



CMS Accountability Committee Meeting Minutes

Tuesday, May 14, 2019, 6:30-8:00 PM, Library

Welcome -- Julie Mazenko, Ami Baron (Accountability Co-Chairs): Call to order and minutes approval. Julie extended a welcome to those attending. A motion was made to approve the Accountability Meeting Minutes from February 12, 2019. ***Motion seconded, motion approved.***

In addition to Julie and Ami, in attendance were a number of parents, as well as from Campus: Charlotte Meade, Anthony Campos, Mark Magee; CCHS Counselors: Christine Snow and Katie Gallegos; CCHS Seniors: Mable Miao and Mick Hashimoto.

Principal's Report-Charlotte Meade:

- Charlotte shared that staff/teachers are already working on planning for next year.
- This has been a trying semester in our community. Over the past year Campus worked on building staff morale (Battle of Bands as an example). Campus plans to focus on building morale for our students next year. Campus is a high functioning school that moves at a fast pace; sometimes we forget to pause to ensure all students feel that they belong.
- Academics Update:
 - Charlotte shared that Campus has experienced a lot of growth. The silver lining is that the growth means Campus qualifies for additional staffing and can diversify and expand programming.
 - Next year we will have two full time ELS teachers and two full time GT teachers. We will have 2.5 Deans (Deans & Interventionist). Because of numbers and funding we will have interventions available at every grade level.
- Gifted and Talented (GT) Programming Updates:
 - Campus is continuing to look at GT electives. We are looking for classes that will engage our students.
 - New for next year is Affective Needs for 6th graders; this will help address students' transition to middle school, help with affective/social/emotional growth. This will provide a good springboard for secondary education.
 - Next year will include cluster grouping for Science & Social Studies classes. Scheduling will be a challenge at times because we have some



kids who are ID'd as GT in multiple subjects. Campus is receiving a lot of district support on this front.

- This programming is also providing teacher development opportunities.
- We will balance GT programming with providing support for students who have other needs.
 - There will be intervention classes available at all 3 levels. Student involvement with these interventions will be based on data, and students will be monitored using data. The teachers who are assigned to intervention are grade level teachers for their subjects.
 - We will also help some students with topics like executive functioning, mindfulness, and handling homework workload. These classes will be used for social/emotional development as well as for educational purposes. The hope is that over time, as students receive help in 6th grade, they will need less help as they progress to 7th/8th grades.
- 7th grade will go off team next year (this year 8th grade went off team).
 - 7th grade still needs some on team support. We already have a large number of students who are off team for various classes.
 - Off team allows for scheduling flexibility and allows for smaller class sizes. It also helps prevent student clustering (which can be an issue for some students).
 - Team focus will be on the content areas (e.g., Social Studies). There will still be teams; it will just look slightly different. The Advisory Class will continue to remain an important part of the scheduling model.
- Campus is getting a mobile for next year due to enrollment.
 - At beginning and end of day it is easier to move teachers around for classes; in the middle of the day moving teachers is challenging due to lack of classrooms.
 - Campus communicated with CCSD, Belleview, and CCHS, to do some problem solving and having a mobile was the best solution. This will be Campus' reality for a few years (it will not permanent).
 - The mobile will be placed on the side of the blacktop. It should not impact recess (CCHS is allowing use of their field for recess as well). The mobile will have water and plumbing.
- Charlotte reviewed some of the plans for next year in terms of helping every student feel that they belong at CMS.
 - The goal is to have programming that increases morale/excitement, as well as safety. The Student Recognition committee is working this summer to develop a system to recognize students for positive behaviors.
 - CMS spoke to 8th graders; they want mental health speakers. The goal is



to provide avenues for kids to ask questions in a safe space.

- District rolling out the Second Step Bully prevention program for middle school (which is not just about bullying). This includes thirty minute digital lessons for Advisory classes once a week.
- The AVID dodgeball day in February is always a success and a fun event where teachers & students can interact together. Campus will be looking to create more events like dodgeball where students can interact informally with teachers/staff.
- There will be a back to school picnic on the Friday before school starts. This will include dessert trucks and a movie. This will be a great way for CMS families, students to come back together after the summer
- PTO is putting together two dances for next year (which may include something more formal for 8th grade).
- Campus is starting to engage in a conversation about student use of cell phones in the building. We are battling cell phones for our student's attention and we need to do something about it; we need to do something about social media. Campus is not viewing this as a punitive measure but as a community health measure. One counselor has recommended the book "Disconnected." We have invited our staff and parents, and others to read this book and come together in June to talk about cell phones and how we can help our kids. Charlotte reassured parents that this is not an initiative about separating kids from their phones; we are trying to figure out how to teach our kids about cell phone and social media use.
- Charlotte outlined the hiring and changes in positions for this year at CMS.
- The Guiding Coalition helps determine the instructional direction of our school.
 - This group will create a unified improvement plan for Campus. They also create CMS's 100 day plan.
 - They will be working on plans over the summer.
- Charlotte reminded those in attendance that CCHS Graduation is next week on Wednesday, and asked that they help spread the word about parking and traffic. Campus will be sending out communication to all parents. Belleview will have a later start that day (8:15 am). Please plan to allow extra time to get to school on Wednesday and be patient; Dayton will be intense.
- As a reminder 8th graders do not have school on Friday May 24th; Thursday is their last day.

Transitioning to High School—CCHS Counselors Christine Snow and Katie Gallegos; CCHS Seniors Mable Miao and Mick Hashimoto:

- Julie introduced Christine Snow and Katie Gallegos.



- Julie and Christine provided a high level overview of the student support process at Cherry Creek High School (CCHS).
- Christine provided some background on the Counseling Department at CCHS. There are 11 counselors assigned to students by alphabet/last name. Next year Creek will be getting a 12th counselor focused on GT (there will be a lottery system to determine assignment to this counselor).
- Counselors provide social/emotional, academic, and college counseling support for Creek students. Each counselor has almost 400 kids since CCHS such a big school. There are also 5 deans who focus on attendance and discipline issues, as well as school psychologists. The counselors, deans, and psychologists work as a team and have close communication; they have SST meetings to review what went on during a given week for students. Christine feels that this team approach is very solid because staff are in constant contact about what is going on with students.
- Students participate in Creek 101, 201, 301, 401 throughout their time at Creek. Creek 101 is for freshmen and has a certain curriculum geared just for freshmen; it is once a week through 1st semester. Creek 201 takes place 2nd semester of sophomore year and is focused on career planning. Junior year begins the college selection and post HS planning; Creek 301 is for students and parents to discuss post secondary plans. Creek 401 is just for students, to continue the discussion on what will happen post high school. Participation in all of these sessions is reflected on the school transcript so there is accountability to meet the benchmarks. The benchmarks relate to ICAP, and those set by the CO Dept. of Education.
- Katie shared that the Naviance program is used for Creek 101, which middle school students are already using. The Naviance plan is accessible by student, parent, and counselor. The goal is to help kids find things they are passionate about so it can translate to career choices, as well as to help students discover all the paths/avenues available to them. Junior year Naviance can be used for college exploration; college searches can be completed based on a lot of different criteria (size, location, religious affiliation, etc.). Because college is not necessarily the path for everyone, technical training is also presented as an option. Creek tries to present all the possibilities in Creek 301. We want every student to leave CCHS with a plan.
- In terms of available students support:
 - CCHS counselors do have large caseloads. Counselors are also involved with 504s and IEPs for certain students.
 - Creek is the only school in district that does individual parent/teacher conferences for each student during Junior year.



- Creek has on-call counselors during lunch hours.
- Counseling is a very cohesive department; there is a collegial and family atmosphere in the department. The department wants to hear from parents and from students. Goal is for CCHS students to become successful young adults.
- Beyond the Bell takes place Tuesdays and Thursdays after school. Teachers from every academic discipline are available to help with tutoring. In addition, all academic departments have tutoring schedules. Teachers are also willing to meet before and after school. National Honor Society (NHS) has tutors available in the library every day.
- Creek has a Peer Ambassador program comprised of 22 seniors selected each year, from a wide range across the school. These students are compassionate and want to help students who are struggling in any capacity. A lot of outreach is done by this group.
- Creek implemented a program called Sources of Strength this year. This is a research-based program that helps students identify different categories on a wheel diagram that are linked to staying mentally healthy. A student leadership group is implementing this program in the school.
- Link Crew is freshmen orientation led by students.
- The counselors reminded parents that helping their students find balance in their lives is important. Creek can be a highly competitive high school; it is important to remember that success isn't necessarily defined by students taking the hardest class load.
- Students Mick & Mabel shared some of their experiences at Creek, especially as freshmen.
 - Mick joined 10 clubs as a freshman but ultimately narrowed his participation to 3 clubs. He took a very challenging class load his freshman year that in hindsight he realizes was too much to handle. He shared that one struggle was adjusting to the freedom that comes with being at Creek (e.g., ability to go to King Soopers on off periods).
 - Mabel shared that her activities have primarily focused on Student Senate, Peer Ambassadors, Asian Leadership club, and being a part of varsity swimming. In her freshman year she took 7 classes (instead of the recommended 6), all honors. She was so focused on academics that she did not participate in extra curricular activities and ate lunch alone every day to do homework. The turning point for her was at the end of freshman year when she realized that this wasn't the high school experience she wanted. She advised parents that 7 classes freshman year isn't the best approach.



- Counselors Christine and Katie and Students Mick & Mabel also shared the following observations with parents about being a student at CCHS:
 - For the college admissions process: grades matter but other things matter just as much, such as participation in activities. Colleges and universities are looking for well-rounded individuals. The counselors have stories of students with stellar academic records but with little else on their transcripts who do not get into the top schools of their choice.
 - The CCHS course selection process: for students in 10th through 12th grades it is self-scheduling. As a reminder, a teacher signing off for a student to enroll in an honors class does not mean the student has to take that honors class. There is also a window of time where level changes can take place on a student's schedule.
 - There was a discussion about the course selection process and AP (Advanced Placement). Parents were reminded that a GT student doesn't necessarily need to take all AP classes in order to be successful or get into the college/university of his/her choice. Charlotte's reminded parents that within AP classes the curriculum is designed so that teachers are "teaching to the test," and that some colleges are not giving college credit like they used to for AP test scores. Parents and students should give careful consideration to balance and workload when selecting courses.
 - Parents and students were encouraged to go to back to school nights at CCHS (where you will follow your student's schedule and meet teachers), and to make sure to utilize Creek's counseling department.

Meeting Close: The meeting adjourned at 8:39 p.m. This was the final Campus Accountability Meeting for this school year. The dates/times for next year's meetings will be announced at the start of the 2019-20 school year.