

**CSC Agenda
(9/24/19)**

Membership Attendance:

The following members were in attendance at the meeting.

Parents	Teachers	Support Staff
Tanieka Griffin, Chairperson	Laura Schmidt, ECE	Allison Valvo, Diverse Learners
Lindsey Kalmes	Katie Ridder, Kinder/First Grade	Lauren McCann, Humanities
Kate Burdett	Derek Lavezzo, 2 nd /3 rd Grade	
Michelle Morris	Jen Shindoll, 4 th /5 th Grade	
Taryn Omran		
Brian Inderwies		
Sarah Tiongco		

Community	Administration
Kyla Maestas, Forest City	Dr. Amy Gile, Executive Director of Teaching and Learning
	Janis Dickman, Director of Culture Community Engagement
	Dustin King, Dean of Culture

Welcome to New Members

- Meeting began with having members partner up and interview one another. Then members introduced their partner to the committee.
- Dr. Gile reviewed the agenda for the meeting.

Review of Roles

Dr. Gile reviewed the roles of CSC members

- Parents-voice, represent lots of needs and grade levels
- Share community concerns/issues to be added to the agenda. Send these requests to Dr. Gile or Tanieka Griffin.
- Create and approve Willow school calendar
- Actively participate in meeting
- Support the creation and focus of Unified Improvement Plan
- Advise on budget and staffing decisions
- Review and monitor student achievement
- Provide feedback on school Program design
- Support with the writing of the Innovation plan (not this year)
- Review information received through CDE reporting and school reporting framework
- Yearly review of our bylaws
- Meet at least 7 times per year

- If the position of principal were to become vacant, CSC would participate in the hiring process of any new principal
- Provide recommendations and guidance about budget, calendar, schedule, instruction, and behavior.

Welcoming CSC President and Secretary

- Tanieka Griffin will be the CSC chairperson this year. As chairperson, she signs off on school budget; co-facilitate meetings, and co-authors CSC agenda items.
- Jennifer Shindoll will be our secretary this year. She will capture the meeting-minutes that will be posted on our school website within a week of each CSC meeting.

Review of CSC By-Laws

Dr. Gile reviewed a few of the bylaws that are essential to each meeting. She ask all members to review the entire bylaw document to ensure that they are familiar with the procedures that will guide the work of the committee.

Dr. Gile highlighted the following bylaws:

- Decisions are made through consensus. Whenever we find ourselves in a place where all members are not able to support a decision, we will pause and go back to discussion so we can reach a place were all members feel their voice was heard and can support the final decision, even if it is not their first choice.
- Meetings are all open to the public
- Having our community input is essential to our decision making. If we are finalizing a decision at a meeting, there is a protocol for community to give input before a final decision is made.
- We will maintain a CSC website where are agenda will be posted 24 hours prior to the meeting and minutes will be posted within a week of a meeting.
- There is a standing public comment session at the end of every meeting so we can hear from our community.
- Ms. Shindoll ask a question about whether or not our consensus decisions are public. Dr. Gile shared that the only private vote for CSC is when we vote on the next year's parent members.

State Assessment Celebrations & Priority Areas of Focus for 19-20

- Dr. Gile shared that she was going to review how all students performed on last year's 2019 spring assessments in grades ECE – 5th grade. We have lots of celebrations and also have areas where we need to continue to work with our students to show growth.

Grade Level	Celebrations	Areas of Growth
ECE	Majority of students scoring in the Meeting or Exceeding range on TSGOLD Literacy and Math subtests	No areas for growth identified
Kindergarten Istation	<ul style="list-style-type: none"> • Grew from 69% last year to at grade level at beginning of year to 80% at grade level at end of year. • Ended year with only 8% of our students significantly below grade level 	<ul style="list-style-type: none"> • We are seeing gaps in performance between our white students and our students of color, English Language Learners, and our IEP students.
First – Third Istation	<ul style="list-style-type: none"> • Continue to see strong results for our with our overall student ranging from 78% to 48 % proficient across the 3 grade levels. • We out perform the district by an average of 20+ percent across grade levels. At second grade our proficiency rate is nearly double that of the district. 	<ul style="list-style-type: none"> • We are seeing gaps in performance between our white students and our students of color, English Language Learners, and our IEP students. • Proficient rates of 84% for white students vs. proficiency rates for our subgroups that range from 27% to 55%
Third-Fifth CMAS English Language Arts	<ul style="list-style-type: none"> • Continue to see strong results for our with our overall student ranging from 63% to 68% proficient across the 3 grade levels. • We out perform the district by an average of 20+ percent across grade levels. Our proficiency rates for black and Hispanic students are double that of the district. • We have strong median growth percentiles (MGPS) ranging from 57 to 72 (any score above 50 is considered significant. We had MGPs of 57% for all our subgroups as well. 	<ul style="list-style-type: none"> • We are seeing gaps in performance between our white students and our students of color, English Language Learners, and our IEP students. • Proficient rates of 68% for white students vs. proficiency rates for our subgroups that range from 28% to 53%. IEP Students at 5%. • We see a gap between the MGPS of our white students (70%) and our subgroup students (57%)

<p>Third-Fifth CMAS Math</p>	<ul style="list-style-type: none"> • We saw significant growth in math performance for our 4th and fifth grade, with both grade levels increasing by 20+ • We also so growth in our Math reasoning scores across all 3 grade levels • We out perform the district by an average of 10+ percent across grade levels. Our proficiency rates for black and Hispanic students were 10-20 percentage points compared to that of the district. • We have strong median growth percentiles (MGPS) ranging from 59 to 66 (any score above 50 is considered significant. We had MGPs of 54% to 57% for all our subgroups as well. 	<ul style="list-style-type: none"> • We are seeing gaps in performance between our white students and our students of color, English Language Learners, and our IEP students. • Proficient rates of 68% for white students vs. proficiency rates for our subgroups that range from 30% to 41%. IEP Students at 10%. • We see a gap between the MGPS of our white students (65%) and our subgroup students (54-57%)
<p>Fifth Grade Science</p>	<ul style="list-style-type: none"> • We out perform the district by an average of 16 percent points. 	<ul style="list-style-type: none"> • We saw a decline in overall proficiency from 47% in 2018 to 41% in 2019. • We are seeing gaps in performance between our white students and our students of color, English Language Learners, and our IEP students. • Proficient rates of 51% for white students vs. proficiency rates for our subgroups that range from 0% to 27%. IEP Students at 0%.

After discussing the data, Dr. Gile shared that our persistent gaps in performance between our white students and our students of color, English Language Learners, and IEP students will be our focus for this year. She shared some of the following action steps that have already started at the school:

- Our focus this year is how do we close the gaps for these students? As a CSC we will also have this focus. Cultural responsive teaching is a focus. Not just a classroom culture but a deeper dive into our students and what they need. Interview all families in the CSC as well (one on one or a call). What are your thoughts and what can we improve on? These gaps exist in the whole nation and we know it's a huge problem and how can we improve it is our focus.

- Equity committee- Focus on creating an inclusive culture at Willow. Our first event will be our 2nd annual Ubuntu night. Eat and watch performances/art projects. In the future will attack more equity discussions.
- Newsletter Foci: Every 2 weeks you will see something from the psychologist and parent education tips and strategies as well.
- Adult Book study in January with Christine Reed (Brave Collation)- We will read “So You Want to Talk about Race.” 30 spaces available- more interest a second round will be offered. PTA will link to this as well (cultural awareness).
- We are asking ourselves, “How well does our curriculum represent all cultures and families?” Putting more books into the classrooms that represent the voices of diverse authors and diverse protagonists.
- As a school we are taking a deep dive into professional development to answer the question, “How can we challenge and support EVERY student?” Intentionally engaging all students in high impact practices that give support and give them rigor.
- Staff is exploring.. “How do you balance with high expectations and meeting where they are- believing all children CAN do it!” SUPPORT+HIGH EXPECTATIONS
- Dr. Gile committed to share ongoing data throughout the year for the CSC to continue to monitor our progress in closing the gap for our students.
- Dr. Gile ended with the fact that closing the gap for our students in the sub groups is a challenge that all schools across our district, state and nation struggle to achieve. While we acknowledge that this is challenging work, it is the right work. We need to meet the needs of all the kids and ensure that they are all growing during their educational journey at Willow.

Setting of Next Month’s Agenda

Dr. Gile reviewed the agenda items for our next CSC meeting: Next meeting Oct. 29th.

- Review October Count Enrollment Numbers
- Conversation with School Choice Office
 - Hoping to have someone to come talk to us. 25% free and reduce floor has been a challenge. Guidelines have changed. Diversity piece we fought for is a challenge from new rules being place on Willow. Teacher’s are asking for the CSC to revisit the priorities for teachers in ECE. How can we ensure that our staff’s students get a seat in ECE (we lost a teacher this year because of this). In the past, CSC determines priorities in enrollment. We want to ask more questions about why this seems to be changing.
- School Performance Framework
 - These results will be released by our next meeting. We will look at it through the same lens of equity.
- Deepening our common understanding around Culturally Responsive Schools.
 - We will do some reading as a CSC. Article will be sent ahead of time. We will ground work in those readings.
 -

Dr. Gile ask for any additional items for our next meeting.

- New ideas welcome
- One parent brought up how we might find ways to support parents at Willow as they figure out Middle school options
 - Discussed hosting a middle school expo. One parent shared that someone in the community is already working on this.

- Shared that middle schools will come visit classrooms this fall. Teachers will share school information after these visits.
- Dr. Gile and Ms. Dickman will work with 5th grade to create a one-pager of FAQs that parents might want to ask on school visits.