



Westlake High School

SCHOOL/COMMUNITY COUNCIL MEETING MINUTES

Thursday, November 7, 2019 – 5:00pm

Front Office Conference Room

Members Attending: Lynne Benham, Karin Brown, Whitney Child, Natalie Clark, Nicolette Fike, Kelcy Furey, Brandon Jackson, Joylin Lincoln, Gary Twitchell, Kelly Woodrum

Community Members Attending: Lori Blakesley, Julie Peterson, Janet Cherrington

Excused: Kerrienne Sabey, Mickelle Bos

Lynne Benham welcomed the council to the November meeting. A special welcome to members of the community for attending the meeting. The motion was made for approval of the October meeting minutes. It was seconded and approved.

ASPIRE Testing Data

- Why are we so low in reading? What can we do? The English department is already looking at it and ways to improve in this area.
- \$20,000 was given to purchase more reading material (books & online), which will be utilized in small group reading, as well as independently. The council motioned for this to be taken out of Trustlands. It was seconded and approved.
- Ms. Child has already been talking with Orem High to see what they are doing to be so successful. This will be an ongoing collaboration effort—both as a school and teams across the district.
- PTSA would also like to facilitate a book drive.

2018-19 ASPIRE Results

English

1. Lone Peak	62.1
2. Skyridge	58.5
3. Orem	56.5
4. AF	55.9
5. Westlake	55.7
6. Cedar V	55.3
7. MtnView	54.3
8. Timpanogos	52.7
9. Lehi	48.4
10. PG	45.7

Reading

1. Orem	59.5
2. Timpanogos	54.0
3. Lone Peak	53.5
4. Skyridge	52.5
5. AF	49.9
6. MtView	48.1
7. Westlake	44.8
8. Cedar V	42.7
9. PG	39.5
10. Lehi	36.6

Math

1. Lone Peak	55.0
2. Timpanogos	48.6
3. Skyridge	45.1
4. MtView	42.2
5. Westlake	40.1
6. PG	39.0
7. AF	37.0
8. Lehi	33.8
9. Cedar V	33.5
10. Orem	32.1

Science

1. Lone Peak	55.7
2. Skyridge	45.5
3. Westlake	40.6
4. AF	39.8
5. Orem	37.8
6. Cedar V	37.3
7. Timpanogos	35.7
8. MtView	33.7
9. PG	33.1
10. Lehi	30.0

Review of Trustlands

- Mr. Twitchell handed out and reviewed the 2018-19 Final Report. (attached)
- The council agreed that everything looks great—no changes needed.

11/7/19, 2:32 PM

Final Report 2018-2019 - Westlake High School

This Final Report is currently pending initial review by a School LAND Trust Administrator.

You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$7,225	N/A	\$41,637
Distribution for 2018-2019	\$299,408	N/A	\$316,476
Total Available for Expenditure in 2018-2019	\$306,633	N/A	\$358,113
Salaries and Employee Benefits (100 and 200)	\$256,253	\$128,551	\$87,115
Employee Benefits (200)	\$0	\$0	\$17,234
Professional and Technical Services (300)	\$0	\$0	\$21,785
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$2,417
General Supplies (610)	\$16,680	\$11,719	\$11,719
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$123,601
Software (670)	\$3,700	\$0	\$420
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$30,000	\$124,021	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$306,633	\$264,291	\$264,291
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$93,822

Goal #1 Goal

Westlake High School will achieve a graduation rate of 92% or higher at the end of the 2018-19 school year and prepare students for post high school opportunities.

Academic Areas

- Reading

- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

The graduation rate at Westlake High School has risen from 78% in 2010. Graduation rates for 2019 will be compared to previous years. Scholarship awards will be compared to previous years. Teacher developed SLOs will be reviewed to determine student progress within classes.

Please show the before and after measurements and how academic performance was improved.

Student advocates helped students recover 318.5 credits through the Credit Recovery Center, and 924 students graduated from Westlake High School in 2019.

Westlake achieved the following graduation rates:

2013 88.5%
 2014 89.3%
 2015 94.1%
 2016 91%
 2017 94%
 2018 93.3%
 2019 93.5%

Westlake earned the following in college scholarships:

2014 \$3,289,985
 2015 \$4,862,590
 2016 \$6,753,303
 2017 \$8,045,348
 2018 \$8,713,026
 2019 \$7,343,884

458 students received scholarships
 896 scholarships were awarded
 47% of graduates received a scholarship

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. Student aides will be hired to work with at-risk students. They will monitor student progress toward graduation

- and help students find success in their current courses by working directly with the students.
- 2. Aides will be hired to assist students in the Credit Recovery Center. They will provide tutoring for on-line courses, proctor student testing, and monitor student progress toward credit recovery.
- 3. Teachers will be provided training to develop best practices regarding student interaction and providing formative feedback to students. Formative Feedback is shown to have a .72 Effect Size on student learning.
- 4. A Positive Behavior Intervention Plan will be implemented to help keep students motivated by teaching dispositions needed for student success.

Please explain how the action plan was implemented to reach this goal.

- 1. Student aides were hired to work with at-risk students. They monitored student progress toward graduation and helped students find success in their enrolled courses by working directly with the students.
- 2. Aides were hired to assist students in the Credit Recovery Center. They provided tutoring for on-line courses, proctored student testing, and monitored student progress toward credit recovery.
- 3. Teachers were provided training to develop best practices regarding student interaction and providing formative feedback to students.
- 4. A Positive Behavior Intervention Plan was implemented to help keep students motivated by teaching dispositions needed for student success.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	A Positive Behavior Intervention Plan will be implemented to help keep students motivated by teaching dispositions needed for student success. Teaching dispositions will help students reach their goals by developing their ability to be resilient, proactive, responsible, creative, and engaged. The PBIS program will be entitled Nobills and implemented as follows: a. Dispositions will be selected each month and emphasized in classrooms. b. An app will be purchased to track student achievement. The cost of the app is \$3,700. c. Staff and students will be trained on how to use the app. d. Student incentives will be purchased to award students for reaching benchmarks outlined in Nobills. Westlake has an anticipated student population of 3,340. It is proposed to use the rate of \$2 per student for incentives for a total of \$6,680.	A Positive Behavior Intervention Plan was implemented to help keep students motivated by teaching dispositions needed for student success. The following areas were addressed in the plan: being resilient, proactive, responsible, creative, and engaged. Student incentives were purchased to award students for reaching benchmarks set by teachers and advocates. Westlake student population was 3,340. Trustland funds were not used to fund the incentives. Student Activity Funds were used.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire seven student aides to work directly with at-risk students to help them be successful in their current classes. Hire three para-professionals to work directly with students in tutoring, credit recovery, and college preparation. Teachers will be provided compensation for collaboration, seminars, conferences, etc. that focus on student learning.	\$170,000	\$104,349	As Described except other funds were used in addition to Trustland funds, so total Trustland expenditures were lower than the anticipated \$170,000. Salaries and benefits for student aides and para-professionals were \$104,349.
General Supplies (610)	Student incentives	\$6,680	\$0	Other funds were used for student incentives.
Software (670)	An app for tracking student achievement	\$3,700	\$0	The app did not work as well as anticipated, so it was not

				purchased.
		Total:	\$180,380	\$104,349

Goal #2 Goal

Enable and prepare more students for the ACT and help students be more successful when they take the ACT. Increase the number of students taking the ACT and increase the average Westlake composite score for the 2018-19 school year.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Over 700 Westlake students took the ACT in 2016. The average composite score was 21.1. The number of students taking the ACT and the average composite scores for 2019 will be compared to the last 5 years.

Please show the before and after measurements and how academic performance was improved.

The following is a comparison of ACT data over the last six years:

Year	Number of students who took the ACT	Average Composite ACT Score
2013	515	20.6
2014	534	20.8
2015	620	21.1
2016	672	20.6
2017	808	20.8
2018	835	21.1
2019	960	20.3

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. The Counseling Center will purchase ACT preparatory materials.
2. These will be disseminated to personnel who are preparing students for the ACT.
3. A practice ACT test will be administered to all Sophomores. It will be scored and reviewed with students by classroom teachers.
4. ACT prep classes will be offered and taught after school.

Please explain how the action plan was implemented to reach this goal.

1. The Counseling Center purchased ACT preparatory materials.
2. These were disseminated to personnel who prepared students for the ACT.
3. A practice ACT test was administered to all Sophomores. It was scored and reviewed with students by classroom teachers.
4. ACT Prep classes were offered and taught after school. ACT Prep classes were taught during each grading period and prior to corresponding ACT testing dates.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Personnel will rehired and paid to teach ACT preparatory classes.	\$9,000	\$0	Other funds were used to compensate personnel for teaching ACT preparatory classes
General Supplies (610)	ACT preparatory materials will be purchased.	\$10,000	\$11,719	As described, except the materials were more expensive than anticipated
	Total:	\$19,000	\$11,719	

**Goal #3
Goal**

Westlake will increase the proficiency rates by a minimum of 1% on SAGE related courses. Westlake has also set a goal of: (1) 10% of seniors enrolled in an A.P. or Concurrent Enrollment class, (2) 90% of students enrolled in A.P. taking the A.P. test, (3) A 70% pass rate on A.P. tests. Non-SAGE related courses and non-A.P. courses have set goals for improvement based on Student Learning Outcomes. (SLO's). Improved SLO proficiency will be used for Non-SAGE and Non-AP courses.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Foreign Language

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Proficiency rates for SAGE related courses for 2019 will be compared to previous years.
A.P. enrollment and passing rates for 2019 will be compared to previous years.
2017 SLO data will be used as a baseline for measuring improvement for 2019 SLO's.

Please show the before and after measurements and how academic performance was improved.

Utah changed end-of-level testing to ASPIRE, so proficiency rates for SAGE 2019 were not available for comparison.

A.P. enrollment and passing rates:

Year	AP Students	Total Exams Given	Total Exams Passed
2014	283	402	175
2015	323	446	213
2016	283	406	213
2017	428	639	310
2018	480	694	343
2019	619	722	487

Westlake saw an increase in College Concurrent Enrollment in 2019 in addition to the increase in AP enrollment. The following data apply to Concurrent Enrollment.

Concurrent Enrollment	2018	2019
Number of courses offered	NA	53
Number of Students enrolled	783	1,057
Number of courses taken	NA	2,163
Number of college credits	4,366	6,659

Westlake administered 53 different CTE Proficiency Skill Tests. The following are the results Skills Testing:

Year	Students Tested	Students Proficient	Percent Proficiency
2018	4877	3994	81.9%
2019	4784	3818	80.0%

Teachers reported that students showed moderate improvement in individual teacher generated Student Learning Outcomes (SLO's) compared to 2017 SLO baseline scores.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Step 1: A survey was conducted in 2017 of needed technology and software. Teachers were asked what technology they needed to enhance student learning. The survey required teachers to explain how new equipment and software would enhance their curriculum and improve student learning. The overwhelming request from teachers was for projectors. The second most frequent request by teachers was for increased student access of computers.

Step 2: Electronic equipment and software will be purchased and installed as per the guidelines of the school's Land Trust plan. Projectors will be used by teachers for interactive teaching with students. This will help students master concepts for SAGE, Skill Tests, Westlake goals, PLC SLOs and individual teacher SLOs. Teachers have been discouraged from using the projectors to show full length movies.

Step 3: Before teachers are given a projector, they will submit a plan to the PLC coordinator outlining how the device will be used in the classroom to increase student learning. They also must demonstrate that they know how to use the projector in conjunction with an i-pad or computer. Training will be provided by the PLC Coordinator several times during the year.

Step 4: Laptops or Chromebooks will be purchased and made available for classroom use to enhance student learning. Science classes will use the equipment for interactive labs. Devices/probes that measure velocity, temperature fluctuation, light intensity, etc. will be used in conjunction with the computers to gather data and graph the data. Computers will be used to run simulation programs in mathematics and health related courses.

Computers will also be used for research, Google Docs, presentations, etc. The computers and charging carts would be replacement for equipment that was purchased with prior Trustland funds.

Step 5: At the end of the year, teachers will submit a summary of how the equipment and software benefited students. The summary will include baseline data compared to baseline data from 2016-17.

Step 6: Funds will be allocated to provide teachers professional development time so they can keep current on best teaching practices. Professional development could include: seminars, conferences and professional learning community collaboration. Examples of past approved conferences are: A.P. conferences, BYU Literacy Conference, Utah STEM conference, etc.

Step 7: Teachers will apply for professional development funds through the Leadership Committee. The following criteria will be used for determining allocations:

- a. What is the nature of the professional development?
- b. What are the targeted student learning outcomes?
- c. How will the student learning outcomes be measured?
- d. How do the student learning outcomes tie to the school improvement plan?
- e. What is the time frame for the professional development (date and times)?
- f. If teachers apply for professional learning collaboration time, then Teachers will be encouraged to meet in 7 hour blocks of time in the summer and on Saturdays during the school year.

Please explain how the action plan was implemented to reach this goal.

Step 1: Electronic equipment and software were purchased and installed as per the guidelines of the school's Land Trust plan. Projectors were used by teachers for interactive teaching with students. This helped students master concepts for ASPIRE, Skill Tests, Westlake goals, PLC SLOs and individual teacher SLOs. Teachers were discouraged from using the projectors to show full length movies.

Step 2: Before teachers were given a projector, they had to submit a plan to the PLC coordinator outlining how the device would used in the classroom to increase student learning. They also had to demonstrate that they knew how to use the projector in conjunction with an i-pad or computer. Training was provided by the PLC Coordinator and the Innovative Learning Coach several times during the year.

Step 3: Laptops or Chromebooks were purchased and made available for classroom use to enhance student learning. The computers and charging carts were replacements for equipment that was purchased with prior Trustland funds.

Step 4: At the end of the year, teachers wrote summaries of how the equipment and software benefited students. The summaries required baseline data compared to baseline data from 2016-17.

Step 5: Funds were allocated to provide teachers professional development time so they could keep current on best teaching practices. Professional development included: seminars, conferences and professional learning community collaboration.

Step 6: Teachers applied for professional development funds through the Leadership Committee. Teachers used school time, after-school time, or Saturdays for collaboration.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	A Positive Behavior Intervention Plan will be implemented to help keep students motivated by teaching dispositions needed for student success. See Goal Three for an outline of the steps and expenditures. Student achievement on SAGE, AP, and SLOs will be compared to previous years.	A Positive Behavior Intervention Plan was implemented to help keep students motivated by teaching dispositions needed for student success. See Goal Three for an outline of the steps and expenditures. Student achievement on SAGE, AP, and SLOs was compared to previous years. Keys to Success and the development of an Intervention Team were two key elements of the PBIS plan.

Expenditures

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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teachers will be provided compensation for collaboration, seminars, conferences, etc. that focus on student learning.	\$77,253	\$24,202	Teachers were provided time during school for collaboration, seminars, and conferences. This required substitutes to cover classes during the day. \$21,785 was spent in Professional and Technical Services (substitutes for teachers). An additional \$2,417 was used for Transportation, Admission, etc.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase video projectors, computers, and chrome books.	\$30,000	\$124,021	As described, except more equipment was purchased and it should be listed under Technology Related Hardware/Software
	Total:	\$107,253	\$148,223	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$93,822 to the 2019-2020 school year. This is 30% of the distribution received in 2018-2019 of \$316,476. Please describe the reason for a carry-over of more than 10% of the distribution.

Westlake had a substantial reduction in students and corresponding staff due to a new school being built. Westlake had about 3,400 students in 2018-19. This was reduced to about 2,340 for the 2019-20 school year. The 31% decrease in students necessitated a reduction of 31% in staffing. Not all department could absorb a 31% reduction. For example: Wood Shop, Computer Programming, EMT, Robotics, Foods, and numerous other classes consisted of one or two teachers. Because these departments could not be reduced by 31%, other departments like English, Math, and Science had a higher reduction in staffing. This meant that Westlake would have larger class sizes compared to previous years. The carry-over was needed to 'buy preps' to reduce class sizes for the 2019-20 School year. Westlake petitioned the SCC and ASD for approval to carry a large amount of Trustlands over for one year to provide class size reduction. This was granted by both the SCC and ASD.

Funding Changes (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

Any additional funds will be spent on computers or teacher training.

Description of how any additional funds exceeding the estimated distribution were actually spent.

As described

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- Other: Please explain.
 - Facebook was also used to publicize the school plan.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
13	0	2	2018-03-29

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2018-06-15	Natalie Gordon	Please make sure that recognition and incentives do not exceed the \$2 per incentivized student that is allowed to be used from these funds per state board rule.
2018-06-21	David Stephenson	As stated in the previous comment, please ensure that recognitions and incentives do not exceed \$2 per student. Thank you!

[BACK](#)

Cameras in Stadium and Main Gym Discussion

- The district is looking at a couple different companies, who can provide video streaming to any activity/game/practices that will take place in the stadium and the main gym.
- The equipment will be installed for free in both of areas.
- The school (administration/coaches/advisors) will schedule what events to be done.
- There is a cost for parents to sign up for the service.
- Thundervision will go on as usual.
- Some concerns include:
 - What are the costs for maintenance and/or replacements of the equipment to the school?
 - Is there a buy-in with the community?
 - If the program is having a glitch or problem during a game or event, the school would not be able to fix it—we would have to wait for someone from the company. Patrons can get upset—especially if they are paying for the service.
 - Council members are to get feedback from their areas and report back at our December meeting. This will be an action item.

ASD Board Meeting/SCC Meeting & Out of State Trips

- Do we need to adjust the timing of our meeting to better align with ASD's Board Meeting? We continually have an issue with Out of State trips of when they need to be SCC approved to when they are due to ASD for Board Meeting.
- Items such as this need to be motioned on and approved in an open meeting situation. Can it be done through email?
- Council members Joylin Lincoln and Nicolette Fike looked at the law regarding this. It can be done through email, and have a "Consent Agenda" with items such as this. There will not be a discussion.

2020-21 Trustlands Budget Ideas (approx.. \$230,000)

- Salary wages for 9 trackers (7 working directly with students/2 in Eastshore)
- Buying 1/7th's (Use what is left in budget—after trackers and teacher development expenditures)
- Professional Development (approx. \$20,000)
- Council members are encouraged to get feedback from their areas—This will be an item at the next meeting.

Teaching: How to Cope with a Loss of a Loved One

- As we go through loss of students, we keep in mind, "What is the best interest of kids?"
- As a school, we have to maintain the family's wishes in regards to communication.
- We want to help students to recognize their self-worth and be resilient when things don't go the way they think it should. A document with key talking points will be consolidated into one, then will be given to teachers, who will review and discuss during one of their periods next week. The comments/talking points have been generated from Student Council, Hope Squad and the Counseling Center.
- Key topics include:
 - What is caring?
 - What is inclusiveness?
 - What do you do when someone is isolated?
 - Be resilient! "I can do hard things" mentality.
 - Find your value! Find your purpose! Why are you here?
 - Know what resources are available.
- How can we build this type of culture?
- This will be year-long effort.
- PTSA will host a community night to help educate the community.
- Could Thundervision do a Safe Ut tutorial that could be posted on all our platforms?

Meeting adjourned until Thursday, December 5th at 5pm.