

WEST JORDAN ELEMENTARY

School Community Council Meeting

Meeting Details

Date:	Tuesday, May 10, 2022
Time:	4:00pm MT
Location:	School- Media Room
Attendees:	Candace Fleming (Faculty), Jen Ludlow (faculty), Karen Walther (faculty), Katrina Beckstrand, Kelly Ferguson, Melanie Quinney, Laurie Eastman, Suzanne Paul
Absent Members:	Aaron Sperry, William Giambra
Minutes Taker:	Melanie Quinney

Agenda Details

AGENDA
<ol style="list-style-type: none">1. Welcome and Introductions2. Discussion Items<ol style="list-style-type: none">a. Reunification plan (Ami)b. Parking lot issues (Jen)c. Acadience data review (Jen)d. In-class maturation presentation for 5th graders (Katrina)3. Calendar items4. Adjourn meeting

Action Items

Action	Assigned To
Create a parent volunteer team to assist with parking lot concerns during school pick up and drop off. Ensure that a meeting happens between volunteers and administration prior to school to troubleshoot concerns and ensure best use of volunteer time. Flyer to be available for volunteer interest May 12. Orientation meetings Friday, August 12 at 1pm	Kelly Ferguson

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Reunification dry run; Wednesday, July 13, 10am

Ami Shah

Minutes

Minutes

1. Discussion Items
 - a. Acadience data review (Jen)
 - i. Lower grades: fewer students below proficiency, many more at level and above.
 - ii. Upper grades: first year for Acadience, this will be the baseline year.
 - b. Reunification plan (Ami)
 - i. Review of administration plans, input from PTA and SCC
 - ii. Reunification Dry Run: summer (Wednesday, July13; 10am), families invited (PTA and SCC), video reunification steps
 - c. Parking lot issues (Jen)
 - i. Concerns:
 1. Car back up
 2. Large gaps between cars
 3. Not enough usage of north crosswalk,
 - ii. Encourage walking: Walk to Sc
 - iii. Parking Lot Orientation: Friday, August 12 1pm
 - d. In-class maturation presentation for 5th graders (Katrina)
2. Calendar items
 - a. May 12: STEAM night
 - b. May 20-27: Kindergarten testing
 - c. May 26: Meet the Teacher
 - d. May 31: Talent show
 - e. June 2: Field day
 - f. June 3: Last day of school
 - g. August 17: First day of school

2021-2022 Plan

Goal 1-

In grades 1-3, at least 60% of students will make typical or better progress on the Acadience Reading Test as measured from BOY to EOY. Grade K will maintain the percentage of kids on or above level as measured from BOY to EOY. In grades, 4-6, 70% of students will demonstrate growth through the PSI universal screener by showing proficiency in at least two additional phonics skill groups as compared to the initial

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screening, or demonstrate mastery in reading multisyllabic words as measured from BOY to EOY through MSRC.

Academic Areas- Reading

Measurements-

We will compare the beginning of the year (BOY) Acadience Reading results to the End of the year (EOY) Acadience Reading results for K-3. For 4-6th, we will give Acadience as a screener to identify who is residing below grade level and then give the PSI to diagnose specific needs. We will compare BOY and EOY PSI universal screener results.

Action Plan Steps-

West Jordan Elementary will use Land Trust funds to hire part-time aides for K-6 grades to provide support with reading assessments, instructions, and interventions under the direction of certified teachers and instructional coaches.

- 1) Assess students' reading proficiency by administering the Acadience reading test at the Beginning of the year (BOY), Middle of the year (MOY), and End of the year (EOY) in all grades K-6.
- 2) Give the PASI or the PSI to all students who score below or well below grade level on Acadience.
- 3) Continue implementation of Heggerty Phonemic Awareness Curriculum and Multisyllabic Routine Cards (Tier 1) reading program.
- 4) Continue implementation of 95% Group (Tier 2 and 3) reading program for students who are identified to be not proficient in the area of reading as measured by Acadience testing. Aides will do interventions with students under the direction of classroom teachers and our literacy coach.
- 5) Teachers will group students according to instructional needs and monitor these groups on a regular basis for growth.
- 6) Provide professional development to teachers and aides as needed to continue the implementation of district identified reading curriculum and intervention programs.
- 7) Collaborate with grade-level teachers, instructional coaches, and administrators in the Professional Learning Community meetings to discuss students' growth and possible response to intervention strategies.
- 8) Use other supplemental curriculum resources like Lexia, IXL, etc. to assist students to improve reading skills.
- 9) Use other formative and curriculum-based assessments to identify at-risk students as needed.

Expenditures-

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\$63,650 in available funds, including a carryover from 2020-2021

Category- Salaries and Employee Benefits

Description- Reading Aides, a portion of 2 Kindergarten Aides (17 hours by district, supplementing hours with LandTrust), grade level aides (1-3),

Estimated Cost- \$63,000