

Lakeridge Community Council

December 5, 2013

1. Welcome
2. Brief Committee Breakout
 - Long Term Goals
 - Short Term Goals (2 months)
 - Committee Discussion Items
3. Committee Reports
 - Trustlands & Social/Citizenship (AP1): Mandy, Sarah, Diane, Randy

School Improvement & Special Education (AP3): Lee, Kevin, Kathy, Lynn

Public Relations/Outreach & Communication (AP4): Amy, Ryan, Courtney

Professional Development Assess. & Data (AP2): Anna, Edy, Jacob, LaNell

4. Seattle Conference Report

5. Budget

Next Meeting: **Monday, January 13, 2014 10:00-12:00am**

"We can only be said to be alive in those moments when our hearts are conscious of our treasures." ~Thornton Wilder~

PUBLIC OUTREACH– attached a list of information (Welcome packet) to be handed out to new students to Lakeridge from other schools. Would like to also have a list of all activities and clubs that are available in the school. (Ex. Jr. Honor Society and how to become a member.) This would be for both students and parents so parents can also get involved. "Opportunities available for your child at Lakeridge."

Back-to-School night (also a welcome to Lakeridge night) – have a representative from all clubs and societies, etc. What does Lakeridge have to offer academically and in all other areas, including GT or remedial courses. All offerings. Be sure Stakeholder report is available. A great time to hear about PTA and community council. Flex.

Three month goal: A sample packet to present to Community Council in April. Long term goal: Want our community to know that Lakeridge is #1 in Utah. Get more community partners. Would love suggestions to get Lakeridge info. out to community. New students should have a buddy to show them around the school and be a lunch buddy. Parents – find out what their skills are and how they might volunteer. Volunteerism (see thoughts from council discussion last month)

Going Forward:

1. We would like to support our partnership with the UVU volunteer outreach program.
2. We would like to evaluate the Lakeridge Web site content.
3. We would like to inform/involve the community in Lakeridge's successes.

PROFESSIONAL DEVELOPMENT –

- 1) Continue to support the Science 8 team with daily classes for students who are struggling.
- 2) Since half of the CTL's are new to the position this year, we would like to provide support and training for those that are new. There is a conference in February that Mr. Peterson suggested they attend.
- 3) We would like to support the SPED/Lang 9. As we were sending them off to a conference in LV in November, Kevin reported on that conference today.

- 4) We also requested data from Kevin Rich on his English 7 class that is receiving support from Mr. Stafford's Leadership class. We've heard they are having success, and we want to document the progress, and hopefully make this an experience that can be replicated in the future.

Goals Accomplished:

Sent Teachers to CTL Conference in Arizona

Developed model for the Stafford/Rich program. It has been a huge success.

Sent Teachers to the Marzano Conference in Denver

Left to Accomplish:

Systematize Stafford/Rich model. It will be in project format in the next few months.

Next year we hope to tighten up the data in order to track its success.

Looking ahead:

***I think we'd like input from the Science 8 team, after CRT scores are in, would they like the council to continue to support them with a daily class for students (seems like that must already be in place?) Also with the CRT data lets make plans for Improvement and Professional Development (the Math Team sounds like they've got this in motion, what about the others?). We'd like to hear how the Summer Collaborations went. Which teams are anticipating needs for subs for continued collaboration?

We'd like to know how the Stafford/Rich model is going. Is it in place for this year. Are we collecting data to track its success?

What have we learned from last year's SPED experiences?

There is a PLC Conference in SLC November 12-14. Garrick was hoping that Mrs. Knudsen could take some of the teachers.

TRUSTLANDS

Short Term Goals.

1. Have individual leadership groups clarify their specific mission (WHY?) and focus (what?). Additionally, have each group submit requirements (WHO?) to be part of their particular group and the meeting times. (where and when?)
2. Place this information on the school website for LEADERSHIP OPPORTUNITIES.
3. Make a plan to have the groups we already have in place help us accomplish our long term goals--submit it to them and base our plan on their feedback.
4. Create the "X FACTOR" group. Identify a teacher to lead and 10-12 of the most influential student leaders and invite to participate.
5. Design and Finalize the council/schools leadership model.
6. Vote on being part of the pilot group for "Responsibilities of Freedom."

Long Term Goals.

1. Identify how existing leadership groups can reach out using the new leadership

model. Teach, train and support existing groups.

2. TRAIN X Factor group. Weekly or bi-weekly flex meeting?
3. Kick off Leadership campaign. (Jan?)
4. Have student leadership figure out how to foster the "RBI MENTALITY" school culture.
5. Work with UCCU to incorporate the "Responsibilities of Freedom." campaign in the spring.
6. Measure effectiveness of said approaches by years end. Tweak, improve, etc before end of school year.

SCHOOL IMPROVEMENT

certain hours of the day so the teachers know when a student could be sent there for testing and extra help. We may have to build a volunteer base to man the center, or find money to hire someone. A grant perhaps?

2. **Short term goal:** Flex time for Sped kids. We feel that the sped kids will have better success and be more fulfilled if they receive rewards for their hard work. We feel that creating a special Sped slip (its own color) that teachers can hand to these kids on an immediate basis would be very effective. For example, if they get an assignment done that day, if their behavior is appropriate, or if they have a passing grade, the teacher can issue a slip that would allow them to attend flex. We also wonder if there could a buddy system started with a peer mentoring type class. SPED kids don't feel comfortable attending flex because they have never attended or they don't know what is offered. We think that if they had a "Buddy" to attend with they would feel included and excited to be there.

3. **Data needed:** We would like to look at the data from the P.E./health departments. We want to see if the strategies they are using to give the kids extra help by teaching, re-teaching, and taking their tests in chunks is working to bring up their test scores. Early data suggests that what they are doing has been very effective. According to Ms. Thomas, the SPED kids are doing better in science this year, we would like to get data from the science department to see what they are doing to help the kids pass. We feel that if these departments are having successes, we could build a model for all classes to follow.

Our goal is to service every SPED child in every subject. Help them succeed academically as well as socially.

1. We did identify that we need more training for our teachers (all teachers) we have been told that the only SPED training many of the teachers have received was a 3 credit hour class in college. Training needs to be on going.
2. Our goals for summer and next year are:
 - a. Have professional development at the first of school. Develop a structured uniform plan for all classes, subjects, and teachers.
 - b. Pinpoint strategies and get data from departments to see what has worked this year. Implement ideas into the plan for professional development. i.e. English uses the peer mentoring class. P.E. uses physical exercise and study right before a test.

- c. Take a survey of what helps teachers feel they need. Ask what strategies other departments have used to improve the success of SPED students.
- d. Get the SPED teacher on the council to give and receive input.
- e. Have the district SPED trainer come and give on going training to the teachers. Teach what is new and refresh teachers on how to implement and succeed with accommodations given in each student IEP.