CSC Minutes

Members Present : Marcia Mason, Joann Stroud, Michel Brossmer, Larry Nelson, Suzanne Leff, Ann Christy, Lesley Turner, Mary Klute, Kelly Kahoun, Tina Martinez

Art Teacher-

Amanda Berands has been hired. Amanda is a CSU grad who student taught last Spring. Amanda had glowing references and is very excited to get started on January 4th.

Specials Schedule- Full day ECE and Autism class will get specials time. Classes will no longer be split to fit the schedule.

School Improvement Plan-

Members reviewed SIP objectives.

- Timeline for PTA/BPAC needs to be adjusted. The dates were not changed to reflect this school year.

- BPAC is run by Mrs. Vigil for parents and families of students learning English.

Data-

- AIMS data: 41 students achieved goal determined by ORF in AIMS web.

    - 9 students missed their goal

    - 65 students who exceeded their target (the baseline for the grade level)

    - 8 students near their target

    - 7 students were below target

    - 18 students had insufficient testing information to score (absent students etc)

- Voyager/RtI groups

    - Students receive lessons every day, and then students are assessed to monitor their progress.

    - Progress monitoring every three weeks using AIMS web- goal is set, tested three weeks later and then goal is reevaluated.

    - AIMS web oral reading fluency- one minute fluency assessment

- ROI- rate of improvement

- Overall, students are making progress using the RtI model.

- Example- Ms. Matthews- only two students who have not made sufficient progress.

- Priority- 25 students who are either below target or have insufficient scores. Bump up intervention for those students.

- 12 insufficient scores at 5th grade level(possible late tracking scores)

- Other assessments in AIMS web?

- RtI Interventions:

  - DRA2- mid-year for students who are below grade level, Spring for all students

  - Benchmarks are designed to predict C-SAP results, but that is not always a good predictor.

  - Six Minute Solution- oral reading fluency intervention

  - Echo Reading- intervention for students

  - Wilson/Fundations for tier three intervention

  - Letter naming Fluency assessment

  - Spellography

- Summary- teachers are using data to inform instruction, and students are making progress through intervention.

- C-SAP prep- Show What You Know- students 3rd-5th grade using this curriculum on Fridays to help learn test taking skills and strategies. Program might be bumped up to twice a week as C-SAP gets closer. Next year the program will start right away. Other schools have used it and have seen success. This will help with constructed response sections of the exam, something that our students struggle with on C-SAP.

  - C-SAP will be used for two more years and then a new assessment will be introduced.

- While we don't want to focus on test prep, we also want to ensure students know how to take tests so they will be successful in school overall.

- Portfolios for students- teachers are keeping a body of evidence for each child to track progress.

- Next meeting- look in depth at an example portfolio.

Designating parties responsible for tracking progress-

- Making sure that progress is actually being tracked

- SIP issue- The SIP reads that students should be assessed using DRA 2 and AIMS web three times a year- might need to be edited.

- Action steps:

  - Who will track:

    - RtI activities: all teachers (as of September)

    - Data teams: Site Coordinator and Humanities Facilitator report to admin

    - Teachers applying PD- reflections after PD monitored by Lauren and Joann

    - Assessments- monitored by paraprofessionals who give AIMS assessments

    - AR- reading list needs to be printed (Robert Hudnall)

    - Maize assessment- Joann

    - UCD interns- Joann

    - AR implementation monitoring- Ann and Larry

    - Guided Reading- Ann and Larry

    - Model how to write reflections- writing: Ann and Larry

    - Goals during guided reading- Ann and Larry

    - Reading logs and Journals- teachers/Ann and Larry

- PTA meetings around parenting and child development- Ann and Larry

- Bi-annual parent conferences: mid year with at risk students, first with all- Ann and Larry

- Grade level reading List- Ann and Larry

- Literacy Night- Lauren (finished)

- RIF- PTA

- Writing Continuum- finished

- Writing prompts- Ann and Larry

- Homework- writing prompts: Ann and Larry, individual teachers

- Display writing in classrooms- Teachers

- BOE shared with parents- Ann and Larry

- Model with Guided reading- Ann and Larry

- PD for writing- Lauren and Joann

- Learning labs- Ann and Larry

- Data team- Lauren and Joann

- PD Houghton Mifflin- completed

- Grading Benchmarks- grade level teams and Ann and Larry

- PD vertical teams- PD time, Lauren and Joann

- Leveled books- Library is finished, check for classrooms- Ann and Larry

- Training parents for AR- needs to be done- Ann and Larry- Michel, Tina, Mary

- Rubrics communicated to parents- Larry and Ann, teachers (needs to be done)

- Volunteer opportunities- PTA

- Conferences- Teachers
- Family nights- Ann and Larry (some completed)
- Enrichment Activities- Larry
- Summer Enrichment- PTA
- Destination Imagination- fifth graders
- Develop parent packets on math games- Ann and Larry (needs to be done)

- January Meeting- timeline

Tutoring

Dollar General Grant

- Larry identified a curriculum that is too expensive
- Katie Boman – Regis Work Study program
- Skinner Middle School kids to tutor for Washington trip (earn money)
- $2500 must be used for books- library books
- UCD interns as possible tutors
- Timeline? Six weeks- 2 days a week
- Coordinator position- Needs to decide about curriculum etc
- Reading Tutoring- successful Reader- possible curriculum (Tina's suggestion)
- 30 students for six weeks—lots of ideas- just needs to be communicated and put together

Meeting adjourned at 6:20.