

**Timpanogos School Community Council**  
**September 18, 2018**

In attendance:

Michelle Thornton (teacher)

Carrie Rawlins (principal)

Karen Cushenbery (Title I/III Coordinator)

Megan Seawright

Eric Chase

Aimee Clyde

Ruben Aquino

Introductions, we will meet the third Tuesday every month. Our major responsibility is to over see safe schools, safe routes to school, and the tunnel.

We are also responsible for keeping kids safe on the internet. The community council works on this every year. Every other year we send home a flyer, or hold a parent night.

The third focus for the community council is trust-land funds. We determine the critical needs of our school and how do we want to address those goals and needs. We will look at data, needs, what we can do to get parents involved.

Any questions? Eric mentioned that former agendas were not available on the school website.

Community council last year determined that literacy and technology were where the critical needs are. We used money to pay for new technology and more instructional assistants to support student learning.

Carrie mentioned that first grade could really use volunteers to come and read with students, other grades as well.

Bylaws were posted on the wall. Eric was the only parent that showed interest in serving on the council. Carrie needs to assure that

notification as made public, etc. She said she take care of all those assurances. Carrie asked if anyone were interested in being the president of the community council next year. No one showed interest. Megan Seawright said she may be the PTA president next year so she was hesitant to volunteer.

Carrie showed all participants the trust-land website. She reviewed the requirements for an official community council. She explained that it is a parent driven council and should have more parents than faculty or staff members.

Kari Kolling- chairperson  
Karen Cushenberry-secretary  
Aimee Clyde – co-chairperson

Send any agenda items, send the to Carrie Rawlins or Kari Kolling prior to the meeting.

Carrie would like to tackle showing growth with all of our sub groups. She explains the data relating to economically disadvantaged, mobility, ethnic subgroups.

Carrie explains how TAT meetings work and how new students that come to our school come in really low and we have to try to catch them up. She explains how our school is a typical Title 1 school. How we sit approximately 15 to 20% below district averages. Carrie has looked at the data from Spring Creek Elementary and compared it to ours. She has suggested that the Timpanogos leadership team meet with the Spring Creek leadership team to see what they may be doing to get such great results.

Mrs. Seawright wanted to find out what the parent engagement is at Spring Creek and if that is helping to make a difference in their scores and growth.

Eric pointed out that ESL students and Hispanic students that had graduated out of the ESL program, the scores are not that much different. Carrie explained that we are putting a heavy emphasis on academic vocabulary this year to help support language learning and acquisition.

Students with disabilities scores went down. Carrie explained that last year we had a great SPED department. Many of those teachers left. We have a great new team, but we are training them. We will get there as Carrie explained, but it will take time.

Chronic absenteeism is a constant fight every year. We can't teach them when they aren't here. That's when we get the social worker involved, home visits, etc...

Carrie showed the graphs that demonstrate proficiency levels visually. She carefully explained and described how they work and what they measure.

Carrie explained how points are earned on the end-of-year tests: scores, growth, and so on. She also explained how we are changing from SAGE to RISE for end-of-year assessment.

Carrie wants to be transparent. As a council we will be given funds to use to help our students grow and learn. We want to support each sub group so they can learn and grow.

Megan Seawright asked if ELL students are tested in their own language to see how they are doing. We explained that we do test the dual immersion students for their growth in Spanish. We also test ELL students to measure their English acquisition on a yearly basis.

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