

**OAKWOOD ELEMENTARY SCHOOL**  
**HOME OF THE OWLS**  
**COMMUNITY COUNCIL MEETING**



Date: Tuesday, December 12, 2023  
Time: 8am - 8:50am  
Location: Owl Nest (Faculty Room)

Purpose of Community Council: The council identifies the most critical needs of students and develops plans to help students meet academic goals. After considering the school's most critical needs, allocates LAND Trust Funds to enhance academic excellence.

[Virtual Link to join \(if needed\)](#)

**Agenda**

1. Welcome
2. Thank you (Melissa Baese, Lindsay Godsey, Jeremy Pack)
3. [Last month's meeting notes](#)
  - a. Questions/Additions-None
  - b. Motion to Pass: Lindsey Godsey
  - c. Second: Chelsea Dye
  - d. Approval of Minutes: All in Favor
4. Master Schedule for 2024-25 School Year
  - Traditional program-Oakwood has great academic supports in place. This upcoming school year there will be set times for both whole and small group instruction. Aides will come in to assist with small group instruction.
5. Behavior Supports
  - Increase of students increases the needs of behavioral support. Oakwood uses PBIS to reinforce behavior expectations. Soar tickets can be earned to reinforce good behavior and then the tickets can be used to purchase items at the school store.
6. Updates on Middle of Year Testing
  - Testing should be completed before Winter Break begins. Data from this testing will be used to help

teachers target specific educational needs. Our goal at Oakwood is to see growth for each individual student.

## 7. Chinese DLI program Q&A (Sheri Sorensen and Ben Horsley)

- Sheri Sorensen oversees DLI program at the district level. There is a Utah DLI website ([utahdli.org](http://utahdli.org)) and Granite follows the Utah DLI model.

- The Utah DLI model states that 50% of the day should be spent in the target language and 50% in English. Oakwood is a one-way program.

- Best practices-follow instructional model, how time should be broken up. Teachers during Chinese time speak Chinese the entire time.

- Key Progress Indicators-document for language proficiency goals, students start by parroting language and then as their competency increases they can engage in conversation.

- DLI students are tested yearly using the AAPPL assessment. Oakwood has 100% completion rate this year.

- As students get older there are students who decide to leave the DLI program. This sometimes happens in Junior High. Even if students don't stay in the DLI program, there are still benefits for the students.

- If students continue with the DLI program, they can graduate from high school three credits short of a minor in language.

- Parents will receive a letter in February with a two-week window to determine their intent to stay or leave DLI program.

- DLI schools should have a base minimum of 600 students to have a better balance of traditional and DLI students. Target is 50% traditional and 50% DLI students.

- We're moving forward to help achieve balance between the two programs within the school.

- Last year was the first year the DLI program was marketed to the public. Granite is marketing to let parents know that the DLI program is available to their student.

- Goal for incoming first graders is between 50-60.

- There are 80 kindergarteners currently and our goal is to have 30 from our kindergarten and 30 from outside our boundary for the DLI program.

- There is a split model currently at Oakwood, but one teacher per grade is ideal.
- Leadership and school culture are vital to keeping DLI and traditional students as a cohesive unit instead of feeling separated.
- DLI is up to the local decision of schools. School board has left this decision up to the individual schools, not the district.
- DLI population will hopefully begin to stabilize
- According to a University of Utah study, RISE scores are higher than their traditional peers.

#### Next Meeting Information

Date: January 16, 2024 (3<sup>rd</sup> Tuesday)

Time: 8:00am– 8:50am

Location: Owl Nest (Faculty Room)

Agenda will be emailed out and posted to [school's webpage](#) one (1) week prior to meeting.

# OAKWOOD COMMUNITY COUNCIL MEETINGS

## ATTENDANCE SIGN IN SHEET

DATE: TUESDAY, DECEMBER 12, 2023

<u>Position</u>	<u>Write your name below</u>	<u>In Person or Online</u> <u>-Circle-</u>	
Member	Eric Biley	<u>In-Person</u>	Online
Member	Lindsay Godsey	<u>In-Person</u>	Online
Member	Nathan Cromar	<u>In-Person</u>	Online
Member	Melissa Baese	<u>In-Person</u>	Online
Member	Jennifer Oeffli	<u>In-Person</u>	Online
Member	Chelsea Dye	<u>In-Person</u>	Online
Member	Tiffany Passey	<u>In-Person</u>	Online
Member	Michelle Cannon	<u>In-Person</u>	Online
Member	Shelly Bennett	<u>In-Person</u>	Online
Member	Jeremy Pack	<u>In-Person</u>	Online
Member		In-Person	Online
		In-Person	Online
Guest	Megan Carter	<u>In-Person</u>	Online
Guest		In-Person	Online
Guest		In-Person	Online
Guest		In-Person	Online
Guest		In-Person	Online

## Daycares

### In boundary or near Oakwood Elementary School

Name	Phone	Address
<b>Busing to Oakwood</b>		
Children's Cottage	(801) 272-0971	4615 Highland Dr (Holladay)
La Petite	(801) 943-8474	6955 S 2300 E (SLC)
Winner School	(801) 278-2500	6120 S 2075 E (Holladay)
Learning Tree	(801) 266-3590	4540 S 900 E (SLC)
Makiko's Daycare SLC	(801) 738-1855	730 E 4500 S (SLC)
Mother's Helper Cottonwood	(801) 273-7290	5875 S 1300 E (Murray)
<b>Oakwood Boundary</b>		
Creekside PreK	(801) 871-3950	1366 E. Murray Holladay Rd (Millcreek)
Early Birds PreK	(801) 915-5952	5711 S Glenbrook St. (Holladay)
	(801) 915-5952	5711 S Glenbrook St. (Holladay)
<b>Out of Boundaries</b>		
Cottonwood Preschool by Child Time	(801) 748-0449	2890 E Cottonwood Pkwy #150 (Cottonwood Heights)
Rainbow Connection Preschool	(801) 942-6231	6672 Highland Dr (SLC)
Mother's Helper Cottonwood	(801) 273-7290	2138 Ft Union Blvd (Cottonwood Heights)
Kolt Kids PreK	(801) 580-5717	5715 S 1300 E (SLC)
Creative Learning Academy of Utah	(385) 284-0081	5979 Fashion BLVD (Murray)

# Apartments

## In boundary or near Oakwood Elementary School

Name	Phone	Address
<b>Oakwood Boundary</b>		
Sandpiper Apartments	(801) 278-4650	1496 Spring Ln (Holladay)
The Grandeur	(385) 563-3305	1920 E Rodeo Walk Dr (Holladay)
Hidden Meadows	(833) 469-1296	1794 Hidden Meadows Dr (Holladay)
Crestwood Cove Apartments	(385) 429-2932	4888 S Highland Cir #10 (Holladay)
Brookside Apartments	(801) 278-5823	4817 S Kings Row Dr (Holladay)
Holladay Grove Apartments	(801) 255-9226	1740 E Murray Holladay Rd
Linden Apartments		1740 E Murray Holladay Rd
Fairbrook Apartments	(801) 272-1327	1732 E Murray Holladay Rd
Park East	(833) 227-5390	1717 E Murray Holladay Rd (Millcreek)
Willow Brook Cove	(801) 424-2318	1455 E 4705 S (Millcreek)
Bristlecone Pines		1365 E 4705 S (SLC)
Linden Colonial	(801) 277-8557	4759 S 1300 E (Holladay)
<b>Out of Boundaries</b>		
Aix La Chapelle Condominium	(801) 278-3113	2220 E Murray Holladay R (Holladay)
Tiburón Apartments	(801) 505-8155	4749 S Bonair St (Holladay)
Willow Glen	(801) 263-1209	4858 S 1300 E (Millcreek)
Havenwood of Holladay	(801) 281-5500	4804 S 1140 E (Millcreek)
Highland Pointe	(801) 943-6706	2081 Nod Hill Rd (Cottonwood Heights)
Royal Farms	(801) 943-4713	2102 E Royal Farm Dr (SLC)
Hillrise	(385) 355-4901	2385 E 6895 S (SLC)





# Let's Get Ready



for

# K i n d e r g a r t e n !

Enrollment for next school year is now open

## OAKWOOD ELEMENTARY SCHOOL

*85% of the 2023 Kinder Owls graduated at or above grade level reading*

*5815 South Highland Dr.*

Visit the school's main office today to register.

Priority registration for the **2024-25** school year ends **February 2nd**.

**A high performing traditional school  
with a Chinese DLI Program  
Serving students since 1894**

**Full Day and Half Day Options  
Daycare busing to and from school available**

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### Check us out on

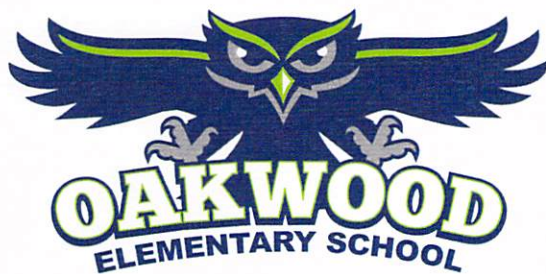
Facebook @OakwoodElementary

Instagram @oakwood\_owls

### Contact us

Phone: 385-646-4942

<https://schools.graniteschools.org/oakwood/>



Scan for registration information

Hello Oakwood Community,

Kindergarten registration for the 2024-25 school year is now available. All students who will be age 5 by September 1, 2024, are eligible to register.

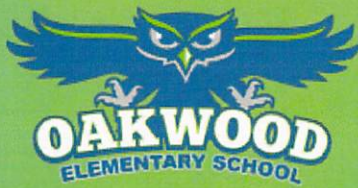
Knowing the number of our incoming kindergarten students is SO IMPORTANT in keeping all our amazing teachers at Oakwood. The State provides us with a certain number of teachers based on our student enrollment count. For us to reach our goal of keeping class sizes as small as possible, we need as accurate of a student count for next year by March 1<sup>st</sup>.

We know how great Oakwood Elementary School is and you, our parents and students, are the best promoters for our school. We invite all families with a future kindergarten student to enroll today in the main office. Please see the other side for more details. Please share this flyer with your friends and on social media. The more we all share the good about Oakwood, the more amazing teachers we will keep working with our kids!

I love our Owls!

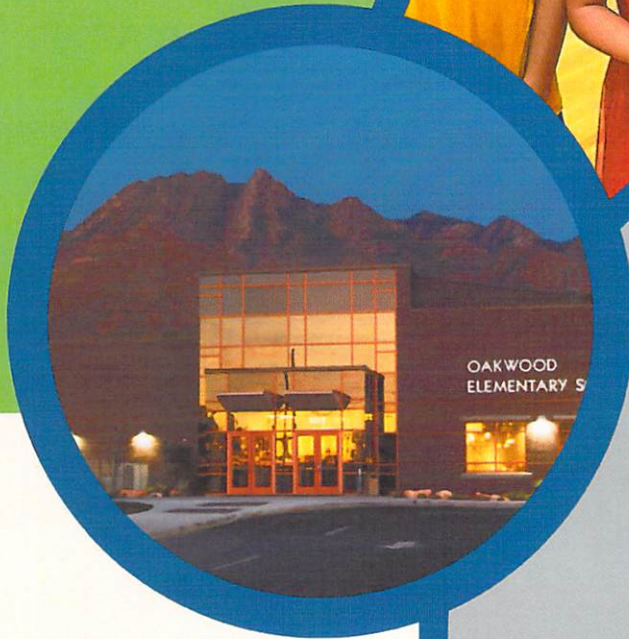
Mr. Bailey  
Principal  
Oakwood Elementary School  
**#TogetherWeSOAR**





# CHINESE DUAL LANGUAGE IMMERSION

NOW ENROLLING!



For more details and to apply:



## About Our Program

The DLI Program at Oakwood begins in 1st grade and continues at Bonneville Junior High and Cottonwood High School with the goal of college and career readiness in both English and Chinese (Mandarin) by graduation.

## Prospective Parent Informational Meeting

Oakwood Gym  
Tuesday, January 16 at 6 PM

## Live out of Oakwood boundaries?

Follow the QR code above to apply for open enrollment



IMMERSION  
*Providing a world of opportunities for students.*

## Questions?

Call the Oakwood office at 386-646-4942

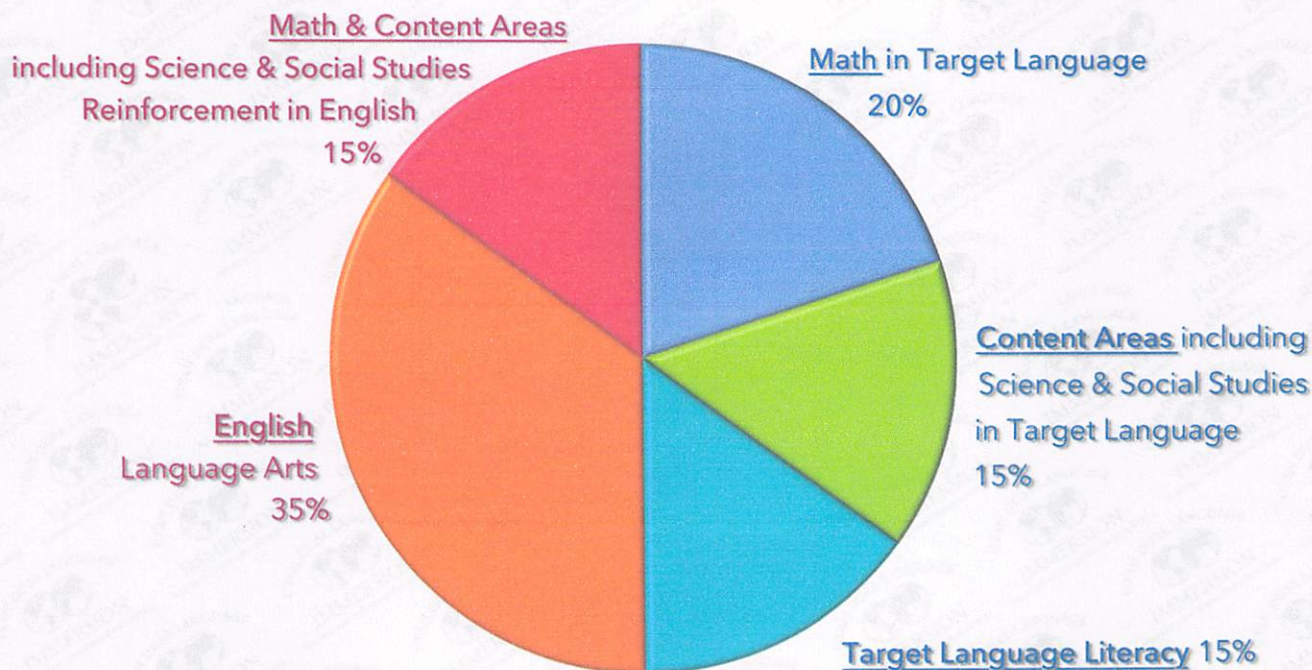
- Is there an overarching framework for the program you can share? I have done some research on the Granite website but have not been able to locate the program framework.
- What does Granite School District suggest as best practices for a DLI program?
- What are the enrollment targets and current enrollment in the Chinese program at Oakwood and Calvin Smith? Canyons District has a Chinese DLI program in our area, any idea of their enrollment targets/stats?
- We have appreciated the District's support through additional FTE this year, and we look forward to that continuing for the next academic school year. If enrollment continues to not be optimal for supporting the Chinese DLI program best practices at Oakwood, what suggestions do the district have to ensure that quality of education is not compromised for either the DLI or the traditional program tracts?
- Are there any KPI trends tracked and published for Granite DLI programs?
- What are some of the long term solutions that are being discussed at the district level to sustain DLI programs while encouraging traditional programs to also succeed?
- Are students tested for grade level proficiency before they enter into a DLI program at the 1st or 2nd grade level? What other things are looked at to ensure that a student will have success in a DLI program in our district?
- Are DLI programs placed throughout the district at schools with different socio-economic factors? Does data at the district level suggest that certain factors better support a DLI program than others?
- Are applications being accepted for the 24-25 school year? If so, are there indications that enrollment will increase?






# Dual Language Immersion

## Instructional Time: Grades 1-3




 Math & Content Areas including Science & Social Studies Reinforcement in English 15%

 English Language Arts 35%

 Math in Target Language 20%

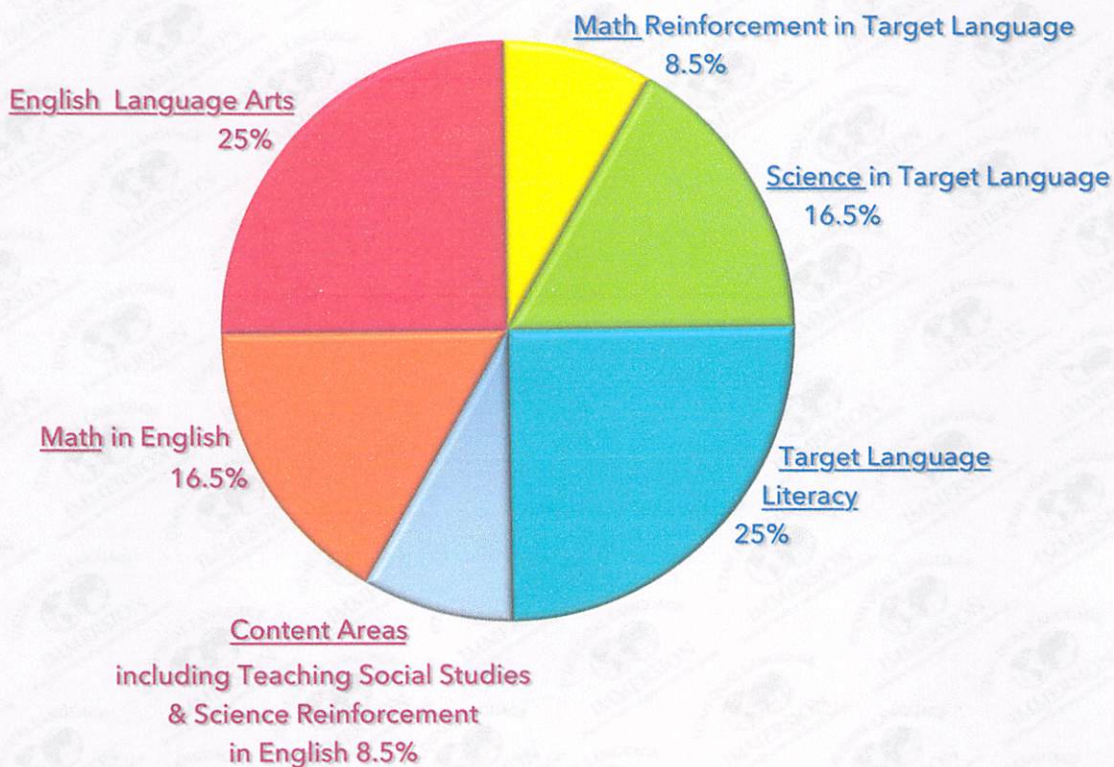
 Content Areas including Science & Social Studies in Target Language 15%

 Target Language Literacy 15%





## Dual Language Immersion Instructional Time: Grades 4-5



English Language Arts 25%

Math in English 16.5%

Content Areas including Teaching Social Studies & Science Reinforcement in English 8.5%

Math Reinforcement in Target Language 8.5%

Science in Target Language 16.5%

Target Language Literacy 25%





CLASSROOM ASSURANCE		
Classroom Practices	Evidence Sources	Compliance Criteria
<p>A. Instructional model for both English and the partner language is implemented with triangulation among:</p> <ul style="list-style-type: none"> <li>• <i>Subjects taught according to grade level pie chart.</i></li> <li>• <i>Materials adopted by the State; and</i></li> <li>• <i>Minimum number of minutes in core subjects: math, science, social studies, and partner language literacy as stipulated by the Utah Dual Language Immersion Model.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule that aligns with DLI instructional model.</li> <li>• Documented observations by third party evaluation team.</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional day is divided according to percentages on State pie charts.</li> <li>• Materials are purchased and implemented according to buy orders from DLI directors.</li> <li>• PARTNER LANGUAGE MINIMUMS: <ul style="list-style-type: none"> <li><u>1<sup>st</sup> – 3<sup>rd</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 50 min literacy &amp; 60 min math</li> <li>- 2 x/week of 30 min science/social studies</li> </ul> </li> <li><u>4<sup>th</sup> – 5<sup>th</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 75 min literacy &amp; 20 min math</li> <li>- 3 x/week of 45 min science</li> </ul> </li> <li><u>6<sup>th</sup> (elementary)</u> <ul style="list-style-type: none"> <li>- 4 x/week of 75 min literacy</li> <li>- 4 x/week of 50 min science/social studies</li> </ul> </li> <li><u>6<sup>th</sup> (middle school)</u> <ul style="list-style-type: none"> <li>- 2 courses: DLI 2 and Social Studies</li> </ul> </li> </ul> </li> <li>• ENGLISH MINIMUMS: <ul style="list-style-type: none"> <li><u>1<sup>st</sup> – 3<sup>rd</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 20 min math reinforcement</li> <li>- implementation of district language arts block</li> </ul> </li> <li><u>4<sup>th</sup> – 5<sup>th</sup></u> <ul style="list-style-type: none"> <li>- implementation of district math, language arts and social studies blocks</li> <li>-reinforcement of science</li> </ul> </li> <li><u>6<sup>th</sup>(elementary)</u> <ul style="list-style-type: none"> <li>- implementation of district math and language arts</li> <li>- reinforcement of science and social studies</li> </ul> </li> </ul> </li> </ul>



Classroom Practices	Evidence Sources	Compliance Criteria
<p>B. Partner language teachers:</p> <ul style="list-style-type: none"> <li>• <b>Communicate in the partner language</b> in the classroom <b>at all times</b> and in front of their students in all school environments; and</li> <li>• May <b>only</b> deliver instruction to students participating in the dual language immersion program.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented observations by third party evaluation team.</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks.</li> <li>• Random parent and student surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers deliver instruction in the partner language to partner language students 100% of the time.</li> <li>• Teachers deliver instruction to dual language students 100% of their assigned instructional time.</li> </ul>
<p>C. English and partner language teachers collaborate as a DLI partnership on a <b>weekly basis</b>.</p>	<ul style="list-style-type: none"> <li>• Documented weekly collaboration (strongly recommend completing the DLI Collaboration Protocol document be used on a weekly basis).</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 30 minutes per week of collaboration time.</li> <li>• Evidence through the documented template of curriculum coordination across the two languages.</li> </ul>
<p>D. There are clear, enforced, and reinforced expectations that students <b>communicate in the partner language in the classroom</b>.</p>	<ul style="list-style-type: none"> <li>• Documented observations by third party evaluation team.</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks.</li> <li>• Random parent and student surveys.</li> <li>• Evidence of a motivational program that encourages accountability and reinforces partner language use expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• By January 15<sup>th</sup> of first grade, students are no longer permitted to use English in the partner language classroom.</li> </ul>

IMPLEMENTATION ASSURANCE		
Implementation Practices	Evidence Sources	Compliance Criteria
<p>A. All programs must be started with <b>two-teacher model</b> and sustained as such unless enrollment necessitates other alternatives in upper grades.</p> <p>All designated DLI schools start the State model in kindergarten, grade 1 or both, adding an additional grade each year.</p>	<ul style="list-style-type: none"> <li>• Copy of DLI teacher roster for all the grade levels at the school for both English and Partner language teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an instructional model that uses 50% of instruction in English and 50% of instruction in another language.</li> <li>• Teacher roster is consistent with the 2-teacher DLI State model starting in 1st grade.</li> </ul>
<p>B. Partner Language Teacher <b>Licensure &amp; Endorsement</b> Requirements:</p> <ul style="list-style-type: none"> <li>• 1-8 Elementary Licensure or</li> <li>• 6-12 Secondary Licensure; and</li> <li>• Dual Language Immersion and</li> <li>• World Languages Endorsements.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner language teacher provides evidence of:</li> <li>• Minimum score of Advanced-Mid on an Oral Proficiency Interview; and Professional endorsement or Associate Endorsement in World Languages and Dual Language Immersion.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview (OPI or OPIC).</li> <li>• Teacher has obtained or is in pursuit of: World Languages Endorsement; and Dual Language Immersion Endorsement.</li> </ul>
<p>C. Enrollment in dual language immersion must be <b>open to all students</b> of varying backgrounds and all ability levels. R277-488-4-B(2).</p>	<ul style="list-style-type: none"> <li>• Copy of DLI enrollment policy.</li> <li>• Evidence of outreach efforts by school and district to make the policy published and accessible to the public.</li> <li>• Report comparing DLI enrollment demographics to school-wide enrollment demographics.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite screening requirements for program entrance).</li> <li>• Actual enrollment in the program reflects the demographics of the school population.</li> </ul>
<p>D. DLI teachers (both English and partner language) are required to participate in <b>professional development</b> as follows:</p> <ul style="list-style-type: none"> <li>• all DLI State-sponsored professional development days; and</li> <li>• AUDII for first- and second-year teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a support system to ensure that DLI teachers attend all DLI professional development required by the State.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% full-day attendance by all teachers unless absence is pre-approved by State and district personnel.</li> </ul>

<p>E. As part of your designation as a DLI school, school principals and DLI district administrators are required to:</p> <ul style="list-style-type: none"> <li>• Attend the new <b>Administrator's AUDII</b> once and Dual Language Immersion Advisory Council annual meetings as scheduled.</li> <li>• Adhere to all State DLI <b>Fidelity Assurances</b>.</li> <li>• <b>Safeguard that the State DLI Model</b> is not altered in your school from the model provided by the State, emphasizing instructional times, pedagogy, adopted DLI curriculum and resources, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure new DLI administrators attend required State meetings and training.</li> <li>• Cite evidence of adherence to the DLI Assurances.</li> <li>• Safeguard DLI State Model by aligning school decision-making that secures the implementation of the State DLI Model.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% attendance by principal and/or designated representative unless absence is pre-approved by State and District personnel.</li> <li>• Adhere to all State DLI Fidelity Assurances.</li> </ul>
<p>F. Schools and districts conduct annual AAPPL testing in grades 3 – 9 according to State guidelines.</p>	<ul style="list-style-type: none"> <li>• Evidence of AAPPL test results.</li> <li>• Evidence of ethical assessment administration by teachers and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students meet Utah DLI grade level proficiency benchmarks.</li> <li>• Ensure teachers are teaching test format and topics from ACTFL but not the actual AAPPL test items.</li> <li>• Actively monitor the room during testing. Assistance with test items should not be provided in any circumstance. Adherence to testing ethics is critical.</li> </ul>

# Proficiency

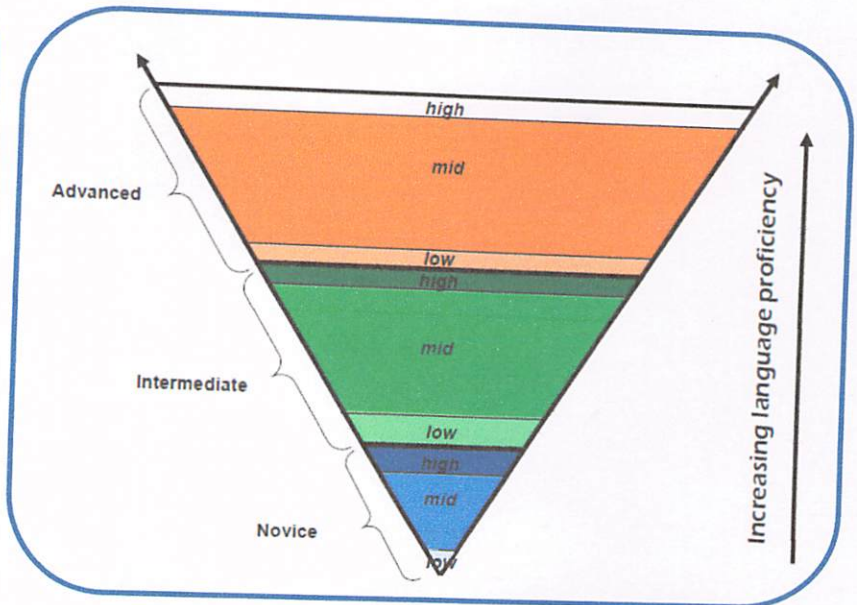
## Dual Language Immersion Classes

### What is it?

Proficiency: (n) what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. (From ACTFL)

### Why?

World language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction to prepare students for real-world language use.



### What does it look like?

- Novice:** I can communicate on very familiar topics using a variety of words, phrases, and simple sentences that I have practiced and memorized.
- Intermediate:** I can participate in conversations on familiar topics creating sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
- Advanced:** I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in the past present, and future. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues. [https://www.actfl.org/global\\_statements](https://www.actfl.org/global_statements)

### Grade Level Goals- Chinese & Russian

	Grade 1-2 goal – Novice Low
	Grades 3-4 goal – Novice Mid
	Grades 5-6 goal – Novice High
	Grades 7-8 goal – Intermediate Low
	Grades 9-11 goal – Intermediate Mid
	Grades 12 goal – Intermediate High

### More Information:

- American Council on the Teaching of Foreign Languages  
<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english>
- Utah State Board of Education World Languages  
<https://www.schools.utah.gov/curr/worldlanguages>
- Granite School District  
<http://www.graniteschools.org>