

Meeting date: Thursday, 18 November, 2021 , 4pm-6pm

Format: Zoom call: <Christine's Exec Meeting: <https://slcschools-org.zoom.us/j/4345202046>, Meeting ID: 434 520 2046>

Attendees:

Steering Exec: **Absent highlighted**

1. Christine Marriott (Principal)
2. Joe Gibbs (Chair)
3. Timothy Kryselmire (Co-Chair)
4. Alejandra Acosta (Vice Chair)
5. Aliska Julian (Vice Chair/Past Chair)
6. Maile Cowley (Treasurer)
7. (Teacher Rep) Tina Bond
8. Josceline Mascarenhas (Secretary)
9. Kristin Salazar (observer)

Meeting Notes:

Link to deck shared by Christine (slides inserted inline with the meeting notes below):

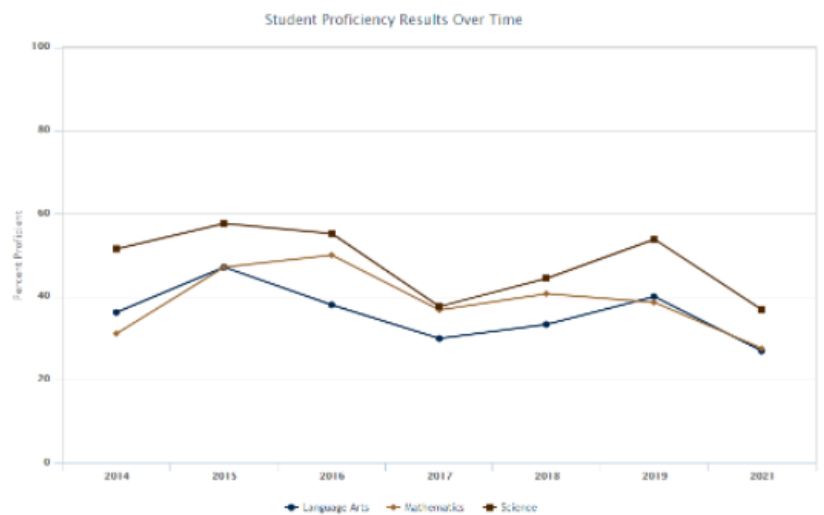
https://docs.google.com/presentation/d/1DgfoKN_FMwfViEC1dUSEUrznO15NBGAP/edit?usp=sharing&oid=116300562260687035825&rtpof=true&sd=true

A. Introductions: All Steering Exec members listed above introduced themselves. Kristin Salazar joined as an observer, since this is an open meeting

B. Review of last year's plan and results:

Open Classroom Utah state testing (RISE) results 2014 to 2021

- Data from the Utah RISE test for Open Classroom USBE datagateway website: [Data Gateway - USBE Data Gateway \(utah.gov\)](https://data.gateway.usbe.utah.gov/)
- Note there was no testing in spring of 2020 due to COVID
- From spring of 2019 to spring of 2021 proficiency rates declined in all subjects.
- This pattern has been prevalent at schools during the COVID-19 pandemic

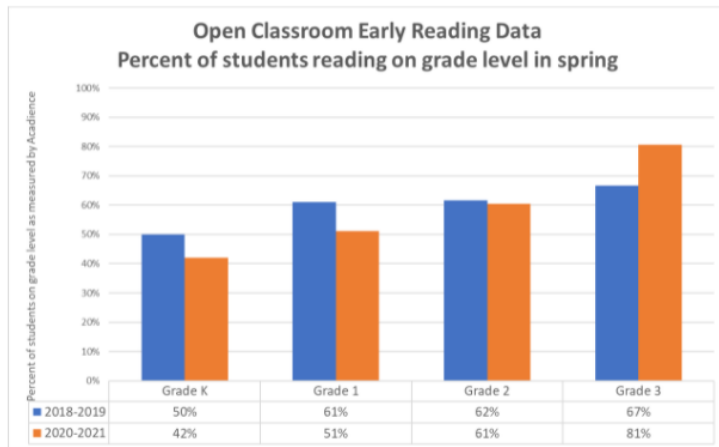


Student Proficiency Results Over Time for Open Classroom

Test Subject	2014	2015	2016	2017	2018	2019	2021
Language Arts	36.2%	47.1%	38.0%	29.9%	33.3%	40.0%	26.9%
Mathematics	51.1%	47.1%	50.0%	35.8%	40.7%	38.6%	27.5%
Science	51.5%	57.6%	55.2%	37.6%	44.4%	53.8%	36.8%

2. This reflects last year's performance, where despite our best efforts, due to the pandemic (remote and hybrid learning for parts of the year), we have seen decline in proficiency rates across all 3 subjects tested at the end of the year, sitting below state average. Our goal is to be at or above state average
3. K-3 learning:

Open Classroom Early Reading Assessments



The Early Reading assessment is called Acadience and measures skills such as letter identification, letter sounds, blending words, and reading passages including re-telling. This is done 3 times per year.

C. Review of current year's plan and results:

1. Current year's SIP goals:

Current Year (2021-2022) School Improvement Plan
(see handout)

- Math Goal: Increase proficiency rate by 5 percentage points at each grade level from spring of 2021 to spring of 2022 on RISE testing in grades 3-8
- Reading Goal: Increase percentage of students reading on grade level half the distance to 80% from spring of 2021 in each grade Kinder to third on Acadience reading test
- Achievement Gap Goal: Reduce the gap between students with and without disabilities in English language arts on RISE testing in grades 3-8
- Culture/Climate Goal: Design and implement Positive Behavior and Intervention System (PBIS) to maintain joyful learning environment

Resources and actions in current year SIP

TSSA	\$35,674	Maintain full time Counselor to support all grade levels with social and emotional learning
TSSA	\$21,449	Full Day Kindergarten – one section
Title I, Title II, EARS , Early Learning	\$57,920	Half time teacher as Literacy Specialist to coordinate reading interventions, support teachers during instruction and testing, and train/guide paraprofessionals who support literacy intervention
Early Learning	\$11,315	Paraprofessionals to lead small group and individual intervention/tutoring
Land Trust	\$44,197	Half time teacher as Math Specialist to coordinate math interventions, support teachers during instruction and testing, and train/guide paraprofessionals who support math intervention

EARS: Enhancement for at-risk students

2021-2022 School Improvement Plan

2021-2022 School Improvement Plan expenditures	Estimated cost	TSSA	Title I	Title II	EARS	Early Learning	Land Trust	Full Day K Grant	Mental Health Grant	CTE	Gen Fund
		\$ 57,122.49	\$ 24,930.14	\$ 4,303.71	\$ 26,684.05	\$ 13,584.89	\$ 44,197.00	\$ 32,652.21	\$ 34,489.00		
Literacy Specialist	\$ 57,920.00		\$ 24,930.14	\$ 4,035.71	\$ 26,684.05	\$ 2,270.10					
Literacy Parapro	\$ 19,000.00					\$ 11,314.79					\$ 7,685.21
Math Specialist	\$ 44,465.00			\$ 268.00			\$ 44,197.00				
Full time counselor	\$ 103,077.00	\$ 35,673.70							\$ 34,489.00	\$ 20,000.00	\$ 12,914.30
Full Day K	\$ 54,101.00	\$ 21,448.79						\$ 32,652.21			
	\$ 278,563.00	\$ 57,122.49	\$ 24,930.14	\$ 4,303.71	\$ 26,684.05	\$ 13,584.89	\$ 44,197.00	\$ 32,652.21	\$ 34,489.00	\$ 20,000.00	

D. Next year's SIP Plan ideas: Pre-planning session takeaways and review of teacher feedback and priorities.

Christine shared the following:

Teachers have reviewed this, as has SIC. Teachers are in favor of retaining many aspects of our current SIP while replacing the Math specialist position

Next Year (2022-2023) School Improvement Plan Ideas

TSSA	\$35,674	Maintain full time Counselor to support all grade levels with social and emotional learning
TSSA	\$21,449	Full Day Kindergarten – one section
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Early Learning	\$11,315	Paraprofessionals to lead small group and individual intervention/tutoring
Land Trust	\$44,197	New Ideas for Land Trust – eliminate the math specialist – see next slide for other options

2022-2023 Land Trust Funding Ideas – discussion in faculty meeting 12-6-2021		
Math	Depending on the choice of program, this item will cost between \$8,000 and \$15,000.	We are looking at our current math curriculum and feel like we should explore some other options. Even if we stick with our current program, we will need to re-purchase the materials next year for the first time in 6 years. This includes teachers' editions, student workbooks, and digital resources such as assessment or teaching tools.
Parapros	The cost for a 19.5 hour para is approximately \$19,000. The cost for a 29.5 hour para is approximately \$23,000	Next year we will have less funding from CARES for parapros. With the budget being tight next year, we might be looking at reducing the funding for library staffing or eliminating parapro support in the kindergarten. Teachers feel that library staffing is crucial for student learning and access to the library, and that paraprofessionals contribute substantially to student learning, especially in kindergarten if the classes are filled to 24 students.
Professional Development	Teachers feel like this might be better to focus on another year since the LETRS training is already a lot to do	LETRS training stipends? Science PD on the new standards grades 3-5? Kagan strategies (student engagement)? Other?
New spending	Teachers do not prefer these ideas at this time since we are experiencing budget shortfalls and need to focus on academic outcomes.	Science supplies, summer school, summer camp, tutoring by teachers after school, other ideas?

1. Math additional brief: We have run out of one of our prepaid curriculum programs. If we stick with our current program, we look at expenses of \$8000 to \$10,000 or more. Teachers are interested in switching over to Eureka, which the district uses. We want a program that has an online resource and workbooks. Whichever

way we go, we are looking at an expense of \$8000 - \$15000. Since the budget will be tight, teachers are looking to fund this resource via land trust

2. Professional development: In general, teachers feel that LETRS training is taking up a lot of time, and we have competing needs, so next year may not be the best time for this.
3. New Spending: While new initiatives are intriguing, teachers feel next year is not the right time to prioritize these, given the other needs we have.

E. Brainstorming and gathering ideas from Land Trust Council members

Questions and Discussions:

1. (Alejandra) **For Math, what's the difference in cost if we transition to what the district uses vs renewing the program we currently use?**

Answered by Christine:

- i. District program is cheaper.
- ii. There is a **minimal option** that would be pretty cheap with minimal access to teachers and no online access to resources – **\$5,000 to \$8,000 for either program**
- iii. If we access the higher end program with access to all the resources, the cost would go up - \$12,000 to \$15,000
- iv. The two programs are comparable in costs, and the district one might be cheaper.

2. (Alejandra) **Which program yields better results?**

Answered by Tina Bond, Kristin:

- i. One of the reasons teachers might want to switch to the District program is that it uses wording that aligns with the end-of-year test as opposed to the wording used by the program we're currently using (example number bonds vs. fact families). **Due to the alignment between scripts used by the District program and end-of-year tests, our test scores might go up at the end if we use the District program.**
- ii. **When it comes to actual learning results, Tina likes the program we have now, and Kristin agrees.**
- iii. Kristin pointed out **an additional advantage of using the district program:** When the district offers teachers Professional Development (PD) for Math, the PD is with the District Math program, so it's not especially helpful to our teachers considering the program that we currently use.
- iv. Tina clarified that it is not really measurable as to which program produces better results.

3. (Maile) **Would the district provide budget money so our teachers can train on the District Program if we switched? Or would it be part of next year's budget?**

Answered by Christine:

- i. The district does cover some of the cost of teacher training, and this training covers the District Math program. So, the cost of training teachers on the District Math program is covered by the district (they are paid by district for their time, on their contract, and at no extra cost to the individual school budget).

4. (Maile) **What are the thoughts on taking away the Math specialist? Do teachers feel we don't really need the specialist, and are there other supplementation ideas to cover and help with what the Math specialist was helping with, or was it not very functional?**

Answered by Christine:

- i. We will still have a **half-time CARES interventionist next year**, so we will be able to backfill some of that of the work done by the Math specialist with the CARES funding.
- ii. Beyond that, **the teachers will have to take on more on their own and within their team to:**
 - organize,
 - strategize how kids will get intervention,

- support each other with the assessment activities,
 - come together in monthly meetings to review how kids are doing, and
 - make a plan.
- ii. The **teachers will have less support in doing this.**
- iii. The conversation last year was more around how **after having had a Math specialist for 5-6 years or longer, has it produced the results we want? Or are we ready to try something different, i.e.,:**
- put more money into these materials,
 - watch our results,
 - go without a Math specialist for a year or two and gauge if our teachers have gained the skills to work independently, and
 - then see what they would like to do next.
- iv. **It is more flexible to take a certified teacher out of Land Trust.** Because then any given year, we have flexibility in how we plan to use our funds. Whereas, when you have a certified teacher in there (on the Land Trust budget), then we have to follow the entire process (that we are going through right now) to pre-plan in advance and back all the dates up so that February, we know about our staffing. **So a benefit of moving away from the certified teacher is having this flexibility.**
5. (Maile) **Do teachers feel they will need a Math specialist para similar to how they have one for literacy?**
Answered by Christine:
- i. We have been using our paras this year to help with the Math progress monitoring and supporting some of the small groups. And in normal years, we have used co-oppers to support small group Math learning and instruction.
 - ii. **Teachers might need to rely more heavily on that and be more purposeful about what they're needing to accomplish with those small groups – maybe have small groups with dedicated co-oppers who learn the routines and run through students with drills.** It will be different.
 - iii. **If we have enough paras, we will look at using para time to support both Math and Literacy.**
6. (Joe) **Would it be possible to look at having paras participate in district trainings, if say we were switching to the Eureka training?**
Answered by Christine:
- i. Usually not. Although some of the resources (e.g. pacing guides) are already online.
 - ii. Eureka Math being open source, the resources and training online might be better available to train and access.
7. **Discussion:**
- i. (Joe) **Para-pros are a really cost-effective way for us to provide support, given that we are going to have changes to the budget** from CARES money loss, and the overall budget crunch we're facing. So, this is a good thing to look at.
 - ii. (Christine) Paras do provide great value for money.
 - iii. (Kristin) The year Kristin was hired as a para (Shelley trained her to be a literacy para), the OC had a Math specialist para, and it was really difficult, because they didn't have a certified (Math specialist) teacher overseeing. In the absence of that teacher, the Math specialist para without oversight struggled to know what to do in various scenarios and contexts. **It would be an awesome idea to have a Math specialist para if we could figure out how to get oversight for that person.**
8. (Maile) **So the Land Trust is just about under \$45,000? So, is it about being between the first and second choice?**
Answered by Christine:
- i. Yes, it **usually goes up by about \$3,000 a year, not guaranteed but possibly.**

- ii. Open to other ideas shared by parents.
- iii. **We don't have to decide how we specifically will spend land trust right now – that comes in Spring. We do want to reaffirm that we are okay with removing the Math specialist from Land Trust right now, so when we reshuffle our staffing in February, we need to know that we don't want to be paying for half a teacher out of our Land Trust money.**

9. **Discussion:**

- i. (Joe) If this is what the teachers are supporting (replacing the Math specialist with alternative materials and taking on the additional work), they are the ones that will have to deal with the changes that will happen.
- ii. (Tina) We have to either get rid of the Literacy or the Math specialist:
 - The Literacy specialist money does not come from Land Trust, and
 - she brings tutors from the University of Utah to help our struggling readers.
 - So, it makes more sense in Tina's opinion to retain the Literacy specialist and do away with the Math Specialist. And teachers agree.
 - (Christine) The Literacy specialist does have funding specifically for K-3 reading, the Early Learning funding. So we have put together a pretty good set of resources that provides that literacy support (Specialist, para pro, tutors brought in by Specialists)

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10. (Maile) **In the plan below, is Mental Health Grant and CTE restricted?**

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Answered by Christine:

- i. Those can only be used for our school counselor.
- ii. We have been getting these funds every year:
 - We have been successful in getting the Mental Health Grant for the last two years, and Christine is pretty confident we will have that moving forwards.
 - CTE is an allocation for counseling in grades 7 and 8, which we always get.

11. (Josceline) **My question is related to the overall discussions we have had with respect to increasing our school enrollments by looking into potentially becoming a STEM school (as one of the options). When we do that, at that point, will the removal of the Math specialist negatively impact us? Or at that point, will we get additional funding to bring in a Math specialist? Or would we need a Math specialist at that point? How does that work?**

Answered by Christine:

- i. Part of it is if all the faculty has a strong vision for the kind of support they want (additional specialists, paras, training, endorsements) for Math, Technology, Literacy.
- ii. It depends on if all schools need a Literacy or Math specialist for support.
- iii. Teachers may want to look at this in terms of getting trainings for themselves to become experts themselves, or to get support in terms of an embedded specialist colleague, or in terms of para-pros. This changes year to year.
- iv. It's a hard question to answer. But over time, we would expect more funding opportunities for the STEM, science, computer science, math, engineering.

12. (Alejandra) This land trust plan is for the following school year, and it does not restrict us from bringing back the Math specialist the next year? There is nothing that says the following year, we are not putting the Math specialist back?

Answered by Christine: Absolutely.

13. (Josceline) **So then I take it we are not going the STEM way the following school year, and we don't need to mix the two up (they don't influence each other), so we can table that consideration when we look at the Math specialist decision?**

Answered by Christine:

- i. We haven't made that decision. There has been conversation about whether we would benefit from becoming a dual language immersion or a STEM school. But we haven't settled on anything specific.

14. **Christine: Are we comfortable with this idea of switching our Land Trust funding away from the Math Specialist and towards other uses?**

- i. Alejandra: I feel more confident in that decision, knowing that this is the direction in which the teachers want to go, since they will be most impacted by it.
- ii. Maile: I feel comfortable with it too.
- iii. Josceline: I feel comfortable with it too, since it sounds really well thought out and it comes from the teachers, who are the most invested in this.

15. Motion: To approve the plan of removing the Math specialist from the 2022-2023 Land Trust funds

- i. Motion: Aliska
- ii. Seconded: Alejandra
- iii. Vote: All thumbs-up
- iv. Motion passes

16. **Christine: Do you feel comfortable pushing the decision on specific funding (to be used for curriculum and para pros) out to Spring when we have more information? The teacher decision was needed now so we can have the staffing discussion in February?**

- i. Everyone agreed
- ii. Next steps: Prepare material for dissemination to Steering Committee at the December 14, 2021 Steering meeting

- F. **Plan next Land Trust meeting: Late February or Mid-March (similar to last year)** We will identify what curriculum, moves, and plan needs to be made for the funds, with teacher weigh-in. Define dates in Jan Exec meeting.