



Murray High School

School Community Council Minutes

January 10th, 2019 - 3:30 P.M.



Members in Attendance: Stephanie Pollei, Daren Rasmussen, Laura deShazo, Stacey Murdoch, Stacy Otto, Amber Rydalch, Kelly Taeolii, Scott Wihongi, LeAuna Brown, Quan Ngo-Thai, Lisa Wilcken **Excused:** Laurel Fetzer

Also in attendance: Heather Preece, Veronica Bustillos, Kim Parkinson and Melia Fidel

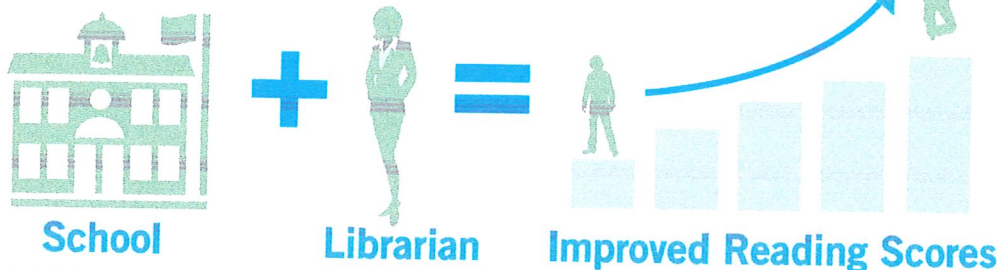
1. **Welcome – Stephanie Pollei**
2. **Review of Minutes –Unanimously approved.**
3. **Counseling Corner – Stacey Murdoch –**
 - Registration fair and SLCC orientation will be on Jan. 30, 2019
 - Junior's CCR's will be starting in February
 - Feb. 20th will be the Jr.'s free ACT and breakfast will be served
4. **Academic Literacy Support funding plan (Goal 1) – Melia Fidel**

Ms. Fidel would like funding for a library aide. Our school goals are currently set up to cover this funding for this remaining portion of this year. She asks that the SCC consider continuing to allocate funding for this in the future as functioning school libraries/librarians have been shown to increase academic performance in students. Librarians also have a state core curriculum that cannot be taught if the Librarian does not have help in the library to allow her time to accomplish the curriculum requirements. (See handout attached.)
5. **MHS At-Risk Behavior Supports**
 - Heather Preece (School Social Worker) – MHS provides very strong support services. A listing of the support services offered is on the attached handout as well as data gathered from the SHARP survey. Ms. Preece suggested that the area that could use improved support is within the classrooms with more individualized help because success in the classroom helps students want to be in the school and leads to less demand for the external support services.
 - Veronica Bustillos (Student Mentor/Advocate) – Most of the students Ms. Bustillos works with have had or currently live with traumatic experiences making it difficult for those students to focus on, or care about school. Ms. Bustillos gave 3 suggestions for people who want to help students in these situations to succeed:
 1. Listen just to listen
 2. Validate the student's feelings
 3. Ask, "How can I help?" and then help the student come up with their own solution to their problem
 - Kim Parkinson (Peer Leadership Team) – Ms. Parkinson shared that recent studies have shown that a positive, pro-social effort has a better positive result than scare tactics with influencing teens to avoid addictive substances. With that in mind, PLT has been focusing on providing social activities for students and positive campaigns such as "What's your anti-drug?", "What's your reason for living?", and "Be kind to your mind." Ms. Parkinson expressed the difficulty in getting students to attend the activities and it looks for way to increase participation in these events.
6. **Other –** Mr. Wihongi shared the results of the new school grade in which MHS rated as Commendable which would be equivalent with a B grade.
7. **Next Meeting February 14, 2019 @ 3:30pm –** This will be the beginning of our discussions for goals and budgeting for the 2019-2020 school year.

School Libraries & Student Achievement

School Librarians are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in Colorado and nationwide, show that **students in schools with endorsed librarians score better on standardized achievement tests** in reading, compared with students in schools without endorsed librarians.



This increase in scores exists regardless of:

Student Poverty Level¹



In a Colorado study, the presence of school librarians positively impacted students' standardized reading scores even **when controlling for student poverty** (free and reduced-cost meal status).

Overall Staffing Losses²



In a national study, **even if schools had overall staff declines between 2004 and 2008, students' standardized reading scores were better in schools that maintained or gained a librarian** during this time period.

What other school library characteristics are associated with better test scores?

School Librarians Teaching Information Literacy Skills to Students³



Staffed by Endorsed Librarian⁴



Collaborative Planning Between School Librarians & Teachers^{3,4}



Extended Library & Staff Hours³



School Librarians Providing In-Service Training to Teachers³



Larger & Newer Collections^{3,4,5}



More Student Visits⁵



Flexible Scheduling³



Higher Expenditures^{3,4,5}



See www.lrs.org/data-tools/school-libraries/impact-studies/ for a list of school library impact studies.

1. Lance, K. C., & Hotchkiss, L. (2012). *Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011*. Retrieved from http://www.lrs.org/documents/cslcr_look_2012_Closer_Look_Report.pdf

2. Lance, K. C., & Hotchkiss, L. (2011, September 1). *Something to shout about: New research shows that more librarians means higher reading scores*. *School Library Journal*. Retrieved from http://www.schoollibraryjournal.com/librarianship/issue/89/891612-427/something_to_shout_about_new.html

3. Lance, K. C. (2008). *How school librarians help kids achieve standards: The second Colorado study*. Salt Lake City: Hi Willow Research and Publishing.

4. Lance, K. C. (1998). *The impact of school library media centers on academic achievement*. Salt Lake City: Hi Willow Research and Publishing.

5. Francis, H.B., Lance, K. K., & Hietanen, Z. (2010). *School librarians continue to help students achieve standards: The third Colorado study (2010)*. Retrieved from http://www.lrs.org/documents/cslcr_look_2010_Closer_Look_Report.pdf

School Library Impact Studies

- Excerpts taken from Kachel, Debra E. *School Library Research Summarized*, Mansfield University, Mansfield, PA, rev. ed., 2013.
- Kachel's complete findings and data are found at <http://keithcurrylance.com/wp-content/uploads/2013/07/MU-LibAdvoBklt2013.pdf>

Overview

Quality school library programs impact student achievement. Since the 1990's when standardized tests became a major indicator of student learning, numerous studies have been conducted to confirm the educational gains that school library programs provide in student learning. The most universal finding is the presence of full-time, certified school librarians and appropriate support staff who implement a quality, school integrated program of library services.

Staffing

On average, the percentage of students scoring "advanced" in Writing is 2½ times higher for schools with a full-time, certified librarian than those without one. Additionally, in schools where libraries are staffed with both full-time, certified librarians and support staff, the percentage of students scoring "advanced" in Writing is almost twice as high as those with full-time, certified staffing alone. (Lance 2013)

Library staffing levels of both professionals and paraprofessionals were significantly related to increases in the library services provided and increases in those services correlated with higher STAR test scores. The strength of the relationship between library services and test scores increased with grade level. These results remained significant when accounting for all other school and community variables, including average parent educational attainment, poverty, ethnicity, percentage of English language learners, and average teacher salary. (Achterman 2008)

Collaboration

When libraries had clerical support staff in addition to certified library staff, test scores showed marked improvement due to the fact that the librarian could focus on instructional collaboration with teachers to improve scores rather than on the day-to-day operations of managing the library. (Farmer 2006)

Instruction

Key to an exemplary library program is the school librarian's ability to be an effective teacher who maximizes teaching time, providing educational support and leadership through partnering and collaboration, while finding opportunities for integration and cross-curricular connections. (Klinger 2009)

Students in schools where the librarian spent more time on instructionally-related student and teacher activities had higher WKCE scores. (Smith 2013)

School librarians help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21st century. (Smith 2013)

Works Cited

Achterman, Douglas I. Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California. diss. University of North Texas, 2008. UNT Digital Library. Web. 10 June 2013.
<http://digital.library.unt.edu/ark:/67531/metadc9800/>

Farmer, Lesley. "Degree of Implementation of Library Media Programs and Student Achievement," *Journal of Librarianship and Information Science* 38.1 (Mar. 2006): 21-32. Print.

Klinger, D. A., et al. Exemplary School Libraries in Ontario. Toronto, ON: Ontario Library Association, 2009. Ontario Library Association. Web. 10 June 2013.
http://www.accessola.com/data/6/rec_docs/477_Exemplary_School_Libraries_in_Ontario_2009.pdf

Lance, Keith Curry, and Bill Schwarz. How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards. PA School Library Project. n.p., Oct. 2012. Web. 10 June 2013.
<http://paschoollibraryproject.org/research>

Smith, Ester. Student Learning Through Wisconsin School Library Media Centers: Case Study Report. Madison, WI: Wisconsin Department of Public Instruction, 2006. Wisconsin Department of Public Instruction. Web. 10 June 2013. <http://imt.dpi.wi.gov/files/imt/pdf/finalcasestudy.pdf>

Benefits

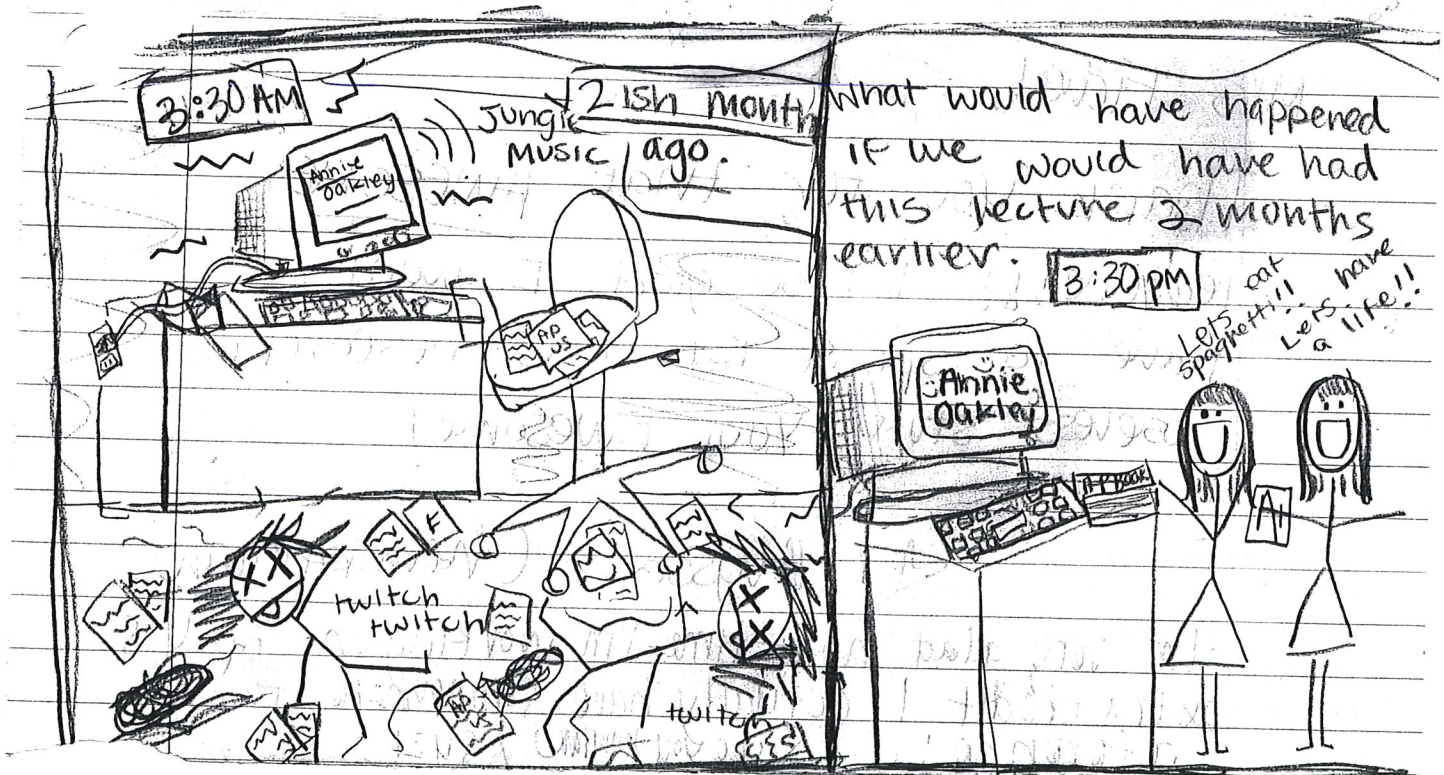
Some possible benefits to having an adult aide in the library include, but are not limited to the following:

Collaboration with teachers

- Teach Utah Standards for Library Media <https://www.schools.utah.gov/curr/librarymedia>
- Teach research and writing skills to classes that are specific to the content area including, but not limited to
 - Finding reliable, up-to-date sources
 - Basics of APA, MLA, or another documentation style
 - Techniques to avoid plagiarism
 - "Brush-up" lessons on English skills lacking in the teacher's students
- Develop literacy units involving library skills and literary genre
- Help develop curriculum and/or assignments that involves literacy and/or research
- Create displays in the library that highlight themes and genres being taught in class
- Find sources and materials to support curriculum
- Find ways to increase library usage with individual classes—opportunities for book checkout and library study
- Teach teacher "tricks" to help students find information
- Assist in finding online sources to incorporate into class and on Canvas

School-wide activities and contests

- Autographed book giveaways
- Competitions (i.e. Bingo held in March, 2018)
- More support and activities centered around FLEX
- More communication with parents about MHS Library offerings
- More frequent book club activities
- Support school activities and organizations through displays and promotions in the library



Teacher Comments

Aaron Daniels (Science Teacher)

I could use some help teaching basic writing style in scientific writing (i.e. no questions as the “hook” in a paper). I would also like to coordinate with the librarian to come up with novels that can be read from a scientific perspective (i.e. *The Martian* and *Jurassic Park*).

Drew VanAmen (Special Education)

(In regards to a class lecture on Shakespeare given by Melia Fidel) “I have appreciated your willingness to participate in class discussions. It has made it more interesting to my students—a great resource to have. Not to mention all the support and advice you shared with me. I would like to extend those discussions.

Kay Adams (Business)

I would love more help finding things that we can use to keep the kids interested and realizing that what we are teaching is relevant. I could definitely use help finding articles that use the course vocabulary. I was also thinking that you could help teach kids how to verify whether what they are reading on the internet is really fact.

Issac Beh (English Language Learners)

I think that researching and using sources in argument papers would be an area that would do a TON of good for our ELL students. They have such a hard time with finding appropriate materials and using them without plagiarizing. I am constantly helping individual students during our study hall, but I don’t have an English class with them anymore, so I haven’t really been able to teach them as a group. I wonder if we could set a time up at the beginning of their argument paper units in their respective English classes to give them an introduction.

Lindsay Newton (School Success)

I find writing is a struggle for so many students. Learning how to properly research a topic and then write about it would be helpful for students.

David Vala (Science)

I think you could help me the most in finding and vetting resources to use in my classes. I could use assistance in finding and evaluating these articles for use with a high school audience. Once selected, the readings could be edited in such a way to make differentiated versions for a variety of reading levels. I could also use help finding and creating a list of online resources to supplement the classroom instruction. I’d also like to collaborate with finding appropriate and useful video clips that can be added to engage more students during direction instruction.

Murray High School Student Support Services

2018-2019

Universal:

Comprehensive Guidance Counselor
Advisory (Flex) Teacher
Flex Time
Chrome Book
Free Math & English Tutoring (Before & After School)
Innumerable Opportunities for Pro-Social Involvement
Numerous Rewards for Pro-Social Involvement (SPAR, Renaissance, Keys)
School-Wide Prevention Education Program
Diploma Options
Before/After-School Credit Recovery
Kids Eat

Selected:

School Success Classes (Two Full-Time Success Teachers) – 10
Study Hall Classes - 3
Math Lab Classes- 4
Credit Recovery Class -
Digital Classroom – 1
ELL / IEP / 504
Student Support Team

Indicated:

Full-Time School Social Worker
School Social Worker for Students with IEPs
Native American Mentors/Tutoring
Academic Mentor
Check and Connect Mentor
Adapt Group (Valley Behavioral Health)
School-Based Therapist (Hopeful Beginnings)
District Attendance Matters Class
Referrals to Community Partners

Risk Factors:

Current Attendance Data

36% of our students are chronically absent, meaning that they have already missed 10% (or more) of school this year.

A statewide study in Utah found that a student who is chronically absent in any year between 8th and 12th grade is 7.4 times more likely to drop out

(<http://www.utahdataalliance.org/downloads/ChronicAbsenteeismResearchBrief.pdf>)!

Current Fee Waiver / Lunch Data

30% of Students are Receiving Free or Reduced Lunch

19.7% of Students are Receiving a Fee Waiver

Homelessness

Fourteen students are currently classified as “homeless.”

Student Health and Risk Protection Survey

The SHARP survey is administered every two years to students in grades 6, 8, 10, and 12 in most public and certain charter school districts across Utah. The survey was designed (and is evaluated) by the Bach Harrison research company to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors.

2017 MURRAY SCHOOL DISTRICT SUMMARY

Grade	6th	8th	10th	12th	All Grades
E-Cigarette Use (in the Past 30 Days)					
District	0.9	8.2	19.6	28.4	14.3
State	1.6	5.7	12.4	15.5	8.6

Grade	6th	8th	10th	12th	All Grades
Prescription Drug Abuse (in the Past 30 Days)					
District	1.5	2.5	4.9	5.1	3.5
State	1.2	2.1	3.4	3.0	2.4

Marijuana Use (in the Past 30 Days)					
District	0.2	7.4	17.2	20.1	11.2
State	0.5	3.2	9.3	12.3	6.1

Gang Involvement					
District	3.0	3.6	5.8	3.2	3.9
State	2.1	2.6	2.4	2.2	2.3

Alcohol Use (in the Past 30 Days)					
District	0.6	5.1	11.0	18.2	8.7
State	0.9	3.2	8.9	14.7	6.7

Felt Sad or Hopeless Every Day for Two Weeks (Within the 12 Months)					
District	16.3	25.8	28.8	30.6	25.5
State	17.8	23.1	29.8	29.1	24.9

Binge Drinking					
District	0.3	3.3	8.2	9.4	5.3
State	0.9	2.6	5.5	8.6	4.3

Picked on or Bullied by a Student More Than Once on School Property (Within the Last 12 Months)					
District	31.8	24.4	18.0	13.6	21.9
State	28.2	25.8	18.8	13.2	21.7

Riding with a Drinking Driver					
District	8.1	10.4	12.1	11.3	10.5
State	5.4	8.0	8.7	8.7	7.7

Attempted Suicide at Least Once (Within the Last 12 Months)					
District	6.3	9.4	10.0	7.3	8.3
State	5.1	8.1	8.4	6.6	7.1