

South Clearfield Community Council Agenda

Jan 20th, 2021

Approval of last meeting's minutes

Motion to approve: Mr. Yardley

Second: Mrs. Wunderlich

Approved

Discussion on Personalized Competency-Based Learning and the profile of a learner

See notes below

Financial Update:

Should end school year with an \$18,000 surplus. Discussed if money should be spent now or a plan made to carry money over to SY 2021-22. General consensus: make a plan to carry money over. Will discuss further at next meeting.

Academic Update:

Mid-year testing just began. First day of results show improvement for many students. After test results are finalized, faculty, staff and administrators will discuss where academic improvement is necessary for classes and individual students. Individual learning and tutoring plans will be modified to help each student end the year on-level.

Big push right now for 2021-22 enrollment. Encouraged to spread the word to neighbors and friends who may have been enrolled elsewhere (home, online, etc.) this year so they have the opportunity to attend SC next year.

School Improvement plan:

Any other items:

Future Agenda Items:

Financial surplus discussion

"Look Feel See" discussion – when we enter SC elementary, how do we expect the school to look? How do we expect the school to feel? (What kind of "vibe" do we get in the halls and the classrooms?) What do we expect to see?

Adjourn

Meeting dates: March 17th, April 21st, May 19th @ 4:30pm

Discussion Notes

Community Council

Discussion Winter 2021

General Information

Date: January 20, 2021

School: South Clearfield Elementary

Context for Discussion

Profile of a 3rd Grader

Davis Learner Profile topic: Problem Solver

Activity #1

What SKILLS should students have to reach their full potential as caring, contributing, responsible, and knowledgeable friends, family members, coworkers, and citizens?

- Fluency in grade-level skills such as writing, reading and math
- Sense of wonder and imagination exhibited by students
- Not afraid to try different solutions and make mistakes.
- Ability to use the tools teachers have taught them and choose which is best for them and for the situation
- Viewing incorrect answers as an opportunity to learn, not failure.

What DISPOSITIONS should students have to reach their full potential as caring, contributing, responsible, and knowledgeable friends, family members, coworkers, and citizens?

- Self-confidence
- Determination
- Belief that he/she is capable

What EXPERIENCES should students have to reach their full potential as caring, contributing, responsible, and knowledgeable friends, family members, coworkers, and citizens?

- Hands-on experiences that integrate subjects
- Experiences that show real-life application of the things being taught.
- Opportunities to learn from mistakes or incorrect answers/solutions.
- Situations in which teachers cheer on students' quest for trial and error and learning.

Activity #2

How will we know that the SKILLS, DISPOSITIONS, and EXPERIENCES have been mastered by the students?

(Describe what you expect to see, what the students will be doing, and what evidence will be produced.)

- Skill mastery: Assessments – tests, evaluations
- Disposition mastery: Belief in themselves; belief that they can work through difficult assignments and succeed.

What type of report should parents receive? What do you want your school to feel like, sound like, look like?

- Progress reports for all students.
 - Currently sent home for students who are under grade level.
 - Can be provided for all students, including those performing at grade level.
- Providing Tier I, II and III strategies for parents to help students who are struggling in certain areas. (These strategies are used by teachers and tutors and may be helpful to parents looking for additional assistance in teaching their children at home.)

What do you want your school to feel like, sound like, look like?

Additional Feedback

Include any additional feedback on Davis Learner Profiles or Skills, Experiences, and Dispositions that were offered by the community council.

Addendum Vote:

Funding for Teaching Academy Teacher salaries

Note from Mr. Kinghorn on the vote: The Teaching Preparation and Evaluation Department for the Davis School District is who I was referencing. These positions are to help with K-3 literacy and math, while also giving those hired into them an opportunity to learn under many different teachers. As we build their capacity, they are also in school to become a teacher. All of the people who are hired into these positions were also given a full tuition scholarship from Western Governor's University. To keep that scholarship, they must continue to be employed with us and be in good standing with both the school district and the University. This is happening at the two Academy Schools in Davis, both Sunburst and South Clearfield. The school District has funded the wages for 14 of these positions. Funding the two positions states that we are in as a school and community, and we have committed not only verbally, but financially. Last summer they asked me if I was willing to commit, and I was. However, we didn't expect the program to grow as quickly as it did. Which is great news for us because of the extra level of intervention we now get for our students. Because we want to run this program at capacity, this is where the additional commitment comes in. It will likely be an ongoing expense, but I see it as life changing because of the additional help our K-3 readers will get to ensure they are reading on level, as well as life changing for these future teachers that I hope we get to hand pick when we have teaching position openings here.