

School Community Council Minutes
Willow Springs Elementary
Google Meet <https://meet.google.com/dce-jsgn-xwc>
November 18, 2020, 10:00 am

Marianne Yule, Principal	Laura Burtis, Scribe
Cindy Wagstaff, Achievement Coach	Matt Brahana, Parent
Paige Mantle, Teacher	Alexis Rife, Parent
Megan Gutierrez, Chair	DeeAnna Smith, Parent
Brooke Zimmerman, Vice Chair	

In Attendance:

Marianne Yule
Matt Brahana
Laura Burtis
Cindy Wagstaff
DeeAnna Smith
Brooke Zimmerman
Paige Mantle
Megan Gutierrez

Introductions:

Megan got into this when her daughter went into Kindergarten. Has been working from home & kept her daughter home - so they are together.

Brooke was introduced by Megan. Daughter is also in 1st grade. Mrs. Dial is her teacher. Wanted to be involved. Reading through the safety report - there are so many things to learn more about.

Paige likes being on SCC because she likes to have a say on what is going on. Got engaged during Covid.

Laura was also invited by Megan. Also has a daughter in 1st grade and will have a son going into Kindergarten next year.

DeeAnna was invited by Brooke & also has littles at Willow Springs. She is excited to learn more.

Matthew this is his 4th year on the SCC - Wanted to know a little bit more about what was going on with the school. Supporting the school. Good way to get to know the Principle & other teachers.

Cindy the achievement coach. Got involved as a parent when her boys were in school. Has been at Willow Springs since it opened.

Mrs. Yule taught kindergarten at a private school for 18 years. Developed the full day program. And then taught 9 years in 1st grade. We have 2 classes combined with low ability in our school this year. At Willow Springs since 2012.

1. Continue to review school data- (see Appendix A)

We knew things weren't going to look great when school went out . Cindy pulled together the testing results.... Our beginning of year results are rough.

Kinder - 66% in Reading

64% in Math

Strategies to improve... Lexia, whole group instruction. Targeted small group instruction (which is going great!) Take home games. Interventionist. Take home books - modified this year - books go home at the beginning of the week and then come back at the end of the week. Those that are doing them are making great progress.

1st Grade - Reading - 72%

Math - 63%

Whole Group instruction. Take home games. Small group instruction. Interventionist. Take home books

2nd Grade - Reading -74%

Math - 49%

Math was low because they didn't even get the beginning instruction that they would normally get. In class fluency. Practice with Retell- a big part in the 1st grade. Whole group instruction. Teachers are walking around while they are reading out loud.

3rd Grade - Reading - 84%

Math - 53%

Reading numbers look great. Whole number instruction. Without the instruction on Fridays. Teachers are teaching the lowest students. Interventionists work with the others every day. Interventionists are doing flash cards. Wishing more would practice at home.

4th Grade - Reading - 46%

Math - 60%

27 students reading below benchmark. Acadiance is given to all students K-3. In 4th - its just to the students that are scoring low. Interventionists are going in to work with students.

5th Grade - Reading - 44%

Math - 49%

Asking the teachers to find those students that are needing extra help. Especially those that might not pass the Winter benchmarks.

How is it being addressed online? There are not any interventionists for online students.

Percentages are about 5 - 10% lower than they were at the beginning of last year. The district knew this was going to happen across the board. Pulling out a group of

1st & 2nd graders that struggled at the winter benchmark last year to give them an added supplement.

DeAnna asked if there is a way for us to get Reflex back. Mrs Yule says that the district is not looking into getting it back. They are looking for another program that is similar to that program. They got rid of Reflex because they were noticing that even going into Jr High, they were not knowing what they needed to know. They want them to work on their number sense more than just memorizing. Common Core brought it more of the various ways to get the answer. Teachers are working really hard on to get the students up to where they need to be.

Paige: My class is a little lower than others - we have an interventionist for 30 minutes, while others only have them for 15.

Should we be directing more \$ to more interventionists? Yes & no.... We had a few that didn't come back because of covid - but we hired additional. Right now we have those that we need. Right now we are spending on technology because we need new - they are only good for a couple of years.

2. End of Year Land Trust Summary - Approval was given from the council - See Appendix B

We spent \$72,246 of LAND trust funds for the 2019-20 year.
((COPY & PASTE from document??))

We had an unusually high carry over of \$8,611 from last year because of Covid.

3. Discuss Digital Citizenship (Digital Citizenship week has been postponed) – see Appendix C

Digital citizenship - members have not met. They postponed the meeting - and no one has been trained.

Principal Yule will fill out the form and submit it for us.

4. Review School Safety plan and write summary report

Bomb threat drill going to be happening next month.

Last year we talked about safe walking route. They put a crossing guard at 300E.

What safety items do we need to discuss that were not on the report:

Evacuation plan - Where are the locations of where they are going?

For Willow Springs - our evacuation plan is turned into the district. For practice, the students have specific places they must meet outside on the lawn. If we need to leave the school grounds. The plan would be to walk to Corner Canyon High School in their auditorium. Where the students would be released to parents.

What is the number 1 safety concern at our school?

1 thing that is different this year - when the students come into the building - we don't have 1 kid holding the door- it is a door stop. There have been a couple of times where the door doesn't get closed when all of the students are entering the school.

Covid concerns? We are taking so many precautions: hand sanitizer in every single classroom. The biggest concern of parents that come in without a mask. But we have masks that we can supply them.

Proposed: Dedicated communication about school and students during covid.

Weekly tips that Willow Springs or the district are doing to help students.

School is doing a great job of keeping things clean. Do we have a case count? The district has a case count - on their website, their homepage - Covid 19

Dashboard - it will show how many cases at each school. Shows exactly how many students are on quarantine. Our numbers look good. The district will send out a diligence letter to the parents to those schools that their numbers are getting higher. The parents are the ones choosing how they want to get the information. Email, phones, text.

Action plan: Monthly tips or information about what Willow Springs will be doing to help students, staff, and families through covid.

This month - we will send out the link for them to see where the information on covid numbers are.

Another concern - are the students using the crosswalk - how is the safety level of drop off and pick up. Parents need to use the crosswalk . Reminder will be sent.

Appendix A

Willow Springs Beginning of Year Data

Grade	Test Taken	Composite % Proficient	Strategies to Improve
Kindergarten	<p>Reading—Letter Name First Sound Fluency</p> <p>Math—Beginning Quantity Discrimination Next Number Fluency</p>	<p>66%</p> <p>64%</p>	<ul style="list-style-type: none"> • Whole Group Instruction • Take Home Games • Targeted Small Group Instruction with Lexia • Interventionist • Take Home Books
First Grade	<p>Reading—Phoneme Segmentation Nonsense Word Fluency CLS Nonsense Word WWR</p> <p>Math Advanced Quantity Discrimination Computation</p>	<p>72%</p> <p>63%</p>	<ul style="list-style-type: none"> • Whole Group Instruction • Take Home Games • Targeted Small Group instruction with Lexia • Interventionist • Take Home Books
Second Grade	<p>Reading--Nonsense Word Fluency CLS Nonsense Word WWR Oral Reading Fluency/Accuracy</p> <p>Math Computation Concepts and Applications</p>	<p>74%</p> <p>49%</p>	<ul style="list-style-type: none"> • Take Home Books • In Class Fluency Practice with Retell • Whole Group Instruction • Targeted Small Group with Lexia • Interventionist

Third Grade	Reading Oral Reading Fluency/Accuracy MAZE Retell	84%	<ul style="list-style-type: none"> • Whole Group Instruction • Targeted Small Group instruction with Reading Plus • Interventionist • Interventionist flashcards
	Math Computation Concepts and Application	53%	
Fourth Grade	Reading— Reading Inventory Oral Reading Fluency Math— Computation Concepts and Application	46% Proficient or Advanced 27 Students Reading Below Benchmark on Acadience 60%	<ul style="list-style-type: none"> • Whole Group Instruction • Targeted Small Group instruction with Reading Plus • Interventionist
Fifth Grade	Reading -- Reading Inventory Oral Reading Fluency Math— Computation and Concepts and Applications	44% Proficient or Advanced 30 Students Reading Below Benchmark on Acadience 49%	<ul style="list-style-type: none"> • Whole Group Instruction • Targeted Small Group instruction with Reading Plus • Interventionist

Appendix B

**WILLOW SPRINGS ELEMENTARY SCHOOL
END OF YEAR LAND TRUST SUMMARY REPORT 2019-
2020**

DESCRIPTION	COST
5 Intervention Assistants	\$60,101
Substitutes	\$1,255
Equipment—MacBook Airs (10) Chromebooks (5)	\$10,890
Total	\$72,246
CARRY OVER	\$8,611

Willow Springs Elementary School Community Council was pleased to be able to spend \$72, 246 of LAND Trust funds for the 2019-20 school year. Funds were spent on reading interventionists, substitutes, and technology equipment. To increase reading achievement, students were identified as performing below benchmark on Acadience testing. Identified students received daily intervention support from their homeroom teachers using Saxon for grades 1 and 2, and 95% Group for grades 3, 4, and 5. Kindergarten practiced letter names and sounds and phonemic awareness using various methods. Intervention assistants, under the direction of the achievement coach, also met with the identified below benchmark students. Below benchmark students were able to meet with teachers and interventionists daily. At or above benchmark students met several times a week with interventionists and teachers.

Most of the allocated School Land Trust funding, \$60,101, was used to pay for the 5 reading intervention assistants. A total of \$1,255 was spent on substitutes. Substitutes were utilized so teachers could participate in Building Leadership Team meetings. 10 MacBook Airs were purchased for teacher use and 5 chromebooks were purchased for student use for a total of \$10,890. Because of Covid-19 we had an unusually high carry over of \$8,611.

Willow Springs is close to 1:1 in iPads and/or Chromebooks across the school. We are striving to become 1:1. Willow Springs School Community Council sees our LAND Trust Plan resources as a crucial component of our student achievement.

Land Trust Goals for 2019-2020

By spring 2020, 85% of Kindergarten and first grade students will achieve the district and state Uniform Growth Goals.

By spring 2020, 82% of students in grades 1, 2, and 3 will achieve typical or better progress as measured by the Pathways to Progress in Acadience.

By spring 2020, at least 50% of students in 4th and 5th grade will advance from basic to proficient or advanced in Reading Inventory.

Appendix C

Drill Calendar Elementary Schools

August - September	Fire
October	Lockdown
November	Bomb Threat
December	E.S.C.A.P.E. (active shooter information for employees only)
January	Fire
February	Shelter-in-Place
March	Hazardous Materials
April	Earthquake
May	Public Health Emergency (information for employees only)

Drill Calendar Middle and High Schools

August - September	Fire
November	Lockdown and Shelter-in-Place
January	Fire
April	Earthquake