

Minutes of the Orem Elementary School Community Council

September 19, 2006

MEMBERS

Past Chairman of the Council, Lynn Eyestone welcomed the Council members:

Youngshin Cobabe	Parent	Bunney Schmidt	Parent
Brad Davies	Principal	Heather Stewart	Faculty
Lynn Eyestone	Parent	Emilie Whitehead	Faculty
Teresa Gorritti	Grandparent	Ada Wilson	Parent
Jon Mohlman	Faculty		

OFFICERS ELECTED

Brad Davies, as Principal, conducted the election of officers:

Chairman	Lynn Eyestone
Vice Chair	Heather Stewart
Secretary/Public Relations	Ada Wilson
Treasurer	Bunney Schmidt
Faculty Liaison	Emilie Whitehead

SAFETY

Lynn Eyestone reported that the Safe Routes to School map is now available for public review on the front foyer bulletin board. Mr. Davies will follow up on a concern that crosswalks and nearby intersections be cleared of vehicles that can obstruct driver vision. The PTA newsletter will include information about crossing guards. They should be in position by 7:30 each day; they are NOT there after special activities like chorus.

GUEST PRESENTATION - How Lakeridge SCC Turned Test Scores Around

Tim Stay, Chairman of the Lakeridge Jr. High School Community Council explained the methods their council used to get some very positive results in improved test scores. Their approach included the questions

- 1) What do we want our students to learn? (Curriculum)
- 2) How will we know if they've learned it? (Assessment)
- 3) If they have not learned it, what will we do next? (Remediation)

Stay compared a student body to a flat of strawberries. If 47% of them had gone bad, we, as consumers, would find that unacceptable. Similarly, patrons should not be satisfied with data that suggests that a significant percentage of students are not grasping the material. Data should drive the decisions the council makes. The Council should invest in research to find best practices in solving problems. Data should be broken down to identify specific needs. Emphasis should be placed on giving the faculty more tools and training. Stay concluded that the WILL of the Community Council was the driving force for change at Lakeridge. Only after the Council implemented and executed their plan did others come to realize the importance of what they were doing. He believes that a healthy school is the cornerstone of a thriving community and that the work of school community councils is crucial to the school's vitality.

MATH - Informal Teacher Survey on Methods of Math Instruction & Remediation

OES testing data is not yet available from Alpine School District, but should be soon. Lynn Eyestone called on three teachers to report on the informal surveys they had conducted regarding math instruction and remediation.

Jon Mohlman

A suggestion had been made that specialty teachers take more time to include math in their classroom instruction. While some tried short drills before specialty instruction began, most felt that this cut into their teaching time too much, particularly those who teach multiply subjects like music and art and have only one third of the year to do it.

Last year he found that the before and after-school math lab was poorly attended because it was held outside the regular school hours. Students are not motivated to come.

Heather Stewart

Parents want more involvement and want to be informed if their child is failing to understand concepts.

Pulling students out of their regular classrooms does not work—too sporadic.

Emilie Whitehead (Serves on the Alpine School District math committee)

Assessment tools are needed like the “Drops in the Bucket” workbook or District Math Inventories to find out levels of understanding of math core curriculum.

Data suggests that, in our District, many students fail to learn math vocabulary.

Teachers need skills to chart data from testing. There is District training available in this and OES faculty will be meeting with that specialist soon.

Discussion

OES is hoping to have a Math Lab set up between 3 and 3:30pm, dependant on how teacher scheduling works out.

Math time (currently 1 hour/day) competes with PE (1 hour/week), and other subjects (literacy 2 hours/day). All are important to varied kinds of student needs.

Having an AIDE during math instruction time would be helpful and keep kids from having to be pulled from core class, and thus falling behind.

If parent volunteers are used as math aides, they need to be committed and consistent.

A special effort needs to be made to make math fun and challenging.

Lack of summer retention is a problem. Valuable class time is lost in review.

Parents recognize that teachers are overburdened, so perhaps parents need to step up.

Daily take-home math packet, parent corrected, could be offered for a small reward, much like home reading is currently set up.

Concern expressed that Spanish speaking students’ needs be addressed.

Peer tutoring by students in the upper grades is an option.

Family Math Night, put on by the faculty and supported with pizza funds from the PTA, was discussed. It is scheduled for November 8th.

READING- Assessment Ideas

Various assessment methods were discussed including ---

DRA - Given 3 times/year; requires \$ for substitutes

Scholastic Reading Inventory - Students take individually on computer; no substitute \$ required

Rigby - sets benchmarks

Dibel - K thru 12 testing

Good reading list/challenge needed for upper grades after Home Reading.

Guided Reading library discussed.

CONCLUSIONS

Jon Mohlman assigned to share research on assessments.

Math Committee needed to research math needs and options to prepare for Nov. 8th.

NEXT MEETING **Wednesday, September 26, 2006 at 3:30 in Room 203.**