



**MEETING MINUTES
CAPITAL CITY PUBLIC CHARTER SCHOOL BOARD
REGULAR SESSION**

March 10, 2020

Attendance:

Trustees: Allison Arnold, Maggie Boland (phone), Sarah Dillard (phone), Anne Herr, Rochanda Hiligh-Thomas, Mizmun Kusairi, Galo Pazmino, Hiram Puig-Lugo, Xiomara Santos, Nitika Tolani (phone)

Staff: Dominique Coote, Laina Cox, Karen Dresden, Samantha Gaffney, Michelle Johnson, Pam McKinney, Belicia Reaves, Jonathan Weinstein

Meeting called to order at 6:35 pm.

Mission Moment

5th Grade Teacher, Abby Raines, and 12th Grade Social Studies Teacher, Ben Williams along with 5th grader Beamlak and 12th grader Matthew shared about a collaborative project between the two grades focused on voting rights and registration. Through this project, 5th graders shared what they had learned about voting rights with 12th graders who had studied the topic earlier in the year. They also encouraged the 12th graders who were old enough to register to vote and supported them with the process through their registration drive.

Consent Agenda

The Board accepted the Consent Agenda that included the January Meeting Minutes, the March School Report, Upcoming Events for Board Members, 2/24/20 Development Committee Minutes, Development Dashboard, 2/25/20 Finance Committee Minutes, and contracts submitted to the PCSB since the last board meeting.

Coronavirus Planning and Preparation

Karen Dresden and Jonathan Weinstein shared the steps that Capital City is taking to prevent transmission of coronavirus, prepare for an outbreak, and communicate with stakeholders. In keeping with the PCSB, DOH, and CDC guidelines, Capital City has focused on hygiene practices like handwashing, and has increased disinfecting and cleaning of surfaces. Karen has been communicating with stakeholders and working with her team to develop contingency plans in the event of closure. The contingency planning includes developing plans for remote learning. Trustees asked about accommodations for vulnerable populations especially students who are

immunocompromised or who live with someone who is. School leaders agreed to communicate to families that there is flexibility around attendance and to develop remote learning plans for students in this category who are not able to attend school. Karen agreed to share contingency and remote learning plans with the full Board. It was recommended that the school routinize things to the extent possible; for example, distributing hand sanitizer to each student as they enter the lunchline rather than just making it available. A trustee who had done a critical review of pandemic responses as part of her work expressed that leaders were focused on the right things at this time.

School Performance: Mid-Year Performance Report and Discussion

Karen provided an introduction and then Dominique Coote, Director of School Quality, shared details of mid-year assessments. There were a few bright spots, but targets for mid-year assessment performance were largely not met. It was noted that standards are higher for mid-year than the beginning of the year so in the few cases where mid-year percentages were lower it didn't necessarily mean that students had regressed.

While the results were not as strong as school leaders had hoped for, there have been rich discussions about the data that leaders hope will lead to improvements on the next assessment that is just getting underway. Teachers and administrators are using data in a formative way to improve instruction much more purposefully than in the past and leaders shared examples of how this is happening. Having data available much sooner after the assessments are given has been particularly helpful.

Improved results are expected for the next interims. The School Performance Committee will be reviewing results at their April 3 meeting. At this meeting implications for budgeting will also be discussed. Interested trustees are welcome to join and data will be shared with the full board after that meeting.

Strategic Planning

Capital City has been working with consultant Corey Gordon to begin the process of drafting a new 3-year strategic plan since the school is in the final year of the current plan. Corey began her work by conducting interviews with board members and key staff. A summary of her findings was shared in the board packet. The Senior Leadership Team had a retreat on March 3 facilitated by Corey where they reflected on the current plan results and the process of implementing, reviewed the qualitative data Corey had collected along with performance data, and began developing an architecture for the new plan.

The emerging architecture from the retreat was shared with trustees who considered three questions: *What are you happy to see in the plan? What do you think is missing? What questions does it raise for you?* Trustees expressed that they were happy to see that student performance was front and center, that math and literacy goals were included, that support for English Learners was named as a goal, and that there was a goal related to school culture. Some of the things that trustees had hoped to see were a process goal to ensure that improvement efforts are effective and to see experiential education (or EL Education) named in the plan.

The Board had questions about the Board's role in implementing the plan once developed. There were also questions about what happened to some of the current goals that were no longer in the plan. Had we achieved them? Karen explained that some things that were previously goals (like family engagement) were now strategies for supporting other goals. Other goals are more honed because there was success in some areas, but not others. For example, we saw strong progress with middle school math, but lower school math and math SAT scores have lagged. There was a question about whether a school culture goal was necessary. Karen explained that this supports feedback from staff about how we address barriers to learning and it helps the school to align its strategic plan with the EL Education dimensions of achievement of which one is character.

Karen shared that the next steps in the process are for Corey, Dominique, and Karen to meet with campus Instructional Leadership Teams to get feedback. They are planning to share with the Parent School Association to gather parent feedback. As the plan develops, we will be identifying goal leads and 2-4 high leverage strategies for each goal.

The meeting adjourned to Executive Session at 8:25pm