



CMS Accountability Committee Meeting Minutes

Tuesday, February 12, 2019, 6:30-8:00 PM, Library

Welcome -- Julie Mazenko, Ami Baron (Accountability Co-Chairs): Call to order at 6:33 pm, welcome, and minutes approval.

Julie made a motion to approve the Accountability Meeting Minutes from November 13, 2018. ***Motion seconded, motion approved.***

Professional Learning Community Updates (PLC's)—Charlotte Meade, Lissa Staal, Amanda Wahlborg:

- Amanda provided a recap of Campus' 100 Day Plan. This was the 1st 100 day plan that was accomplished at Campus. This plan included professional development (PD) as a support (every month there were 5 teacher led PD sessions). Teachers were able to choose their PD sessions so they could attend sessions relevant to them.
- The Guiding Coalition was established to look at data, where are we as a school.
- The process involved “sister school days” with 3 other middle schools for collaboration and sharing.
- The goal was for teacher teams to design units which will:
 - Identify priority standards for the unit
 - Design an aligned end of unit assessment and at least one CFA (common formative assessment) for the unit
 - Use the data to inform instruction through intervention and/or enrichment
- Amanda shared a 100 Day PLC Goal and Plan chart which outlined goals and progress made by certain dates during the 100 days.
- Around day 90, the group reflected on progress in order to: (1) make revisions to the PLC process and use of CFAs in order to streamline the process and (2) take the process to the next level.



- After celebration and reflection, teachers came together and spoke about successes, challenges, and possible improvements for next year.
- Lissa shared the CFA (Common Formative Assessment) template. CFA is an assessment for when a topic is still being worked on/instructed. Provides a common format for discussion and collective correction going forward; CFAs are course corrections for our teachers.
- There is agreement that CFAs are a powerful tool. Some feedback from teachers was that the CFA template/document was not as user friendly as expected, so there has been a review of CFA template.
- Amanda shared examples of the CFA in action. Teachers came up with different strategies based on what kids needed (3 teachers, 3 approaches, etc.). Teachers worked together and provided a scale of strategies. Sometimes a CFA revealed holes in curriculum, or sometimes that the students didn't have appropriate background knowledge, etc.
- With the CFA process we can see problems with our assessment practices and it has helped us stay dialed in and accurate.
- Lissa shared that the 100 Day plan is another way to look at the Unified Improvement Plan.
- Charlotte said that the 100 Day Plan really created a shared vision for the school and it was very unifying. It helped create ownership, and a common language that at the end resulted in a real celebration by teachers and staff.
- Mark McGee shared that the electives department communicates with other schools to learn from each other and share, e.g., CFAs for robotics.

Principal's Report – Charlotte Meade: Charlotte welcomed all in attendance.

- Charlotte outlined recent and upcoming celebrations at Campus:
 - Parent/Teacher conferences: Arena style conferences seem to be working well.
 - 5th Grade Parent Night: Changed up 5th grade parent night in order to give parents information about the placement process for middle school and high school; this is to dispel myths about the process, add transparency, and calm parent nerves.
 - Mercado: A great success and organized by three Campus Spanish teachers and one French teacher. Very well attended.



- Dodgeball: The annual dodgeball tournament will take place this week put on by AVID and teachers; 8th graders chose the charity.
- Math Competitions/Brain Bowl/Spelling Bee: A number of our students have done very well in these competitions.
- Growth Honor Roll: We have reinstated our growth honor roll (moving on up); this is a great way for some of our kids to regain traction.
- LA/Math Placement Processes: We are continuing to work on cleaning up our LA & Math placement processes. Anthony Campos shared that next Wednesday 5th grade teachers are invited to see the placement process. They can then communicate back to families in the 5th grade.
- 1 Book 1 Campus: Kicks off next Thursday and will be revealed on Friday.
- Charlotte and others shared detailed information regarding the steps taken to improve placement and readiness for various subjects, as well as other school-wide initiatives:
 - Language Arts: Quality Preparation for Cherry Creek High School and overall Growth
 - Literary analysis, argument writing
 - Deliberate progression of skills and performance criteria that guide teachers toward development of skills from 6th to 8th grade
 - Prompts that represent appropriate task complexity at each level
 - Establish clearer expectations around: analytical writing frequency, analytical writing independence, homework expectations
 - Math:
 - Working PLC cycles with great fidelity
 - Math Mapper: Anthony shared that Campus, Infinity and Horizon schools are testing this. It is a partnership with NC State University where University reps are coming into the classrooms, using video, and determining how assessments are being used. It is going beyond algorithmic learning to conceptualizing. Four full-time professors have worked on this program to take math to another level of understanding
 - Continuing to clean up placement processes



- Social Studies:
 - Vertical alignment through the grades (PLC work)
 - Updates to courses including interventions and enrichment
 - Transition to new standards next year with full implementation in 2020-2021. Lissa shared that social studies will have new standards in 2021. Instead of waiting, Campus is taking the current and the future and aligning them. Staff is making sure we are focused on the right things; updates to courses include looking at skills and not just content. Financial literacy is being incorporated into curriculum
 - Common assessments
- Science:
 - Using PLC process to provide aligned and effective instruction for all students
 - Curriculum changes: site based decision
 - 2020-2021: reorganize units across grade levels to meet the requirements of newly adopted state standards. Amanda shared that this will be the last year of workbooks. The future curriculum will be more rigorous and modern
- Electives-Music Department:
 - 8th Grade Band, Orchestra and Choir just finished performing collaborative concerts with CCHS ensembles
 - Many CMS students participated or will participate in district-wide music events: Honor Choir, Honor Band, Honor Orchestra, Stringathon
 - 8th Grade Choir/Orchestra recently toured feeder elementary schools
 - CMS Musical is in full swing with performances in early April
- Gifted & Talented:
 - Amanda shared that we have a lot of staffing around GT at Campus, more than many other middle schools. We are making sure we are using equity in ID'ing students
 - Identification equity continues to be a focus: 2E students and students of color; collaborating with ELS to look at second language students who may qualify for ID; going forward, would like to look at GT population in terms of race/ethnicity makeup



- Focus on how we are meeting needs of GT and advanced learners in Science and Social Studies
- Identifications in general are on the rise as we comb through Naglieri and Iowa testing data for 6th graders
- Special Ed:
 - Lissa shared that Campus is working on transitions for 6th, 9th, for those with IEPs. Internally we are needs based
 - Looking at numbers internally to see how many co-taught and small group classes we need at each grade level for next year
 - Campus is still looking for 2 paraprofessionals (staffing is a district wide issue)
- AVID:
 - The cumulative GPA for each AVID grade level is: 6th grade-3.09, 7th grade-3.025, 8th grade-2.97
 - Students in 8th grade are learning about the Civil Rights Movement and are connecting it to issues within the U.S. today
 - The dodgeball fundraiser is in full swing and the 8th grade AVID students completed research on several local charities. They presented their ideas in class and the charity chosen to receive dodgeball proceeds is The Denver Children's Home
- English Language System (ELS):
 - 84 ELL students at CMS
 - Almost all receive services through one of two co-taught sections per grade level
 - The ideal percentage of ELL students in a co-taught class is 40% or less; some sections exceed this, others are within this range
- Inclusive Excellence:
 - Our CMS Equity Site Team has tackled a number of areas of inclusive excellence, including exploration of systems and structures in place in our classroom that may limit or promote success for students of color. Additionally, we have done a lot of work to examine our own implicit biases and implement data-based practices for interrupting them, which we have also extended to staff members through PD bites.



- Guiding Coalition:
 - Guiding Coalition is comprised of Department Coordinators and the Admin Team.
 - Data Review included: achievement data, discipline data/discipline disparities, advanced course placement, and CMS race data.
- Goals for 2019-2020:
 - PASS: Partnership of Academically Successful Students. Working at bringing this back successfully at Campus
 - Alternative Discipline Strategies-reduce out of school suspensions
 - Student Recognition System-now that the teacher recognition system is in place will focus on creating a student system
 - Interventions
 - Culturally Responsive Education (CRE)

Innovation at Campus—Anthony Campos:

- Staff worked on creating a definition of innovation. In September of 2017 principals were asked to define innovation. A key question was, “What changes would you make to your building?”
- Anthony shared a slide of the CMS Site Advisory Team which includes members of Admin, Teachers and Parents.
- Research was used to ground the team’s thinking, which included information from the following books: The Global Achievement Gap, Courageous Adventures, From the Campfire to the Holodeck, and The Innovator’s Mindset
- Amanda shared that staff were asked to brainstorm answers to the question “What is learning to you?” The results were grouped and analyzed. The themes from the statements included “Learning is...”:
 - Flexible and adaptable
 - Fun, engaging, and active
 - Application of knowledge (not just the knowledge itself) is the goal
 - Failure is productive, risk taking seen as positive, and resilient
 - Solving problems, and problem/solution and real world
 - Inquiry, curiosity, and exploration



- Collaborative, social, focus on communication
- CMS Innovation Guiding Principles: the overall district Innovation Mission is, “To teach students...to think creatively, and to create solutions that contribute to society.” CMS principles are:
 - Learning environments are flexible, adapting to meet student needs, interests, and learning preferences.
 - Learning offers students the freedom to explore, take risks, and learn from unsuccessful attempt while developing resilience.
 - Learning is actively applying knowledge to solve real world problems.
 - Learning fosters curiosity through inquiry based problem solving and critical thinking.
 - Learning includes both collaboration and working independently.
- Anthony shared information from Thornberg’s “From the Campfire to the Holodeck” book. Thornberg uses metaphors of: campfire, watering hole, mountaintop, cave (reflect individually), sandbox (real world applications).
- Changes at CMS include updates to the Library, Commons area, Teacher’s Lounge. Anthony shared slides which provided visuals of the proposed changes.
 - Library Features: new screen on side wall for staff meetings; movable furniture, flexible seating, hard flooring in Makerspace
 - Commons Features: large projector and screen for performance or events; flexible seating; movable furniture; whiteboards
 - 7th grade hall/under stairs Features: small group space, casual area
 - 7th Grade Trophy Case area Features: small group collaboration or presentation space; extra furniture outside to fit an entire class
 - 8th Grade hall (previously unused offices): space for working with students, small group collaboration space, collaborative team meeting space
- Goal is for these spaces to be flexible, dynamic, and efficient. The color schemes are also changing. Carpeting will be replaced with hardwood floor laminate.



- Construction work for these changes will start right after school lets out; we are phase II. Goal is to finish right before school begins in August.

Testing—Mark Magee:

- Mark provided an overview of testing we are giving at CMS. Standardized testing gives a snapshot of what students know, can do, as well as how the school is performing compared to similar schools.
- The Standardized Test:
 - Gives educators a “yard stick” or standard of measure compared to all the other schools who are taking the same assessments
 - Is a snapshot of what students know and can do in core academic areas
 - Helps students, families and educators know how students are performing on standards, ID’s areas of strengths and growth for students
 - Builds a body of evidence for educators to use in placement, interventions, and enrichment
 - Is the perfect tool for an Accountability Committee
- Tests administered at Campus include:
 - NNAT & ITBS-6th grade only (September)
 - ACT ASPIRE-6th, 7th, 8th grades (October)
 - ACCESS (ELL)-6th, 7th, 8th grades (February)
 - NAEP-8th grade (50 students) (February)
 - CMAS-6th, 7th, 8th grades (CO Alt for special populations) (April)
- NNAT and ITBS Tests:
 - NNAT: every 6th grade student took this test to help determine G&T students. 160 kids at Creek scored 90 or higher. This is not the only way GT are ID’d, but one component.
 - NNAT (Naglieri Nonverbal Ability Test): This nonverbal test is used for qualifying K-12 students for gifted and talented programs. If students score 90% or higher they are invited to take the ITBS test.



- Iowa Tests of Basic Skills (ITBS): A series of tests to assess students in a variety of subjects (reading, writing, math, social studies, science). If a student scores above 95% on a specific subject it is used as a data point to ID gifted/talented students.
- ACT ASPIRE Test:
 - Assessment system provided meaningful measures of achievement related to the district's goal of career and college preparedness and success for our students
 - Alignment within the college and career readiness standards
 - Features a consistent measure of student progress from 3-10th grade
 - Aligned to the eventual outcomes at high school on ACT assessment
- Access Testing (for ELL learners):
 - For English Language learners
 - Computer based adaptive test that responds to student performance
 - Tests students language in four domains: listening, reading, speaking, writing
 - Used for a data point in determining classification for ELL students
- NAEP (National Assessment of Educational Progress):
 - Test used to determine how we rank (globally). Schools are selected. Known as "the nation's report card"
 - Given by the US Dept of Education
 - Representative sample of students across the county; 50 of our 8th grade students were randomly selected to take the test
 - Administered by NAEP at Campus next week
- CMAS (Colorado Measures of Academic Success):
 - Snapshot of what students know and can do in core academic areas
 - Helps students, families and educators know how students are performing on standards and compared to peers across the state



- Helps determine how students are growing over time
- Determines the overall effectiveness of individual schools
- Question was asked regarding how testing results are used at the individual level. The MTSS process can pull up test scores. Usually there is alignment between tests and classroom performance. This longitudinal data is very useful for the bigger picture for a student and helps ensure there are data driven decisions.

Community Feedback:

- There was a question regarding the status of implementing advanced social studies/science classes at Campus. Charlotte shared that it's a topic of conversation right now. The first step is getting in-depth professional development for our teachers. There are new curriculums/standards coming for both subjects, so we are making sure all is aligned before adding in GT. Clustering GT students in certain classes next year is one approach under consideration while we are making the bigger changes.

Meeting Close: The meeting adjourned at 7:56 p.m. The next and final Accountability meeting for the 2018-19 school year is scheduled for May 7, 2019 at 6:30 p.m. in the Campus Library.