

Willow Creek Elementary School
School Improvement Committee/Accountability Committee
Minutes for February 19, 2026
5:00 P.M.

Attendees: Mary Whitney (principal), Laura Stephens (parent), Monica Feldman (parent), Julia Apte (parent, chair), Chris Domino (tech)

1. Welcome and Introductions (Julia Apte)
 - a. District Leadership Changes (Mary Whitney)
 1. Chris Smith resigned; Brenda Smith (Head of HR) has been placed on administrative leave pending investigation.
 2. Our Interim Superintendent is Jen Perry, who has served in many leadership positions. She has been in the district for many years.
 3. The superintendent search will begin in the fall; our expectation is that the school year will begin with the interim superintendent.
 - b. Board Response
 1. The district plans to conduct an external audit/investigation. An RFP is being prepared to select a provider that is cost-effective and capable of the scope of work specified.
 2. The audit scope will be broader than HR matters, including policy/process review (e.g., contract approvals, expenditure approvals, spending limits).
 - c. School-level impact: attendees noted Willow Creek remains largely self-contained; day-to-day classroom work is focused on students, though staff/community awareness of district changes creates some uncertainty.
2. District Accountability Committee (DAC) Updates (Chris Domino)
 - a. Jen Perry and Ann Egan (Board of Education President) opened the DAC meeting and discussed the change of leadership and the audit committee RFP.
 - b. The rest of the meeting was an overview of the district budget and financial planning, including the FTE process for budgeting teacher allocation at the school level. The information was a basic overview; Chris pointed out that we discussed the same information in more detail at our December meeting.
3. PTO Update
 - a. We can't have our annual carnival at Caterpillar Park because of renovation; at this point, we are planning to have it here on our grounds.
 - b. School Dance: Scheduled for grades 3–5; event planning includes concessions and arrival/checkout processes. We have limited the dance to the upper grades in order to provide adequate supervision.
 - c. Our other event this month is Willow World: Approximately 12 families are presenting information about their cultures; the event includes stations and food/cultural sharing (formerly "Multicultural Night").

4. Principal's Report (Mary Whitney)

a. What's New

1. Facilities: Classroom carpets will be replaced over the summer (requires teachers to pack/move items). We're not doing the cafeteria, since it was done recently. Library and front-area carpets were also updated recently and still look good. WCKK summer programming will be housed at Homestead during building work; families have been notified and visits to the site have occurred.
2. Instructional displays: New touch-enabled flat-panel displays (replacing smartboards and projectors) will be delivered sometime this spring; the benefits include higher brightness, built-in speakers, mobility (on wheels), and reduced cost/complexity of moving ceiling-mounted equipment.
3. Other upgrades: A new phone system and new security cameras will be installed.
4. Safety & security: The lockdown drill was completed successfully. Our School Resource Officer (SRO) is Adam Nardi (shared across multiple schools). District security ("gray shirts") described as highly responsive. Our Safety Team includes both mental health team members, Kelly (AP), Renata (para), Nurse Jody, and Paul (building engineer). The team reviews scenarios regularly using SRP protocols (e.g., hold, secure perimeter, lockdown) and coordinates alert/response procedures.

b. UIP (Unified Improvement Plan) Data Review

1. The UIP is a state-required document that goes to the district and state. The process starts with an analysis of our data to identify areas of need in growth or achievement. We have chosen reading disability because our data in that area is not good. Then we create goals with targets to meet and identify strategies to meet those goals.
2. We have two goals right now:
 - (1) Achievement: Reduce the number of students on a READ Plan (Diana Roybal is looking into IEP students on READ plans) by providing intervention. At the beginning of the year, we had 41 students on a READ plan (34 of whom also have an IEP – 83%). Our end of year goals to exit 2 students.
 - (2) Growth: Students with disabilities will show growth on the CMAS ELA and Math tests at a higher level than last year.
3. Strategies
 - a. Special Education (SPED) teachers will work more closely with classroom teachers to serve identified students.
 - b. Christine Tokarchik presented to staff about how fifth-grade teachers integrate reading and writing with science and social studies.
 - c. Our instructional coach (Erin) supports grade-level teams in reviewing growth data and planning supports; emphasis on

collaboration among classroom teachers, special education staff, and gifted/talented staff.

4. Questions
 - a. *How are teachers liking HMM?* It's a mixed bag; teachers are accustomed to their favorite units. No curriculum works for every child, so our teachers need some choice. We refer to guaranteed and viable curriculum, as teachers work with their colleagues.
 - b. *Is WINN the same this year as it was last year?* Yes. But our leadership team felt that time of day it's offered makes a big difference. There is a little pushback from staff: some teachers want to share students, and some do not.
 - c. We are trying to look at writing across the curriculum and grade level.
- c. STAR Data Review (See results on next page)
 1. Growth targets (STAR): Typical growth referenced as approximately 35–65, with high growth above 65; the school goal is for all students to have typical or high growth in reading as measured by STAR (K–5).
 2. Winter STAR results (K–5): 42% high growth and 27% typical growth (69% typical/high combined).
 3. Grade-level highlights discussed (winter): Kindergarten 77% typical/high; 1st grade 68%; 2nd grade 64%.

Willow Creek 2025-2026 School Goal

100% of students will have typical or high growth in Reading as measured by STAR.

School Overview

K-5	WINTER High Growth 66-99 SGP	SPRING High Growth 66-99 SGP	WINTER Typical Growth 35-65 SGP	SPRING Typical Growth 35-65 SGP	WINTER High + Typical Growth	SPRING High + Typical Growth
	195/459, 42%		124/459, 27%		319/459, 69%	

Grade Level Overview

Grade Level	WINTER High Growth 66-99 SGP	SPRING High Growth 66-99 SGP	WINTER Typical Growth 35-65 SGP	SPRING Typical Growth 35-65 SGP	WINTER High + Typical Growth	SPRING High + Typical Growth
Kindergarten	29/66, 44%		22/66, 33%		51/66, 77%	
1st	30/65, 46%		14/65, 22%		44/65, 68%	
2nd	26/75, 35%		22/75, 29%		48/75, 64%	
3rd	23/67, 34%		18/67, 27%		41/67, 61%	
4th	35/89, 38%		26/89, 29%		61/89, 66%	
5th	52/97, 54%		22/97, 23%		74/97, 76%	

5. Open Forum

- a. There was some discussion about how CMAS testing works; how many days and how much time each day. Generally, we test three days a week (Tuesday, Wednesday, and Thursday) for three weeks in a row. We test in the morning and avoid giving more than one test a day. There are some exceptions for students

who need special testing conditions (for instance, students on IEPs who need special accommodations) and students who were absent on the regular test day and must make up the test on another day.

Next meeting: April 30, 2026