

Colorado Springs School District 11
DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes
Monday, November 14, 2022 (5:00pm-6:30pm)

www.d11.org/Page/6992

Recording of meeting commenced at 4:54PM

Meeting Attendees:

Bryan Relich, Clara Hoellerbauer, Courtney Hertner, David Khaliqi, Dawn Applewhite, Hillary Hienton, Julie Johnson, Lauren Nelson, Lyman Kaiser, Marion Clawson, Parth Melpakam, Rhonda Heschel, Sandra Bankes, Stacy Brisben, Velvet Stepanek

Agenda discussion:

I. UIPs – Bryan Relich

Mann MS- Mann is on Priority Improvement earning 36.7 out of 100 points. Participation rate was good. ELA was at “Approaching”. In overall math they had 346 calculating “Achievement” but in growth they only had 88, so you can see how that can impact the scoring. We have to own the work that we are going to talk about coming forth, but I think that is something worth mentioning as we move forward. Low performance in academic achievement and growth is a major concern. The staff is focusing in on ELA and math. Mann has 382 students. They have had a major turnover in staff. Within that, they have not been able to maintain good Tier One instruction, as well as building systems for professional development, accountability, and providing resources to the staff and students across all three tiers. This is what we have seen since 2019, a staff turnover that has impacted the ability to maintain that high Tier One instructional practice. We are moving out of a “survival stage” and into the next phase where we are stabilizing staff, but they still have 5-6 vacancies in the counseling and science departments, having just filled their final math position last month. When you have stable staff, you can build stable relationships. Part of having continuity for the students is getting them a stable group of professionals from ESP to certified teachers to kitchen staff up to the building staff so that we can do that. We are providing the McRel material for balanced leadership training to the principal as well as 38 other individuals with primary focuses of Best First Instruction, Leader Change Management, and Collective Responsibility (building a collaborative/collective community). We are providing these resources in professional development from the ESP all the way to the administration team.

Lyman Kaiser- there seems to be a lot of variability between the individual teachers, principals, assistant principals and staff. You had multiple approaches to discipline in the building. There was no consistent building model and I'm seeing more of that being brought in and the plans of trying to get a consistent discipline and approach through PLCs.

Bryan Relich- Major Improvement Strategy (MIS) III focuses on that and is an early warning indicator system. Staff is meeting regularly on a weekly basis to focus on attendance, behavior and academics. They have implemented a “Mann Student Form” which speaks to

what you are talking about as to ensuring that not only is there a system wide approach across Mann, but each student gets what they need academically, as well as social emotionally.

Marion Clawson- Mann's 5E data for collaborative teachers and supportive environment crashed over the past two years. Some people feel it is due to the principal so I am glad to hear she is getting more support. Has she been able to build a team that buys in with who she is as a person and leader?

Bryan Relich- we need to provide the resources so that we have some processes in place that will be measuring the effectiveness of the relationships being built from principal to teacher and teacher to teacher that we will be utilizing throughout the year. Academic growth and achievement are the root cause of why we are on Priority Improvement. This speaks to a lack of rigor alignment and engagement strategies school wide, as well as within individual grade level content areas. We also have concerns about the ability to monitor data. At our most recent data continuous improvement meeting, we focused on math. We are going to focus on that math team due to the math achievements scores on how we are not only planning for standard based instruction, but what instructional strategies we are using, and how we are meeting with teachers to ensure that data is in alignment and works backwards to the strategies and to the standards-based planning. They are focused on professional development within the six phases of learning. They are providing resources and time for staff to share out how what strategies they are using on a weekly basis. They are going through each chapter of a book study, to review, discuss, and present on that. Their content PLC meetings will be focused on student work and Common Interim Assessments (CIAs). They will be measuring that by monitoring the student assessment performance data, whether that's through Eureka, Star or other teacher generated pieces. They are also talking about how their instructional learning walks will align to collect information around what is being implemented in the classroom, not only instruction across the building looking for patterns, but also on what they can do to help support individual teachers by content. They will be making sure that the evaluation cycle and the learning informal walks are providing coaching and feedback to teachers on a regular and consistent basis. Once we do those learning informal walks, we are talking to teachers and providing them with what is going well, and giving them some opportunities for growth.

Velvet Stepanek- are they having students set goals based on their performance?

Bryan Relich- that is something that has been part of the internal conversations at the school level, but I also think that is part of drilling down and making sure we have some things in place and then moving down to that level. Yes, that is on the agenda and part of the process moving forward.

Lyman Kaiser- in their statements from last year, they mentioned that there were so few teachers and that they did not have adequate intervention and counseling support. I know they are having these issues this year as well. Are we able to, with all of the additional things we are asking of them in terms of professional development and support intervention, actually provide the additional support?

Bryan Relich- we have been working with Human Resources to get long term subs where we have vacancies. There are two vacancies in the counseling department which hurts

supporting the teachers within their planning and providing resources. It is not perfect and we have work to do on that.

Marion Clawson- I am surprised that one of their MIS is not focused on behavior and attendance. You can have all the planning for learning, but if the kids are not there, or are not ready, or disrupting the classroom, it can't be done.

Bryan Relich- that is a goal and part of the focus for this year. They are focused on not only academics, but building relationships with the kids. We need to build getting students in the classroom so that we can focus on the academic lessons being adequate. It all starts with attendance and those relationships.

Julie Johnson- attendance is a huge thing, and academic content going fine grain, and evidence outcomes. They are all interwoven. One impacts the other greatly.

Bryan Relich- MIS II is community partnerships and engagement. We are excited to say that involvement. They have a SAC (School Accountability) chair this year. They also just got their PTA up and running again. The turnover of staff, the turnover of families, and also the ownership at the school level of, "who owns this?" and "who is doing what?", they have done a better job this year of creating systems of "who is in charge of this?" and how can they make it work within that school? They are also doing some more purposeful, intentional "recruiting". They are really trying to connect with parents, whether they are there for open house, an athletic event, or a performance. They are working with Edison and Stratton to increase community and parent involvement by having elementary kids come at the end of the day for a variety of classes. They are also using the performance time and those opportunities to engage parents to say, pick Mann! Look what Mann can offer. They are going to start community partnership events and focus on increasing volunteers in their school.

Lyman Kaiser- I didn't see anything in their plan discussing Spanish or multi-language support for their students and families. Big improvement comes when we have the parent and teacher working together to support the student.

Bryan Relich- they are trying to do a little bit of all of those, from the individual classroom teacher communications to school wide to the District level to the PTA. The communications need to start with the teacher in the classroom and work their way up through the entire school. This is something they are going to need to continue to focus on and be purposeful about. They use the D11 Loop which translates into several different languages and they have folks at the school that can speak a variety of languages as needed. The District also provides resources to build and bridge any gaps. It is addressed on a family by family basis. Mann is trying to establish what they have, how do they make it better for students and staff, and knowing that they cannot go further until they know where they currently are. This will come through Best First Instruction, community engagement, and what is best for each student/family. I think they do have that vision. They are building a common language and common practices throughout their system.

Marion Clawson- is the collaborative culture in their building growing? Is it already there?

Bryan Relich- yes, they are building a collaborative culture through PLCs, through grade level planning times, and working together through school offerings, but they have work to do. The collaborative culture includes their PTA and SAC and with these just starting up again, we have some opportunities to enhance what we are doing and room for growth.

Rhonda Heschel- It looks like one third of the kids are highly chronic with absenteeism. What is in place to decrease that?

Bryan Relich- they are monitoring daily and weekly attendance through the main office and through teachers. They are contacting parents and families when a pattern is seen and incorporating phone calls and home visits when needed. This has been impeded due to only have one counselor, but they are reviewing attendance issues on a daily and weekly basis.

Rhonda Heschel- wouldn't it make sense to have the students take ownership and have competitions to see which classes can have the best attendance for the most days in a row, offering some reward system so that the kids can encourage each other?

Velvet Stepanek- who actually created their school improvement plan? Does this plan have buy-in so that all are willing to continue to work on it? The SAC needs to be involved, regardless of how new they are in their position.

Bryan Relich- some folks worked on it during the summer months and leading up to the ongoing work currently. There is a variety of people on that team. What I have observed and been told, they have an instructional leadership team that review the One Plan in a shortened version. They have a One Plan summary that they review on a monthly basis and discuss moving forward. I will follow up with Principal Segura to make sure she has included the SAC in discussions of the One Plan. The One Plan PowerPoint is what we are presenting to the Board Wednesday night. Once we get the feedback from you all, we will upload that back into the original document to the CDE before we close those tabs down, so that it clearly states the planning for learning. The community partnerships and engagement focus, and then those other pieces will fall underneath what we have been talking about, but we have not updated that One Plan yet because we are still working off the One Plan PowerPoint.

David Khaliqi- the workflow is that we take your comments, we take Board comments and then Mr. Relich works with the lead team at Mann to make those changes in their One Plan. Then they let Natasha Crouse know to take the updates and move to the UIP and then send back out to the Board and finally to the CDE.

Velvet Stepanek- the USIP is going to need a lot of updating in the first sections for it to be acceptable.

David Khaliqi- all submissions will be provided to the Board by December 14th.

Bryan Relich

Twain- Twain is on Priority Improvement earning 39.3 out of 100 points. They had good testing participation. The one thing that really stands out as we have reviewed this is they are an early literacy grant school but you can see by looking at their achievement and their growth is at "does not meet" across the board, but yet, when you look at their math growth, they are at "meets", and their two subgroups under free and reduced and minority students are both either at "approaching" or "meet", so, really an anomaly. There are concerns around their Best First Instruction (BFI). How are we monitoring BFI in the classroom? How are we ensuring that the teachers lesson plans are standards-based, that they have instructional strategies that match, and that the data we are collecting is not only true to what is being taught on the standards, but how are we looking at it in professional learning communities? We are working through a gap with the team on how we can support that work. There is also a concern that there is a lack of teacher to teacher trust. We have a first

year principal (assistant principal last year) and there is also a concern with teacher to principal trust. We need to change that perception with the work that we are doing so that we can address it, not only academically, but within the culture and climate of the staff. There are not well-established processes for what students are getting and needing, and how we are addressing behavioral issues as well as providing community resources and supports. They need to have adequate professional development to support their teachers. They are receiving Wonders refresher training. They are using their staff and the district staff to ensure that training is occurring, for not only Best First Instruction, but the Wonders level as well. At PLCs, they are collecting the correct student performance data and to make sure it matches what is being taught in the classroom. We also need to make sure that the exit tickets, the Common Interim Assessments (CIAs), Performance Matters, Eureka end of unit model assessments, and Star progress monitoring data aligns with what we are teaching. We need to make sure the differentiation occurs from the lowest performers to the highest performers, to ensure the students are getting what they need and that they are getting it on a regular basis within ELA. They are also making sure they tweak their instructional learning walk form, and their informal walks to align to all of this work, so that when they walk through the classrooms, they can identify patterns and trends and then provide the necessary professional development.

Lyman Kaiser- are they working a plan that gives them flexibility in terms of working with small groups and trying to stay on track with their overall standards (Best First Instruction)?

Bryan Relich- I would say they are at the starting point but that is the focus. This week, when we do their continuous data improvement meeting, we're inviting Christy Feldman to really look at what strategies are being used to address individual needs, as well as the differentiated needs of the groups of learners, making sure that the data cycle is ongoing so that if they master it, they can move on to the next standard.

Marion Clawson- they have a lot of social-emotional learning programs. Have they voted on which one they will use?

Bryan Relich- They are going to use a little bit of everything. They are really focused on the random acts of kindness lessons every week. They have a counselor presenting those and they are bringing in Dr. Schulte's office for informed care practices and neuro sequential model and education training. Every kid needs something different. The teachers have the ability to pull from the toolbox for each student or class. They have a big focus within the informed care practices, but they also allow that individual differentiation within the classroom, based on the needs of the students and teachers. A lot of the schools I work with are using a variety of different pieces, because it is not a one size fits all. They are trying to do the best they can to take those bits and pieces to meet the individual needs of the students and families as they are all impacted differently. MIS II is around that teacher to principal and teacher to teacher trust. They are going to continue to use climate surveys to evaluate the success of how their interactions are improving. They have a variety of groups that meet from the shared leadership teams, the distributed leadership teams, the building leadership team, and the random acts of kindness team, to figure out how to better work together to make the culture and climate more friendly and more conducive for the adults to be more trustful of each other's behaviors and choices. Even last year to this year, in changing the leader really impacts that level of trust, even though they picked that leader,

there is that level of AP to principal role. They are trying to figure out how they can embed that through campus observations, professional development, their PLC protocols, their strategy improved improvement guide, as well as talking and working through their building leadership agendas and minutes, and their campus survey data. Being a first time principal, this one takes time. You talk about needing to build trust and really getting to know people and really having that trust come back and forth. We know the value of trust across 5 years but trust is more than a survey. Trust is knowing that when you go to someone, you can ask them and give them honest feedback, as well as expect them to give you honest feedback. That is something that is going to take time to be built, but they are definitely working on it at Twain.

David Khaliqi- there are schools that have come out of a low trust situation and are now in a very healthy dynamic but Bryan, can you explain why we have a trust issue across so many sites in our district?

Bryan Relich- I have had the privilege of being at four different D11 schools, two of them I was placed at and two I applied for. There is some definite pluses and deltas to being placed versus being selected, but in my own experience, I think it takes a year to get the foundation laid for relationships. I think it takes 2-3 years to lean into getting the work done. I think it is about visibility, communication, collective responsibility, high expectations, and a willingness to provide resources to the staff, students, and families. What we don't bring up enough when having the trust conversation, is our families and our communities. Teachers sometimes feel that more than the principals. We need to embed that conversation on how we build it vs. how we do it.

Velvet Stepanek- how much staff turnover has there been at Twain? Are there a lot of openings there or are they fully staffed?

Bryan Relich- they are better off than Mann. They did not have as much turnover but they did have some retirement solvent and some movement, but not to Mann's degree.

MIS III is the student-staff relationship. They also have MTSS weekly meetings. They meet on a regular basis with their counselor, their social worker, their teachers, and anyone else that impacts that student, to talk about what is working and what is not. What does the student and family need? They are pretty thorough with that process. Twain's enrollment is at 300, which is right at projection. The bottom line is that we know that the best way to build relationships and increase attendance and engagement is through one on one contact.

Whether that means meeting and greeting kids at the front door, having lunch with them, or sitting down with them when they are upset. Regardless of any program, I will be the first to say, as a parent and as an educator, just spend some time with the kid, engaging and getting buy in with them will beat any program.

Julie Johnson- in my experience, when we talk about skills development, instead of programs, that is where the sweet spot is, in developing these skills that we wish to see in our learners that are life ready skills. When we over-script some interventions with kids who have some "street smarts", it can blow up in your face. If we get back to the definitive skill, and make sure that we are supporting that specific skill with students in mind, and engaging them in it, that will help create the conditions where you can develop that skill in a safe place.

Graduate Profile Skills (we have these for elementary, middle and high school students, with increasing detail and expectations):

D11 Graduate Profile Performance Outcomes Prototype, G5, June 2020		
Graduate Profile Skills		Middle School-Ready Performance Outcomes (Grades K-5)
<i>"Look for evidence [that] a learner's work product or performance..."</i>		
Grad Profile Element	Indicators	Performance Outcome (for use in rubrics/scoring criteria/self assessment)
Continuous Learners demonstrate adaptability, resilience, reflection, goal setting, and a growth mindset. <i>Continuous Learners are also Critical Thinkers and Innovative Problem Solvers</i>	Demonstrate adaptability and resilience	<ul style="list-style-type: none"> Revises work in response to feedback Adjusts claims in response to new information Perseveres through adversity toward key goals
	Demonstrate a growth mindset through reflection, goal setting, and revision	<ul style="list-style-type: none"> Articulates what can be gained or learned from a new experience (e.g. taking a risk, experimenting, going outside your comfort zone) Celebrates growth in self and others Assesses personal strengths and areas for growth Breaks down long-term goals into short-term benchmarks Checks in on goals to inform decision-making
Grad Profile Element	Indicators	Performance Outcome (for use in rubrics/scoring criteria/self assessment)
Empowered Citizens take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world. <i>Empowered Citizens are also Skilled Communicators and Empathetic Collaborators</i>	Form opinions and principles based on research and other information	<ul style="list-style-type: none"> Identifies personal strengths and passions that can be used for helping other people Lists "Need-to-Know" questions on key topics Forms new opinions based on research
	Take action to serve and advocate for a larger community or cause	<ul style="list-style-type: none"> Articulates an awareness of community needs Evaluates relevant resources to decide how to best help the community Serves the community in ways that build on strengths and also requires some growth

Lyman Kaiser- I believe that the detailed information on that is on the D11 website. There is very good information there:

<https://www.d11.org/GraduateProfile>

Almost all of our middle schools are under 600 students now. Is there discussion going on at the area superintendent level and within the rest of the academic staff regarding, at what point do we have not enough students to make a middle school program work the way it is supposed to, especially with staffing shortages?

Bryan Relich- we have had that conversation not only at the middle school level, about, if we don't have people, we can't offer the programming and we can't support the students, but that also applies in elementary in high school. That impact hits at every level and teachers, administrators, and counselors. We are seeing fewer students at the college level studying the education field. We need to look at, not only this year alignment and next year, but what are we going to see in 3 to 5 years when the next classes to start graduating going into other fields of study. The impact is definitely something we need to talk about and I would defer to Mr. Gaal and the Board for those discussions.

Enrollment- David Khaliqi-

The graph below is still a tentative because we have to go through the state process and comparing any students that are potentially being claimed by other districts, so this is still preliminary in process:

	Level Totals					Head Count	FTE
	FULL TIME	PART TIME	PRESCHOOL ONLY				
			CPP	SP			
Elementary	9,335.0	22.0	728.0	205.0	10,290.0	9,812.5	
Middle	4,353.0	6.0	0.0	0.0	4,359.0	4,356.0	
High	5,092.0	9.0	0.0	0.0	5,101.0	5,096.5	
Alternative	1,370.0	4.0	0.0	0.0	1,374.0	1,372.0	
Charter	1,229.0	7.0	0.0	0.0	1,236.0	1,232.5	
Other	63.0	45.0	168.0	15.0	291.0	177.0	
TOTAL	21,442.0	93.0	896.0	220.0	22,651.0	22,046.5	

When reporting enrollment numbers we will always be using the Full Time Equivalent (FTE) value
 If you hear of a lower number it is probably the Full Time number (missing part-time and pre-school)
 The "Head Count" is literally the number of students in the district but does not take into account the
 .5 funding for 1,209 students

The FTE number accounts for the funding attached to each student for fiscal planning (most useful number)

The full time equivalent (22,046) is 57 above last year's October Count and is about 757 above projections for this year. When reporting enrollment numbers, we are always going to be using "full time equivalent- FTE". Full time equivalent is the full-time student, plus the part time/ preschool (half time/half funded) student. Two of these students make up one full time student. Preschool enrollments are rapidly increasing due to the rise in additional sites. The Head Count is the literal number of students in the district... actual seats being taken up and accounting for every student. The .5 funding (1209 students) is where the FTE accounts for the actual funding (fiscal and budget planning) we receive and so, the numbers in yellow change to 604.

More information will be available pertaining to each school's enrollment numbers, transfer of students to other D11 schools and exits to other districts at a later date.

Loop Closure – Marion Clawson

I want to thank everyone for working with me through this process, it was a little wonky and I am so glad we can see the end of the tunnel now. As we receive the updated plans from the schools, please review them and if something we discussed was not added to the plans, I will bring forward to determine why. I will be speaking with the Board at the November 30th meeting to discuss the process and give any feedback.

We will invite the area superintendents to return and give updates later in the year.

Lyman Kaiser- hopefully what goes to the state is an update that is current.

Meeting adjourned at 6:36PM

2022-23 Fall Schedule (2nd and 4th Mondays, 5:00pm-6:30pm):

- ❖ November 28, 2022
- ❖ December 12, 2022 (no 2nd meeting due to Winter Break)

2022-23 Spring Schedule (2nd and 4th Mondays, 5:00pm-6:30pm):

- January 9, 2023
- January 23, 2023
- February 13, 2023
- February 27, 2023
- March 13, 2023 (no 2nd meeting due to Spring Break)
- April 10, 2023
- April 24, 2023
- May 8, 2023
- May 22, 2023 (TBD)