

Lakeview Community Council Meeting 1/23/24 8:38 am

Attendees:

Jamie Davis-Leite – Principal

Brian Mangum – Vice Principal

Karen Cox – Kindergarten Teacher

Marisa Tobias – 3rd Grade Teacher

Amanda Phillips – Parent/Chair

Tyler Vigue – Parent/Co-Chair

David Gilliland – Parent

Clarissa Wheeler – Parent

Jenifer Torgan – Parent

Minutes from Nov Meeting

Follow-Up:

Data Dive-look at grade level action plans

- Went through each grade level action plan and goals packet
- Kinder – make schedule/curriculum more consistent among teachers
- 1st grade – writing and self-empowered learners
- 2nd grade – writing and self-empowered learners
- 3rd grade – increase ownership of math and writing
- 4th grade – continue work that is yielding good results
- 5th grade – what are the highest impact strategies and how can we implement them?
- 6th grade - may reintroduce math homework, our lowest scores are math

- Also did dives with specialties, behavior, and SPED (included in packet)

Funding Allocation-support staff/aides per grade level and area of support

- went through packet of information about aide allocation, supervision needs, hours in each program area.
- Superintendent changing to 2 goals per school; *Math and Student Population are the 2 goals we may be looking at for next year.*
- We are the biggest elementary in the district but we are not title 1.
- RISE benchmarks will be completed to see correlation between math measures. Lower grades focus on Acadience and upper grades RISE.

Climate Survey-results and attendance for student groups

- Demographics of school shown
- RISE proficiencies shown per group
- *David had question about parents teaching in classrooms*
- Demographics of whole school shown
- Academic proficiencies shown per group
- Attendance shown per group, more Hispanic students chronically absent, *does not being a bussing school impact attendance numbers? (must be within 2 miles of school to be bussed)*
- Behavior incidents shown per group

Parental involvement-attendance at SEP, accessibility through translation services/supports

- 3 SEPs so far shown. Last SEP see per teacher percentages of parent participation, we had 90.8% across the school participation.
- 32 families requested translators (Spanish), 2 families requested Portuguese translation.

How do you feel like being a DLI school impacts us as a school?

- Numbers of students in the DLI program, 20% of school is out of boundary and most are in DLI, those kids bring WPU \$, class sizes are bigger in younger grades due to attrition, enrolling the same number of multi-lingual and students with IEPs as traditional.
- How do we determine FTE? District funds 28.5 per class, we would need 33 or more to open up another teacher (but not 32 in a kindergarten class etc.) after 3rd grade we do not bring in out of boundary unless they are DLI.
- How do we allocate students in classes? Teachers from previous years set up class lists based on teacher personality and student ability level. There can be discrepancies but they try to make it best and equal for kids and teachers.

Next Steps:

- Submit final report online by district due date
- Review year-to-date budget and submit a Plan Amendment for approval, as needed
- Participate in an academic data discussion in relation to the current School LAND Trust Plan implementation and decide the academic needs to be addressed in the upcoming school year
- Make recommendations to the principal about the Teacher and Student Success Act Plan (TSSA)

GOALS:

Look at current school plan

3 goals this year:

1-80% typical or above Acadience scores

2-raise RISE scores by 5%

3-at risk population 50%

Look at current summary of money allocation (aides, library books), keep?

What specific goals do we want to look at?

2 goal approach?

Have we achieved our last year goals? (in the binder) math we did not achieve. Others generally hit.

- Dollars previously went to some software, but spent more on bodies. This year maybe shift to something more sustainable, next year build the next piece and spend less \$ on bodies unless they are needed, Trustlands \$ shouldn't be just for aide maintenance but more of a one-time expenditure to build for the future, to supplement a one-time improvement.
- Is Brian spending more time on development of aides or coordination of them? Monthly PD. Teaching and Learning pays for most of the PD.
- \$ shouldn't be just maintenance for more aides or teachers, can funds be used for community volunteers? Pay for someone to coordinate volunteers? (example) OR a new system way of teaching to be shared and expanded across the school. Something that can be built that lasts.
- Is it time to change goals and shift focus?
- What prior funding do we want to keep or change?

Overview of discussion, we are looking at 3 possibilities:

- Math #1 goal. Example-Alpine allotted extra team time, budget could pay for sub while team focused on math interventions and tools.

1-how much \$ to cover math Acadience for 4-6 grades

2-literacy vs math we have more support for literacy, change system with more math aides?

3- more teacher PD time, free up teachers for more time to work as a team around math

-will this change of focus be detrimental to what we have achieved in literacy?

-we only have 3 aides that are confident and comfortable with math, if community knew we need math help could volunteers come in and help?

-quality over quantity, 2 fold-\$ to develop the aides math interventions

- math olympics and math clubs what are kids not doing? Math competitions. We have battle of the books and principals book club, and LIA reading with kids. what can we do similar for math?

-LIA could do math games.

- Possible #2 goal population to develop? (1 content, 1 population)

14% student are SPED with least support from the district, focus more on our SPED population?

How can we utilize more of the high school students? Can help with SEL as well as driving academics.

-Internships, Life Skills, Just Serve Club, Assembly Schedule (1/3 leave anyway) PHS Education Class

Jamie will draft a proposal for February meeting discussion and approval in April meeting.

Amanda moves to adjourn meeting at 9:45

Motion seconded by David.