

Highland Park Elementary School Community Council Meeting Minutes Thursday, February 16th, 2017

Present:

Christina Leavitt, Mindy Jones, Sonal Kerr, Edie Morgan, Kimberly Barnett, Tricia Bishop, Brianna Steadman, Heather Parry, Marina Coomes, Jennifer Going, Benny Keele, Erin Pitts, Brandi Pitts, Sarah Williams, Jessica Balderas, Kelli Quillen, Sarah Payne, Becky Pittam, and Debora Cluff

SCC Business:

- **Welcome** – Christina Leavitt called meeting to order. Council reviewed February minutes. Sonal Kerr motioned to approve, Heather Parry seconded the motion, all agreed in favor.

Community Interests:

- **Idle Free Campaign:** There is a concern regarding cars idling around the school which results in high pollutants which make it so students with/without respiratory problems are unable to be outside during recess. There are still a lot of cars on Kenwood who are idling. Mindy Jones has donated signs and placed them around the school to remind people not to idle. The following suggestions were offered to educate and remind people not to idle:
 - Safety Patrol members/Leadership team remind people to not idle
 - 5th/6th graders do an idle free campaign
 - Student contest creating signs
 - Hope of America Project
 - Article in Sugarhouse journal
 - Students being released to hold non-idling signs on Kenwood
- **Parking Lot Concerns:** Discussed the kindergarten drop off/pick up zone and the concerns regarding people backing in diagonally and the lack of space for parents to pick up children. We will return to the procedure outlined in the Traffic Safety Plan. We will have a sign out to remind parents of the correct way in which to use the drop off/pick up zone. Parents are encouraged to walk, park along the street, or come prior to or after peak times. Debora will talk to kindergarten teachers regarding having students get coats and backpacks 3 minutes prior to the bell ringing. She will send out a safety email regarding the drop off zone and put it in the newsletter. A suggestion was given to create a kindergarten newsletter to be handed out at orientation which includes information regarding drop off/pick up along with items particular to Highland Park. Parents also need to inform grandparents or others who are picking up children about correct parking lot procedures. A question was asked regarding whether safety patrol students were taught how to manage traffic flow.
- **Stakeholder Survey:** An error was made on the yellow handout regarding the website for the Stakeholder Survey. The correct link will be sent out in the newsletter and also placed on the school website. Parents requested a comment section for the school survey. It is on the classroom survey.

Principal Report:

- **School Zone Update:** Debora reported the information given by Paul Schulte regarding the school zone lights being combined into one zone. He talked to the people in charge of making the decision regarding school zones and they will not combine the two zones into one. The reasoning was the length of the zone. They have found that people have a tendency to speed up after a given distance from the light.
- **Parent Calendar of Events:** Debora has created a 12-month calendar and is beginning to write in dates of school events that parents attend. The goal is to have it ready for August to hand out to parents. When scheduling events, the school will try and have a mixture of early and later performance times to accommodate parents. The calendar will be brought to School Community Council for their input. We will do all we can to not change dates once on the calendar. Parents reported they were pleased with the Science Fair Gallery being in the evening where more parents could attend. The recommendation will be to continue this practice.
- **Staffing:** Debora explained the process for staffing decision making. The faculty was given the information regarding the loss of 3 funded teachers for the 2017-2018 school year along with the number of current students and projected students. They were asked to talk to their colleagues and present their recommendation to their School Improvement Representative. The recommendations were then brought to our School Improvement Council meeting where we discussed the recommendations and determined the number of classes for each grade. We will have 3 ½ kindergarten, 4 first through fourth grades, and 3 fifth through sixth grades. In order to address the higher numbers in the grade levels, administration will look at those students who are on Special Permits and potentially re-consider them based on the following criteria: Attendance/tardies; high behavioral needs; and last in. Debora will be working with Becky Pittam to make those decisions and notices will be out to parents by March 15th. Highland Park will not be accepting students on special permit in grades 1st-6th but will consider kindergarten students who have siblings in our school with excellent attendance. Parents were concerned regarding the higher number of students in the upper grades and asked what they could do. The suggestions were to contact the district and/or their legislators. Question was asked regarding portables. The decision has not been made as to which grades will be coming into the building. We will use any empty portable space as music classrooms.
- **School Improvement Plan:** Debora explained the process she used to build the School Improvement Plan. Teachers were asked to share on poster paper the things that they liked and felt were going well in each of the content areas, technology, arts, and parent involvement. They then were given data and asked to determine the biggest challenge in whole school achievement, achievement gaps in a particular sub group, and school culture and climate under Multi-Tiered Systems of Support. The faculty discussed the comments of their peers that were written on the charts and identified as grade levels their highest concerns in each of the three areas. This was shared with the School Community Council in this meeting. Questions asked included: Have the math PD's been effective? Teachers would like to see them be more specific to their grade level. Has attendance improved since giving certificates? We do not have the data yet to determine. Some parents indicated it was a waste of paper. There was discussion

regarding writing. Writing instruction varies among teachers and grade levels. A parent indicated she did not like writing being included in the SAGE assessment. A concern was given regarding keyboarding not being taught. A parent shared a strategy that was implemented where she was a secret writer for a class. They wrote weekly and she would read them and write comments. At the end of the year, they had a luncheon and revealed the secret writer. Parents were given time to do a gallery walk of the posters indicating biggest concerns with attached data and given sticky notes to make suggestions/comments. Parents would like additional data comparing our school with the district, state, etc. Debora will work on getting that information for the next meeting.

Data Shared with Parents:

Highland Park 2017 Projection Data

Grade Level	Current # of Students 2017	Projected # of Students 2017-18	# of ELL's	# of SPED/Testing or Prospective	# of Tier 3 High Behavior Need Students	% of Students not proficient in ELA 2016	% of Students not reading on grade level (DIBELS)	% of students not proficient in math 2016	% at risk and chronic absenteeism
Kindergarten	88	88		1/1	2		20%		
1 st Grade	83	88		5/1		22%	11%	32%	34%/10%
2 nd Grade	86	83		3/4	4	23%	15%	29%	30%/0%
3 rd Grade	94	84		7/2	1	10%	17%	9%	33%/0%
4 th Grade	91	95		4/1	3	36%	15%	23%	20%/0%
5 th Grade	82	90		6/1		27%	19%	26%	24%/0%
6 th Grade	91	83		4		29%	4%	22%	20%/0%

Explanation: % of Students is based on 2016 data and so I moved the percentages to the grade the students are currently in this year. It does not reflect their current scores. It is only an indicator to take into consideration.

Budgets:	2016-2017	2017-2018	Loss
0010 Regular Ed	24.5	22.0	2.5
4202-K-3 Reading	.5	.5	
1421-Add. Kinder	1.0	.5	.5
4224-Class size Red.	2.5	2.5	
6171-Resource	1.25	1.0	.25
6155-SC SPED	4.0	4.0	

Grade Level	Current # of Students 2017	Current # of Teachers	Projected # of Students 2017-18	Proposed # of Teachers
Kinder	88	3 1/2	88	
1 st Grade	83	4	88	
2 nd Grade	86	5	83	
3 rd Grade	94	4	84	
4 th Grade	91	4	95	
5 th Grade	82	4	90	
6 th Grade	91	4	83	
Total		28 1/2		25 1/2

Highland Park SIP Data for 2017-2018 School Year

2016 SAGE/EOL Results:

	ELA				Math				Science							
	FRL-22.6 %	ELL-2.57 %	SWD-11.27 %	All Groups	FRL-22.6 %	ELL-2.57 %	SWD-11.27 %	All Groups	FRL-22.6 %	ELL-2.57 %	SWD-11.27 %	All Groups				
Whole School	70%	53%	51%	75%	68%	52%	20%	74%	63%	47%	44%	75%				
Kinder	51%	46%	42%	78%	50%	48%	43%	68%								
First	45%	45%	26%	77%	42%	47%	30%	71%								
Second	40%	37%	29%	90%	43%	45%	31%	91%								
Third	29%	25%	17%	64%	42%	42%	27%	77%								
Fourth	27%	13%	16%	73%	39%	26%	22%	74%					31%	17%	20%	74%
Fifth	30%	25%	14%	71%	34%	26%	21%	78%					23%	20%	30%	78%
Sixth	32%	10%	12%	70%	24%	6%	10%	57%	31%	10%	16%	72%				

SAGE/EOL Test Results Fall 2016 Achievement Gaps

Race/Ethnicity	ELA	Math	Science
Caucasian	77%	80%	78%
Hispanic	57%	38%	48%
Multi	77%	50%	79%

ELL	ELA	Math	Science
Non ELL	75%	74%	75%
ELL	55%	70%	67%

Trend: ELA 2015-67% 2016-55% Math 2015-54%
2016-70% Science 2015-67% 2016-75%

WIDA Data: Change in WIDA Composite Score-(Based on 7 students who were here for both years)

2014-15 33% decrease 67% made small progress 0% made the desired progress
2015-2016 0% decrease 57% made small progress 43% made the desired progress

Students with Disabilities	ELA	Math	Science
Non SWD	78%	75%	78%
SWD	46%	55%	46%

Trend: ELA 2014-26% 2015-39% 2016-46% Math 2014-29% 2015-34% 2016-55% Science 2014-32% 2015-51% 2016-46%

Low Income	ELA	Math	Science
Non Low Income	77%	76%	77%
Low Income	65%	66%	67%

Trend: ELA 2014-55% 2015-59% 2016-65% Math 2014-55% 2015-52% 2016-66% Science 2014-67% 2015-55% 2016-67%

Gender	ELA	Math	Science
Female	50%	47%	39%
Male	43%	47%	41%

Trend: Female ELA 2014-48% 2015-50% 2016-50% Math 2014-43% 2015-44% 2016-47% Science 2014-34% 2015-36% 2016-39%

Male ELA 2014-38% 2015-42% 2016-43% Math 2014-43% 2015-44% 2016-47% Science 2014-37% 2015-40% 2016-41%

Pathway Indicators:

1B: Entering Kindergarten academically prepared

Proficient in both ELA and Math	ELA	Math
2014 66%	91%	67%
2015 55%	51%	70%
2016 44%	57%	58%

1C: Exiting Kindergarten academically prepared for first grade

Proficient in both ELA and Math		ELA	Math
2014	58%	73%	66%
2015	42%	66%	48%
2016	62%	78%	68%

2A: Exiting 3rd grade reading on grade level

2014	60%
2015	71%
2016	64%

Exiting academically prepared for middle school

Proficient in both ELA, Math, and Science		ELA	Math
2014	37%	66%	44%
	64%		
2015	45%	75%	49%
	62%		
2016	53%	70%	57%
	72%		

2016-2017 Midyear DIBELS: Dynamic Indicators of Basic Early Literacy Skills

Grade Level	% at Benchmark	% Strategic	% Intensive
Kindergarten	80%	10%	10%
First	89%	6%	5%
Second	85%	9%	6%
Third	82%	7%	10%
Fourth	85%	9%	6%
Fifth	81%	12%	7%
Sixth	96%	3%	1%

Posters:

Celebrations and Kudos:

- Data: English Language Arts (ELA)-75% of students proficient, Math-74% proficient, Science 75% proficient on 2016 SAGE
- ELA-Early Steps Intervention, MyLexia program
- Science-Hands on Science, Integration of Hands on Science with core
- Technology-MyLexia, Instagram accounts, Smartboard in project lab, HP's outreach online
- Arts-Integration of core into art, quality lessons, and dance
- Behavior-Student of the Month, 100% attendance recognition
- Parent Involvement-Parent Volunteers and drivers, Arts Night, and many sources to encourage parent participation
- Other: Monday Bagels

Whole School Achievement:

- Upper grades need intervention help with Tier 2 and 3 students in math**
 Proficiency Data: 3rd grade 77%, 4th grade 74%, 5th grade 78%, 6th grade 57%
 Observations: 6th grade math core is very different from earlier grades and is a large leap in concepts.
Suggestions: \$ for after school tutoring, ST Math licenses, targeted PD, identify students who are struggling and get them help.
- Grades 3-6 need intervention help in English Language Arts**
 Proficiency Data: 3rd grade 64%, 4th grade 73%, 5th grade 71%, 6th grade 70%
 64% of exiting 3rd graders are reading on grade level
Suggestions: Incoming Kindergarten students need more support
 Data: 2014 65% of incoming students are proficient in ELA and Math
 ELA-91% Math-67%
 2015 55% of incoming students are proficient in ELA and Math
 ELA-51% Math-70%
 2016 44% of incoming students are proficient in ELA and Math
 ELA-57% Math 58%
Suggestions of Teachers and Parents: Preschools/parents made aware of what kids need to be prepared for kindergarten; MyLexia; tutoring; Specialized PDs – Not required but paid; ST Math for all; Staff development after new program is purchased; Professional Development can't be K-6 due to needs being too varied; New Core standard for sixth grade science; More assemblies that are science based; Each class doing a science fair project; Explanation of Buzz words for new parents (kindergarten) IE – SEP, parking rules, SCC, SIC, PTA etc.

Achievement Gap Challenges

- Students with disabilities are needing more help**
 Data: Non SWD ELA-78% Math 75% Science 78%
 SWD ELA-46% Math 55% Science 46%
 ELA 2014: 26% 2015: 39% 2016: 46%
 Math 2014: 29% 2015: 34% 2016: 55%
 Science 2014: 32% 2015: 51% 2016: 46%
 Non low income ELA 77% Math 76% Science 77%
 Low income ELA 65% Math 66% Science 67%
 ELA 2014: 55% 2015: 59% 2016: 65%
 Math 2014: 55% 2015: 52% 2016: 66%
 Science 2014: 67% 2015: 55% 2016: 67%
- Student with low SES need additional supports**

Suggestions for Teachers and Parents: Parent classes to learn the new math strategies, how to help support reading in the home, and behavior; More school general education support with inclusion – class activities, instruction, specials, whole school activities; MyLexia, ST Math, Raz Kids; Para's to sub – district rules don't work for our community;

Leadership opportunities for strong students to include students struggling (limited amounts of time); Pay special education educators and paras better; Let paras substitute and give them benefits.

Multi-Tiered Systems of Support

- **Attendance follow through for at-risk and chronic absences**

Data: % of at risk, % of chronic

2016 K – Risk 34%; Chronic 10%, 1st – Risk 30%; Chronic 0%, 2nd – Risk 33%; Chronic 0%, 3rd – Risk 20%; Chronic 0%, 4th – Risk 24%; Chronic 0%, 5th – Risk 20%; Chronic 0%

Parents would like clarification of what constitutes an absence. If work is completed and returned, does that count as being in school?

- **Consistent and Equitable use of tracking slips among all teachers and consequences clearly defined**

Suggestions for Teachers and Parents: Make sure all teachers know what constitutes giving a tracking slip; Grade level rewards for students who have no tracking slips for a given time; Need a full time counselor to help with behavior support for Tier 3 students; Consistency and clarification with tracking slips; Bug slips – like the old way better; B.U.G slips – only having one doesn't work. Kids say bug slips are dumb – nothing to motivate them. They don't care about them anymore; Outstanding slips for 300 club instead of bug slips. The timing of Bug slip – right at the beginning of class encourages tardies because they are not starting until kids get back. Doing something more with leadership "tickets" - maybe drawing for 300 club? Behavior training for teachers – strategies for teachers to use, professional development classes for teachers; Add an emphasis on Spirit Friday days; Student of week & month; PTA – small jobs involving younger grades parents; getting info to parents of ways to help; Tardies are still a big problem.

SIC Report:

- The only agenda item for SIC was staffing as explained above.

PTA Report:

- Discussed the parking lot concerns. PTA meeting was cancelled.

Arts Committee Report:

- Art's Night is March 17th. Preparations are going great. Chick-fil-a will be providing the dinners again at the same price as last year. Profits should be around 900.00. We need to make approximately 31,500.00
- Going to sell adult Highland Park T-shirts this week. Orders due by Friday. Cost is 10.00 and only cash will be accepted. The adult shirts will be generic with Highland Park on them. Student shirts will be sold later and we will continue the tradition of student created design.
- Any checks for Arts Night need to be made out to Highland Park Elementary.

Other:

Questions were asked regarding current Land Trust Plan and the paras being funded from Land Trust along with effectiveness of interventions being funded by Land Trust. Some of this data is not available at this point. We will continue to discuss upcoming Land Trust Plan.

Meeting was adjourned.

The next School Community Council meeting will be held on March 23rd.