

**Colorado Springs School District 11**  
**DAC (District Accountability Committee) Accreditation Subcommittee Meeting Minutes**  
**Monday, October 24, 2022 (5:00pm-6:30pm)**

[www.d11.org/Page/6992](http://www.d11.org/Page/6992)

Recording of meeting commenced at 4:55PM

**Meeting Attendees:**

Ama Dei, Clara Hoellerbauer, Courtney Hertner, David Khaliqi, Darren Joiner, Dawn Applewhite, Julie Johnson, Julie Ott, Lauren Nelson, Lyman Kaiser, Marion Clawson, Michael Gaal, Natasha Crouse, Parth Melpakam, Rhonda Heschel, Sandra Bankes, Sherry Kalbach, Stacy Brisben, Velvet Stepanek

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**Agenda discussion:**

**I. Welcome and UIP delay explanation- Superintendent Gaal**

We are implementing new strategies and did not think that we were going to have new schools this year because of the way the state was reporting. Apologies for the delays. We want to make sure that we have community engagement and appreciate the Board and all of you for your comments and commitment to this process. We want to plan and not just plan for it, but hold ourselves accountable to it as well.

**II. UIPs – David Khaliqi/Sherry Kalbach/Darren Joiner**

Dr. Khaliqi- One Plan check-ins are happening now, which will include revisions to the original One Plans. Those schools that have not had their check-ins as of yet, still have their non-revised One Plans in place. Every school will have a check-in so that updates to One Plans can be made.

**Audubon- Sherry Kalbach**

We will share out the slide deck for Audubon once Principal Ford and I complete that process. Audubon's check-in was a week ago and their revisions are in process as we speak. One Plan reviews will be taking place on a quarterly basis.

Dr. Khaliqi- All One Plans are updated to reflect changes from the check-ins that take place.  
Sherry Kalbach- as the Audubon team really dug into their data, they found an interesting pattern that we don't see in many of our schools. Audubon has struggled with growth for years, but has shown solid achievement. That means that their students were performing at grade level, but not necessarily growing at the rate that we, or the state, would expect. As we saw in many schools, the pandemic exacerbated that, and so Audubon has found itself in a situation where both growth and achievement are now a concern. This was an AHA moment for Audubon's team, both at the symposium last spring, and as we have entered into the work over the fall. In order to really take a closer look at how we move students in both growth and achievement, the theme through Audubon's One Plan and USIP is really around change management... not around an individual teacher or grade level in terms of what we need to do differently; rather, how we look at the systems and instruction across the school through that change lens. Their Major Improvement Strategy (MIS) 1- Focus 1 in

the One Plan, is the Best, First Instruction (BFI) strategy of planning for learning. Within that, they want to use their PLCs as their vehicle for change as they think about utilizing tools that they have to plan in a much more purposeful way. So, rather than just moving through a curriculum page by page, their PLCs are really digging into... what is the data telling us? What are the tools available to us within this particular curriculum or program? What does a backwards plan year look like from a standards perspective? How does all of that help us to better plan where we want to move our students throughout the school year? Instructional Coach, Janetta Knight, is working with Audubon and southeast area school's principals and Teacher Learning Coaches (TLCs) to help them use the data and tools to plan in a more intentional and meaningful way, which should impact growth and achievement. Audubon's MIS 2 is the systems piece around change management. They are looking specifically at creating a system that helps students own their own progress and their own data, starting with awareness of where they are. This is being done through a data notebook process. It is in its infancy stages, but it should grow quickly, as students start to learn about their own progress, their own data, who they are as a learner, what they are really good at, and what they still have growth opportunities in. They are also utilizing new systems for attendance and for PBIS. Like many schools, Audubon is struggling with attendance and they recognize that they need to do some things differently in order to help children be at school more often. That is done through parents and families. We need to bring families into understanding the importance of attendance and the strategies that we are utilizing to try to get kids to school more frequently. We have to have a partnership with parents and families to accomplish this. Also, student ownership and thinking about how students can help develop the cultural and behavioral systems within their building. Everything from students creating the welcome video that is shown to new students when they start at Audubon, all the way to students playing a really active role in creating reward and recognition systems at the building level. MIS 3 is what is learned from 5E data. Audubon is struggling with the "Teacher to Teacher trust" essential, which is impacting their collective efficacy, or their idea that, as a staff we can engage in this change management process together. We can do better things for, and with kids, when we engage collectively as a staff, rather than individually. Overall, Audubon is looking to overlap around approaching change management through a systems lens with student ownership through very intentional and meaningful focus on planning for learning, using tools and using data. In our first One Plan review, we spent the bulk of our time on that planning for learning work, and on the systems and structures that support the PLCs at Audubon and moving their work forward, learning to trust each other as colleagues, share data, share ideas, be honest when something isn't working in my classroom, and being willing to go to a teammate and ask for help. We spent significant time looking at how those structures best support that work and that change effort in MIS 1 and 2, and the district level supports that can be provided to those PLCs to help move that work forward and that is where we really started to identify what our area instructional coach could do when she is coming in to work specifically with their PLCs.

Marion Clawson- how are you monitoring that what you are doing is working and what are the tools that you are using for this?

Sherry Kalbach- there are a number of monitoring tools that we will use. Student outcome data is at the top of the list. Principal Ford and his TLC will be doing a data dive into their first Star assessment data, as well as Acadience data. In terms of implementation in the classroom, that really is best monitored through classroom walks. Audubon spends time in their PLCs planning out a quarter at a time, how they will approach different standards within that quarter. When we go into two 3<sup>rd</sup> grade classrooms, we look to see if those classrooms are similar in their pacing. Are they working on similar topics and ideas? If not, we have discussions about why we are in a different place. Every school that I work with uses some of those mini 5E surveys, that Dr. Khaliqi and his team put together for us a few years ago, and we look for progress over time with those. We monitor attendance on a weekly basis looking for up or down trends on a weekly basis. Of course, at One Plan check-ins as well. Audubon has 2 classes at every grade level so they have PLCs, two for each grade level, and they meet once a week.

Velvet Stepanek- are there specific things that are being done for minority students at Audubon?

Sherry Kalbach- Audubon is far more intentionally using data to group students by name and need. We are not grouping students by a sub-population status but we are utilizing data more intentionally in instructional planning. Whichever students are struggling, regardless of what sub-population they wind up in, are going to then be in the right groupings both in the tier one classroom and in our tier two and three interventions.

Lyman Kaiser- how are we working with the attendance issues when parents are giving so many excused absences so the kids are not in school?

Sherry Kalbach- One of our best resources is the use of a resource called "Attendance Works". A vast wealth of free and vetted research on attendance strategies, things that schools can engage in, and ways that communities can support schools in improving attendance. We are also working with our student engagement office to come into schools and start talking about what wrap around supports could look like for those families in greatest need of some of our supports in getting their kids to school every day.

#### **Carver- Darren Joiner**

Lisa Bizzell is the new Principal at Carver. There has been a lot of teacher turnover. 5E data is being looked at closely. When we are looking at schools that find themselves in "Turnaround" or "Priority Improvement" status, it starts with some culture issues and system breakdowns. When you look at Carver and their 5Essentials data, you will notice right off the bat that they have been in "red" in collaborative teachers for the last three years. Ambitious instruction was weak in 2021 and is now neutral in 2022. There is a lot of work to do around collaborative teachers, involvement of families, and effective leaders. The District benchmark assessment data percentage of students who had met or exceeded in grades 3-5 showed a decline. Acadience data is strong. Acadience data looks at reading foundational skills; whereas, when you get to 3<sup>rd</sup> through 5<sup>th</sup> grades, we're looking at rigorous testing in CMAS and in Star. The reason behind that difference is because these assessments test two different types of skills. MIS 1 is around BFI. The root cause that they had was student achievement levels and growth continued to decrease and they have been significantly impacted by low attendance, teacher turnover, and behavioral challenges. In my work with them already early on in a couple of months, one of the main focuses that we

have had is just systems. We identified a breakdown in behavior matrix systems and PLCs not being consistent across the school. The way that they look at and analyze data and respond to it, those are all areas of growth and focus at Carver and those are the things that have been dominating my conversations with Principal Bizzell. The action steps that Lisa put together are measures that are truly reasonable, attainable and useful for the work that we are doing there. A focus for the Instructional Leadership Team (ILT) will be Star and Acadience data and the 5E survey. When it comes to effective leaders and ambitious instruction, to name a couple of focus areas for the 5Es. I am working with my principals to find out how they use Star data, the common formative assessments and interim assessments to group students and make sure they are getting what they need on an ongoing basis. These groups can change from week to week and that becomes part of the PLC conversation. We can't wait fall to winter and winter to spring to make adjustments. We have to make adjustments week to week and respond to our students on a more frequent basis. MIS 2 is teacher to teacher trust. There has been high turnover at Carver, and often times that is a result of a breakdown in systems and trust among the staff. So that is something that Lisa identified quickly as a new principal there, and that she is taking action on right away. The behavior matrix includes providing feedback around accountability, processes and systems, to make sure that our classrooms are safe and that they are distraction free. That also comes from our climate and culture committee at Carver and school wide expectations for PLCs. If you are going to run PLCs effectively, we need to make sure that we are sticking to what they are all about; backwards planning, standards based, and that we are analyzing data and responding to data on a frequent ongoing basis. There was a gap there before Lisa started at Carver. All of our new teachers have a mentor with bi-weekly check-ins. We realize that just doing fun team building activities is not what teacher to teacher trust is all about, but we do understand that there needs to be intentionality around helping people to get to know each other, so that they can build on trusted relationships. "Random acts of kindness" is measured by the Panorama survey and was adopted by Carver that they use on a weekly basis and then lastly, they collaboratively create and implement strong systems measured by Hoonuit when it comes to attendance and discipline. MIS 3 is around parent and community engagement. I saw this in action actually a couple weeks ago when I went to their Title 1 night. In their action steps, they make sure they have an interpreter at all events. What a fabulous event! They had dinner provided for all the families and an interpreter on site. It was well attended and you could see people wanting to re-engage in this community. There had been a significant decline in the number of families who would come to community events due to COVID, but there has been a new energy throughout the building this year. People are coming back into the schools. Common formative assessments are very critical. Making sure we are giving students access to the rigor that they need to have before CMAS in April. I appreciate Dr. Khaliqi and his team for helping us to understand how to analyze Star and other benchmark assessment data so we can help educate our principals, teacher leaders, and TLCs around the assessment tools that they have at their disposal, to make informed decisions every week. Effective teachers make sure that they communicate to their students the progress that they are making. We talk about extrinsic and intrinsic value and rewards for our students. We put a lot of rewards and fun material type things or events together, but the

one thing that I found to be most beneficial as a school leader that I have been pushing my principals to do, is to educate students about their data. They are about their data and they want to grow but they can't unless you tell them HOW to grow and what these numbers mean to them. It is not to put pressure on students. If we are going to give them an assessment, they should understand what those assessments are showing them, as much as what the assessments are showing us.

Lyman Kaiser- it is absolutely critical to get each child involved and invested in their own improvement and future. In MIS 1, how do we really make BFI and Performance Matters and Star work, and under what time frame and cost (including Sub pay)?

Darren Joiner- the first semester around BFI, a lot of staff meeting time is dominated by our best first instruction rollout, and then you throw in a "Eureka" rollout for elementary and middle school, which doesn't provide a lot of discretionary principal planning time to differentiate. When it comes to BFI, just understanding where our schools are in that process is a way to differentiate. Having a BFI roll out district-wide doesn't mean that some schools aren't further along than others. We have asked our principles to accelerate that learning so that their teachers don't feel like they have to sit through the exact same PD or opportunities that are happening at every other school. That doesn't mean that they don't have to do the modules, because we want to make sure that we are consistent district-wide, and we still have some teachers that are new to the system as well as veteran teachers in our schools. We are trying to make a concerted effort to help our principals do things differently in their buildings, if that is a need. I will also tell you that it is a great reminder for area superintendents to make sure that we are encouraging our principals to take that into account, with all of our teachers.

Lyman Kaiser- MIS 2 was to collaboratively create and implement a strong system through Hoonuit. What is Hoonuit measuring other than what is in the One plan?

Darren Joiner- Hoonuit is what we are using to analyze enrollment behavior and attendance, and making sure that we have strong systems. You can't respond to data unless you know how to look at the data. We are trying to teach our principals what data they have at their disposal. Especially for principals new to the system where Hoonuit, Star, and Eureka... all of these new programs and systems are in place. We need to make sure that principals know what access they have to data and also what are the "go to" reports and information. We have to be very intentional as district and as school leaders, about what data we are looking at to make the best decisions.

Lyman Kaiser- MIS 3 aside from an interpreter, what else is being done to make sure we have high quality interpretation/translation between languages on a parent-teacher basis? (is Dojo being utilized?) I don't see that in any of the One Plans... saying how they are addressing that day to day communication with the Hispanic parent, for example, who can't speak English.

Darren Joiner- Carver has the benefit of a Spanish speaking staff member (Counselor) who they can utilize.

Marion Clawson- you mentioned teacher mentors, what does that include?

Darren Joiner- in District 11, we have a mentor system in place where we have mentors from other schools, and also, veterans staff members from within the school. So they have internal and external support within the D11 community.

Marion Clawson- who are part of the climate and culture committee? Are they teachers or parents involved?

Darren Joiner- they are staff-based because they specifically are targeting the teacher to teacher trust issue.

Marion Clawson- for MIS 3, to bring parents back into buildings with smaller presentations... that may make parents more comfortable to come back into the schools more.

Darren Joiner- you are absolutely right, and we need to remind principals to have more classroom invitations more often.

**Fremont- Darren Joiner**

5E data- collaborative teachers is currently “very weak”. This is a major focus area for Fremont. There is something going on in the system where teachers either aren't working with each other, they are not given opportunities to work with each other, or it is just not working well overall. I am working with Tracy Squires (Principal) since the beginning of the school year on this. In 5E, Ambitious instruction went from “weak” to “neutral”, despite collaborative teachers moving from “weak” to “very weak”. This building was at a Performance level and now, find themselves on Priority Improvement. How does that happen with the same principal in place, and what are we going to do about it? What I have told Tracy, is the beauty of her situation, is that she knows what was in place when that particular building was at a Performance level. She knew what systems were clicking on all cylinders. She knew what effective PLCs looked like. We have a principal here who has been in that particular setting while they are at high level. With that particular school staff, and that school community, we know what it takes, and we just have to get it back there. There was a significant drop in relation to math. Fremont’s Acadience data is also not as strong as it should be. This speaks to the systems piece and also, what are we doing to respond to individual kid data and not just looking at CMAS or big data fall, winter and spring? What are we doing in between, to adjust our instruction for these kids? MIS 1- BFI for learning and focus on planning for learning within their PLC structure, and that it needs to be followed as intended. Mr. Gaal came in and was very responsive in giving the area superintendents an area instructional coach. We are utilizing the area instructional coach at both Carver and Fremont, to work very closely with their PLCs. Making sure that we are having the right conversations around data, and that they understand what data to look at, and that we have good systems in place so that we can get Fremont back to a Performance school. This school also has had a lot of turnover, as we can see in the 5E survey results. I believe this is a good opportunity for Fremont to get the right people and the right systems in place so we can see great growth and improvement this school year. Action steps include a PLC reboot, including making sure the principal and TLC are both attending PLCs and that we are delivering on common formative assessments. The breakdown in PLCs is usually due to not meeting frequently enough, or when they do meet, they are not talking about kid data. We are getting back to both of those things. They are being intentional about making sure that the staff social contract is a living, breathing document, and that it is not something that was created at the beginning of a school year, and then put away, or, only used as a weapon against someone. So, there is intentionality around making sure that if we say that there is a breakdown, if we are very weak around collaborative teachers, then we need to make sure we have good norms in place and that we are talking through what we want our culture to

look like. The time, and the intentionality that you put into a culture is going to dictate whether or not you are on the proactive side of things, or the reactive side of things. Principals and TLCs are going to each receive BFI training that is similar in nature, so that it is more equally distributed learning for both groups, and the learning will take place within the same week. Another, similar training, will be provided by Karol Gates that will also include instructional coaches as well. This will be very well connected. Tamara and her team are doing a great job connecting all the dots to and for our school leaders. Marion Clawson- we would like to invite you back to see how the school teams are coming along and if they are holding each other accountable.

**Martinez- Darren Joiner**

Martinez has a new Principal- Tara Berry. The team that hired Tara, knowing that they needed a leader who was a believer in the arts, in order to move the work forward for that school as it was beginning to be established, made a good choice. There is a team of about six staff members who had an offsite training with Nicole Ottmer around vision casting and unity around their common goals. I think there is a lot of synergy around the movement to be an Arts school. The staff voted and they wanted to be an Arts school, and all the work that they have done to start the school year has been centered around that as well. This is a year of learning for that staff when it comes to the arts piece, so there is going to be PD centered around what that looks like in the classroom. This year is a year of understanding, more than a year of implementation. Next year is when they are really looking to launch that, market it, and having a year one implementation year.

Lyman Kaiser- how is the principal addressing the growth problem at Martinez?

Darren Joiner- Principal Berry sends instant feedback to teachers after classroom visits through a Google doc pdf. It is quick and responsive and the feedback to teachers is immediate and of great value. She is very sharp when it comes to instructional practice as well. Culture and systems have an enormous impact on the success of a school. This principal, talking about kid data and how we move students, and the fact that those conversations are taking place, on top of the observation coaching and feedback, is enormous.

Lyman Kaiser- how frequently is the principal in classrooms at Martinez and elsewhere?

Darren Joiner- it is different for different principals. Pertaining to Principal Berry, she and her TLC have a goal of two classroom learning walks a day, for at least 15 minutes each. In addition, there are classroom observations that must take place for teacher evaluations of at least one entire classroom period.

David Khaliqi- Just getting those 15 minute time frames in starts to change the culture and the teacher-leader trust, especially with quick, specific feedback. One of the highest leverage strategies for building teacher-leader trust is quick feedback that is timely and applicable. Being on a regular consistent basis for that has its own set of advantages.

Marion Clawson introduced new committee member Rhonda Heschel

Rhonda Heschel- the lowest attendance was among English language learners (ELL), what strategy is in place to reach out to those students?

Darren Joiner- That is something I'll have to ask Tara about as far as, do they need translator services or what is need for that particular population. Not only that, but overall, their system related to attendance, making sure they are making phone calls, and not just relying

on those robotic calls. I understand that we have letters that are automated and we have robotic calls, but there is no personal connection there. If that is what we are relying on, that is certainly not enough. Having a system in place, where after two consecutive days of absences for an elementary student, classroom teachers should be making a call, three consecutive days, that is why we have counselors. After that, we need to activate a system to make sure that we are not going too many consecutive days, or lots of absences throughout a month or quarter, that will impact our achievement and growth data. We can't teach you if you are not here.

Meeting adjourned at 6:38PM

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

- ❖ November 14, 2022
- ❖ November 28, 2022
- ❖ December 12, 2022 (no 2<sup>nd</sup> meeting due to Winter Break)

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

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