

**In attendance:**

Ryck Astle, Julie Barlow, Twila Bisk, Kathleen Wilcox, Lynette Checketts, Elizabeth Katoa, Denmark Jensen, Melanie Smith, Jared Fawson

**1. Teacher Presentations on used Trustland Money**

Steve Spendlove – Foreign Language

The foreign language department bought a microphone system. The teachers wear them during instruction and the students are able to hear and understand more clearly. The students also are able to wear headsets and seem to be comfortable with them. Also, they have purchased an online subscription to the Yabla.com. Mr. Spendlove said that although it is not particularly popular with the students (largely because it requires some out of class time) there has been an increase in comprehension tests from listening.

Stephen Richards – Physics

The physics department has hired 2 student peer tutors. They are available during lunch and after school. He feels that students with questions relate better to these tutors than they do to the teachers and tend to ask more questions. In addition, a grant of \$4,000 was used toward the robotics teams. There are 3 teams preparing for competition at this time. He showed us a video of their work building a cube stacking robot.

Jarom Stewart – Chemistry

The chemistry department purchased sensors that could be used with the school's TI calculators. They test PH, voltage, and temperature. The goal was to have 1 set for every 2 students, and is working well. This keeps both students engaged and Mr. Stewart reported that he preferred that the students work in pairs. Over 300 students are using the probes in chemistry classes, but the biology department will borrow them on occasion. They are used 1 or 2 times a month in "investigations" (the new name for labs!) and will be using them more frequently as the year progresses. They also purchased chemical storage bottles. They have replaced a couple of voltages probes. He reported that the others are working well for the most part and no new probes will need to be purchased.

Jim Follet – Band

The band purchased 2 new French horns at \$2,300 each. If maintained appropriately, they will last for many years. A new baritone was also added. The school rents these instruments to the students for \$95 a year. They also are responsible to clean the instrument before returning it.

Stacy Anderson – Math

The math department has used their funds to purchase the rights to the I-excel math program. This program takes students at their level and gives them problems. The teachers introduce topics in class and then assign the student specific problems to practice. Then they will introduce the next topic, and so forth. The teachers can assign topics that will help students strengthen in areas they are weak in. The program is used both at home and at school. It breaks skills into three categories; practiced, proficient, and mastery. So far this year, 11,096 hours have been logged. This impacts about 700 students (Math II and Math III), with an average of 1,165 questions recorded per student. A new ACT

practice math section will begin shortly. Mrs. Anderson pointed out that this program will not replace the teacher, but it is a great tool to help students improve independently. This grant was also used to pay for summer hours for teachers as they developed videos, and quiz banks in canvas. When asked if she would need more money for summer hours she said it was too early to know.

## **2. LHS School Improvement Plan Goals 2019-2020 – Report by Julie Barlow and Ryck Astle**

- 1. Maintain overall graduation rate of 96%, while increasing graduation rate of sub-groups (ELL 92.86% to 95%, Hispanic/Latino 90.63% to 93%, Low Income 89.47% to 92%) in the next five years.*

LHS reported the highest graduation rate in the state. We are now focusing on sub groups that are high, but need to be higher. As a result of this goal, Maria Flores was hired as the ELL Family Liason. She has contacted all students and most of the parents in ELL. She hosted an ELL night for parents, which was not well attended. Many possible reasons for this turnout were discussed. It was reported that Maria is understanding and approachable and helping students feel comfortable to trust her. 10% of the LHS population is Hispanic, with many of that group also being low income. Mr. Astle reported that everyone who comes through the lunch line (or breakfast line) will receive a meal, whether or not they have money in their account or a free and reduced lunch account. The school has covered \$1,300 in free meals this year alone. It would be helpful to have these families apply for the free and reduced lunch, but there are a variety of reasons why they may be uncomfortable doing this. The lunches, the “no hunger zone” classes and the food pantry are all helping to feed this population. More food could be donated through the other high schools (such as DHS), but the food pantry started with \$10,000 set aside for the times when the store is low. In the summer, 20-30 families weekly came to the pantry. Currently 10-12 families are using it regularly. Ideas were shared for ways to increase the supply at the pantry, such as inviting religious organizations to contribute, food drive competitions, and having Sabrina Hornbeck post a list of frequently requested items. Monetary donations can be made directly to the school or given through the Davis Foundation for a tax credit.

- 2. All teachers will provide 24/7 access to curriculum, resources for help, and guidance in mastering skills and knowledge required for the course enabling student access to academic curriculum for progress. Currently 25%-30% of LHS teachers have complete courses in Canvas (syllabus, calendar, assignments, common assessments, tests/quizzes, help/aids). By June 2020 it should be 100% as students learn in an increasingly technological world and enable them to improve their performance.*

More work is being done on canvas than ever before. To measure this goal, the PLC team meets every Tuesday and does tracking.

- 3. Increase the percentage of students scoring at or above college readiness benchmarks on all four ACT subtests from 27% to 29%.*

Currently, all core classes are working on promoting things that will improve skills directly related to performing well on the ACT. In time, skills to become better test takers will be a part of the curriculum. The way this has been measured is through comparing the practice ACT test from last year with the one to be taken this year.

Meeting adjourned – Next meeting is January 13, 2020 at 4:00 pm