan
 - b. There is the school improvement plan from the prior year that is being evaluated with the data
 - c. Also creating a new plan that will be implemented in the coming year
 - i. Need to evaluate the state of the spending, so can determine what is available before submitting the data and proposals for the above plans
2. Year-to-Date Spending, Jay
 - a. Are only allowed to carry over 10% at most from one year to another
 - i. We have had some positions we have not been able to fill, so need to determine if there are surplus funds which can be used
 - b. Chris talked to the district spending department yesterday, and we have been right on track with the spending and were looking to only carry over \$120 of the funds...however...there was an error in the calculations, where part of the budget was not labeled correctly, so Chris is working to get all of this straightened out so we can have a more accurate number verified before determining what to do moving forward
 - c. If have extra funds after the corrections are made, could choose to include another aides salary in those funds
3. Brainstorm Ideas and Questions for Harmony Kartchner & Co. from Edgemont, Sara
 - a. Building bridges between STEM and DLI track - what do they do together? What is their calendaring like? Do they combine the grade levels for things like specialties and recess?
 - b. What is the system/program they are using for interventions?
 - c. What are they doing to help advanced learners continue progressing?
 - i. Do they do extensions? Do they speed up the curriculum? Do they add more core instruction?
 - d. How are they keeping the scores up for students with learning disabilities and 504s?
 - i. What is their percentage of SpEd and 504s as compared to Wasatch?
 - ii. Are they experiencing the same split in ability between the STEM and DLI classes? Have they seen a split like this even out? How are they addressing this if it is present?
 1. We do need to remember that the Chinese language also has a completely different language system and alphabet, which may be more challenging than languages that use similar alphabets - this could be a factor in the disparity we are seeing at Wasatch
 - e. How are you using volunteers? Do they have specific roles, programs, extensions?
 - f. Do they use interventionists for math? If so, how do they do this?
 - i. Do not want to move back on the reading, need this core skill in order to perform well on the math and science subject areas - have been very happy with the growth that has come in language arts with the current intervention plan
 - ii. Would want to maintain our reading interventions with whatever we decide to do
 - iii. DLI teacher brought up some of the differences in how math is taught in China compared to how it is paced in the United States, and the gaps that can occur due to the differences in the pacing - this is especially true when students are learning the vocabulary in English after learning the concepts in Chinese, but not necessarily connecting the concepts with the new vocabulary terms

1. See a bigger disparity between the math questions that are focused on the just completing the math operations, and the math questions that are based in reading and context
 2. Possibility of having reading interventionists include reading skills for math problems??
 3. Also have the complications of how testing is done on computers now, which does not allow for reading and processing text in the same way that paper and pencil tests allow where you can highlight and emphasize important information
- g. Want to look at the curriculum - is it balanced? Are there grade levels that have more packed in? How does Edgemont help balance these out between the years?
 - h. Is it possible to put more math concepts into the second grade math instead of having more heavy items in the 3rd grade?
 - i. This is challenging because the curriculum is written to follow the state/national standards, so they build the curriculum around those state standards, which teachers are required to follow - may need to focus on adapting our current curriculum to better fit student needs
 - ii. Brooke has been working on aligning the math standards/concepts between the programs in 1st-3rd grades so that teachers are teaching comparable topics and can discuss data and teaching strategies together
 - i. Edgemont had an impressive growth metric - are they doing something specific to help support this growth?
 - j. What are their class sizes like? Are they more balanced between the two programs in size? Is one program consistently bigger than the other still?
 - i. Recent news of some schools being closed in SLC was brought up - low enrollment?
 - ii. Also factor of DLI immersion schools being more costly to run when compared to non-immersion schools - particularly since need to continue to supply teachers for those programs through the secondary school levels
4. Refined List of Questions for Edgemont:
 - a. Want to give it to them prior to the meeting, so will compile a list early next week
 - b. Jay, Chris, Sara, Brooke, will meet to build the list and send it out to all the CC members
 5. Still interested in reaching out to some of the high-achieving schools in Salt Lake Valley to see what they do as well
 6. Job Openings at Wasatch, Jay
 - a. Hired a first grade aide who is split between multiple teachers
 - b. Upper grade Chinese aide - split between 4 teachers to help support students with their Chinese language skills
 - i. CC members are continuing to advocate with legislators for better pay for interventionists and support professionals
 - c. Hired an ESL aide - this was a job opening from the start of the school year, so this is wonderful news - will start once the procedural elements like background checks are complete
 - d. Interviewed for a math extensionist position yesterday - job was accepted today, so there are still some procedural things to complete - this is another job opening that has been open for a long time
 - i. Jay will be working on a schedule for this and talking with grade levels to see how to utilize this new resource as we start this program
 - ii. 4th-6th have set WIN times, and 1st-3rd will be determined
 - iii. Are allotting significant planning time so he can plan good lessons as the program is being built
 - iv. Jay will be the supervisor for our math extensionist - he does have a teaching certificate

7. Bridging the programs of DLI and STEM
 - a. Have made great progress with the lunar new year assembly, celebration, and decorations
 - i. Jay saw the assembly rehearsal today and was impressed
 - ii. Thank you Heather for the decorations!
 - b. Second grade planned some classroom centers where students were all mixed up - learned a school song, read a book about friendship - they did not hold any centers in the DLI classrooms and the DLI teachers were assisting with the centers
 - c. Idea of having a STEM week, so that the DLI program is being celebrated with lunar new year and the STEM week is being celebrated later in the year by PAWS on a whole school level
 - i. Heather would like to brainstorm with the staff and determine a good time of year when a STEM week could be held at Wasatch in future years
 1. Want to celebrate and spotlight both programs and build school unity through celebrating both of the programs
 2. This would be more of a PAWS sponsored activity where they bring in parent volunteers and do activities during lunch, but they would also ask STEM teachers to help with projects to display or pictures of projects or other creative expressions of science
 - ii. Lunar New Year will be February 9th in 2024 - so will have more time next year to prepare for the celebrations
8. Principal's Report, Jay
 - a. Had 2 students who were severely injured in a car accident over the holiday break, but they are now home and recovering - their teachers went to see them a couple days ago
 - b. Mrs. Qian is back now - she does get overwhelmed with condolences, so we are trying to treat everything as normal as possible
 - c. Will be a computer science/coding night on February 27th that parents can attend

Next meeting will convene in February