

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Mr. Michael Gaal, Superintendent
Phoebe Bailey, Chief of Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

November 17, 2022
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair–5 minutes
2. Spotlight on Sheri King, North MS-Special Education Paraprofessional – 10 minutes
3. Best First Instruction Presentation – Karol Gates, Director Curriculum, and Instruction – 35 minutes
 - a. Questions – 15 minutes
4. Goal Academy at Holmes MS – Tony Karr, Principal – 20 minutes
5. Charter School Updates – Velvet Stepanek, DAC Chair – 10 minutes
6. Membership Update – Lauren Walker, Vice Chair/Membership Chair – 5 minutes
7. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 5 minutes
8. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 5 minutes
9. Budget Subcommittee Update – Amanda Huber, Budget Chair – 5 minutes
10. Closing Remarks– Velvet Stepanek – 5 minutes

T & SS meetings, December 6, January 10, February 7, March 7,
April 4, May 2, via WebEx

SAC Training, December 1, January 26, April 6, In person (Tesla) and via WebEx

DAC meetings, January 19, February 16, March 16, April 20, May 11, via in person (Tesla) and WebEx

DAC November 17, 2022, BFI FAQ

	Answer
<p>Why did we hire McREL international to help with this work? What are we getting from the work with McREL?</p> <p>We have a lot of district coaches on staff did they have to get training to support this? <i>YES—all support personnel are being trained, some have already been trained as early adopters.</i></p>	<p>McREL international is in Denver so the understanding of Colorado needs is deep, and it is a non-profit. Summary of McRel support for D11</p> <p>McRel works in tandem with ASCD (Association for Supervision and Curriculum Development) and together, are the top education research entities and most used training models in education. Any education models that are highly effective and used widely around the country have begun with their work. Classroom Instruction that Works is a series that many teacher prep programs and districts would say is the resource they use the most. When we say we use 'research-based' practices aligned to standards, these national providers are the researchers behind 'what works'.</p> <p>McRel is the only team offering specific Best, First Instruction expertise which puts D11 at the forefront of this work being one of the only school districts state-wide equipped to implement the Colorado Department of Education BFI focus. This will work in D11's favor as the cutting-edge work ahead will offer strong marketing opportunities because no other district in our region can compete. CDE BFI Overview CDE High Growth Title I Schools Best First Instruction</p> <p>McRel customizes all support, builds capacity in our staff instead of 'off the shelf' or 'canned' programming and will provide our Ed Insights with research support to provide program effectiveness data. Any large initiative is most credible when there is an independent third party research team monitoring our steps. McRel works directly with the C&I team to develop resources with teacher leaders who will all become trainers. The McRel "inside out" model is designed to move them out of the district once our capacity is built.</p>
<p>What are SACs to look for and how will we know that this is happening in the school?</p>	<p>This BFI in the D11 Community document is a great resource. Tier I System Videos give a full overview, explaining all elements of this complex system Here is a quick Theory of Action and overall perspectives when BFI is occurring consistently district-wide</p>

<p>How do we measure? How do we put something new in place without metrics being put on it right away?</p>	<p>We did set metrics at the beginning of this work. These metrics will be used to monitor our efforts through setting focus milestones to reach each year beginning in 2020 and ending in 2025. These milestones were set using quantitative and qualitative (<i>the story behind the numbers</i>) collection methods.</p> <p>We also collected sample set data from all trainings using exit ticket surveys throughout the 21-22 SY comparing teacher leader feedback (who possess deeper knowledge because of training with C&I and developing district resources) to a mixture of school leaders, central office, and new teacher learners. McRel summarized these data into a case study to serve as our baseline. McRel will work with our Ed Insights team to conduct similar case study details for a similar report each year.</p> <p>BFI PROGRESS MONITORING TOOLS/MEASURES: Shifting adult mindsets to plan for learning v. teaching</p> <ul style="list-style-type: none"> • <i>By the Numbers:</i> Teacher Perception of Self and School Efficacy: McRel Research Survey (baseline Spring 2022 and quarterly 22-23 school year) Here is the case study McRel provided for year 1 • <i>The Story Behind the Numbers:</i> Teacher Designer Cohort Feedback (Schoolology course link-must be signed into Schoolology) <p>A high quality, research-based curricular plan, resources, strategies, and training,</p> <ul style="list-style-type: none"> • <i>By the Numbers:</i> Council of Great City Schools Curriculum Quality Evaluation Tool • <i>The Story Behind the Numbers:</i> Facilitator and Teacher Leader Learning Process Observations (exit tickets vary per training) <p>Shifts to ensure coherent systems, processes, and unwavering accountability commitment</p> <ul style="list-style-type: none"> • <i>By the Numbers:</i> Coherence Progression Monitoring Protocol • <i>The Story Behind the Numbers:</i> Learning Walks Quadrant Observational Data <p>Dynamic leadership for coherence</p> <ul style="list-style-type: none"> • <i>By the Numbers:</i> Coherence Progression Monitoring Protocol and Educator Effectiveness/One Plan evaluation processes • <i>The Story Behind the Numbers:</i> Staff surveys, exit tickets, feedback loops and interviews <p>DISTRICT-WIDE MONITORING/CROSS-CHECK</p> <ul style="list-style-type: none"> • <i>By the Numbers:</i> 5 Essentials Orgametrics Unified District Improvement Plan Student achievement and growth assessment check points <p><i>The Story Behind the Numbers:</i> Site One Plan Check-ins</p>
<p>What is the opportunity/cost statement for Best First Instruction?</p>	<p>Low Cost. Best First Instruction will provide coherence in the district for Tier I instruction no matter the grade level or subject. We are currently experiencing the high cost of incoherent systems which has resulted in the overall state ranking of 158 out of 178 school districts. The lack of coherence has been the root cause of many of the system failures for our sites. When coherence is established, sites will receive consistent, timely and effective support.</p>

Learning about and understanding BFI

<p>How is Best, First Instruction different that what's already being done?</p>	<p>This paper on Best, First Instruction will give a good overview to answer this question.</p> <p>Another great resource is this teacher training video that is used as teachers develop quarterly Blueprints/ Units. The learning science basis comes from McRel's Learning that Sticks publication.</p>
<p>As a parent will I notice that something is different and what I am looking for? What can I do as a parent to support this work?</p>	<p>This BFI in the D11 Community document offers some good suggestions</p>
<p>How does this plan meet the students where they are and yet teach them grade level content if that student is 2-3 years behind?</p>	<p>***State law requires that all teachers are using the grade level CO standards to drive instruction. BFI means ensuring there are supports embedded in all lessons to assist students needing extra help. Breaking down BFI: BEST refers to each student getting learning in a way that BEST meets their unique needs the First-time new learning is introduced to the class. Teachers use small groups and 1:1 support most often to support varied students needs.</p>
<p>How could we better support best first instruction?</p>	<p>Again, this BFI in the D11 Community document is a great place to start. Also, the way to support any large district-wide initiative is to offer grace to all staff, and remember they are new learners themselves. One of the most appreciated efforts is to offer your support and regular feedback. For example, when students come home describing how they were engaged in their learning, ask them what the teacher did to make it exciting/engaging, and then give teachers that feedback. Regular check-ins like this will go a long way in helping us all know if our efforts are resonating with students- which is the ultimate goal!</p>
<p>Educators know when kids aren't doing deeper learning- what does shifting from planning for teaching to planning teaching for learning look like?</p>	<p>Educators who integrate research-based practices (BFI practices) such as formative assessment and intentional student self-reflection <i>and</i> who <i>then</i> use student reflections/student voice to plan for their next lessons are planning for learning because the feedback comes directly from the learners. Here are a few instructional shifts that occur with strong Tier I, Best First Instruction. Quick reference on deeper learning and instructional shifts</p>

Developing and supporting parents as partners

<p>How could parents be informed that their student is lacking certain skills, so they can either send their child to tutoring at school or teach them?</p>	<p>More than likely this is a very common question. Without a defined, consistent, and coherent approach from grade to grade, it can be frustrating to feel informed. When the system is not consistent and coherent, parent feedback (generally) often speaks to inconsistent ways they experience communication from teacher to teacher and indeed, school to school as their children move through a system.</p> <p>Currently the answer to this question varies site by site. Establishing a comprehensive Tier I system district-wide. Our efforts will give the district an exciting opportunity to be more responsive to our sites offering clear support to school leaders and teachers on ways to provide parents with just-in-time communication and information on student learning that allows them to make informed decisions or choices about how to support their children.</p>
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Internal structures, processes, and planning for implementation

<p>What is being done to support principals, teachers, and support staff to implement BFI?</p>	<p>The academics office has established a network support model to include regular continuous improvement cycle check-ins. These slides offer a general overview of this plan.</p>
<p>What are the three main barriers to best first instruction?</p>	<ul style="list-style-type: none"> • Time for quality collaborative learning- lack of dedicated PD in calendar • Misconceptions of what BFI is and how to implement • Ensuring a growth and learner mindset for both students and adults across a large system
<p>Do the district's current and pending plans help overcome those barriers? If so, how?</p>	<p>Full leadership support, community leader support, thoughtful action planning and progress monitoring all work toward establishing a learning culture and offering a variety/menu of ways staff can interact with the work (to include "growing our own" teacher leaders) are steps in the right direction</p>
<p>What are the met and unmet funding needs for best first instruction in D11?</p>	<p>The pre-planning and leadership support has provided needed funding this year</p>

If teachers feel unequipped to provide best first instruction, to whom should they turn?

This is the systemic approach D11 is developing. Providing common training and support to all coaches and leaders, to include deeper expertise teachers willing to support their colleagues in each building is how we are diffusing and scaling the system. We are doing this by offering regular and consistent professional learning re: BFI so that staff members have a shared language (coherence and alignment). We have regular cascading learning, Schoology modules and other tools available for any staff member. We also have an "on demand" process in which any school stie/staff member can reach out to C&I team members for support.

C&I worked with an app developer (IT brought in as a temporary worker, senior form the UCCS computer engineering class). We needed this type of tool so we can track all supports our team is providing- additional central teams are also beginning to use this. It is a QR code we use on our phones to access the app and add details of our visits to each site. C&I members and leadership can [access this weekly support record as needed](#) (not publicly available at this time/in BETA-we will show examples during the DAC meeting). We hope to give board work session updates using these data as a way to monitor if our level of support is increasing commensurate with needs. This is on example of many outlining how we are committed to fixing historic systemic missteps- inconsistent support with no accountability structure to monitor frequency and type of support.

Holmes Behavioral Resets

1st Quarter 2022

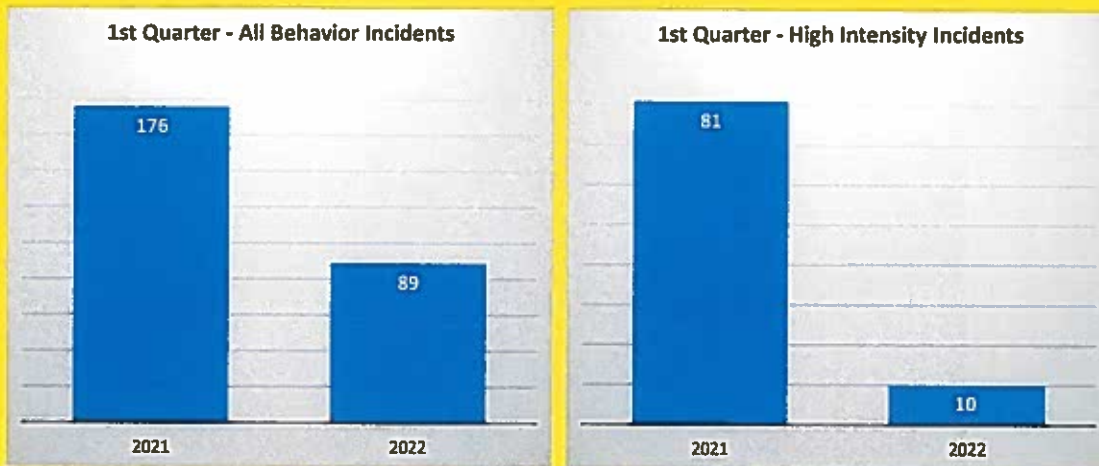
1

One Plan Major Improvement Strategy

- Consistent implementation of our Safety, Ownership, Achievement, Respect (SOAR) positive behavior supports
- Consistent implementation of Trauma-Responsive school and classroom practices
- Incorporation of Restorative Justice into our behavior mediation practices
- Incorporation of GOAL Academy as an intensive intervention

2

Results to Date



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Goal Academy at Holmes Middle School

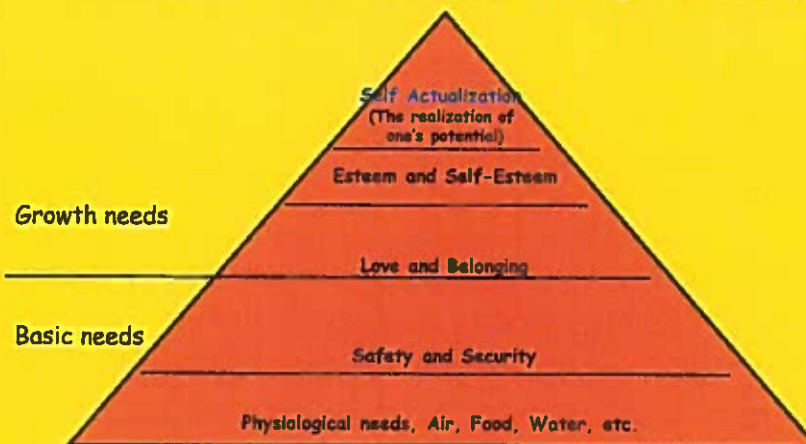
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Mission Statement

To provide a safe, supportive and positive environment to learn and recover from the consequences of flawed choices and incompatible behaviors.

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Abraham Maslow's Hierarchy of Needs



Maslow developed the hierarchy of needs to show how we have to satisfy certain basic needs before we can satisfy higher growth needs. As one moves up the hierarchy the needs become less biological and more social in origin.

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Eric Erikson's Psychosocial Theory - these kids are hard wired to be a challenge

- Adolescence - Identity vs Identity Confusion (12-18 Years)
 - It is a time for continually testing limits, rejecting ties of dependency, and establishing new identities.
 - It is a time of conflict between the desire to break away from parental control and the fear of making independent decisions.
 - Most crises in this period are related to the development of a personal identity.
 - Children feel pressure from parents and peer group, and members of the opposite sex.
 - If a child fails, identity confusion results, the child could lack purpose and direction.
 - This is manifested by the individual withdrawing and isolating themselves from family and friends or by losing themselves in a crowd.

**THE
MIDDLE
SCHOOL
BLUES**

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Goal Academy and In School Detention is Social Emotional Support and Coaching

- **GA&ISD are a Supportive Consequence not a Punishment**
 - A **punishment** is a deliberate action to cause pain and is a retaliation for a wrong.
 - Punishment degrades relationships
 - Punishment creates resentment
 - Punishment triggers the fight, flight, freeze and avoid response and inhibits healthy creative thinking
 - Kids generally don't learn the necessary lessons. They feel insecure, shame, and bad about themselves

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“When You Get Into A Power Struggle With a Middle School Kid You Will Lose Every Time”

-Dannell Henning
7th Grade Teacher

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Goal Academy and In-School Detention is Social Emotional Support and Coaching

- A **consequence** can be “*natural*” and is what would happen in the real world.
- Or a consequence can be “*logical*” and artificially designed to fit the situation when physical or emotional safety is at risk, or the natural consequence is logistically unfeasible.
 - Consequences delivered with empathy build relationships.
 - Facilitate personal accountability.
- Consequences deactivate the fight, flight, freeze and avoid response and engages the developing prefrontal cortex thus encourages healthy reflection and more positive thinking.
- Kids generally learn the necessary lesson and feel safe and better about themselves.

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**EQUAL IS NOT ALWAYS
FAIR**

**CONSEQUENCES WILL BE
DESIGNED TO FIT THE
PROBLEMS OF THE
INDIVIDUAL STUDENTS,
THEREFORE, THE
CONSEQUENCES MAY BE
DIFFERENT EVEN IF THE
PROBLEMS APPEAR TO BE THE
SAME.**

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**Goal Academy and In-School Detention
is Social Emotional Support and Coaching**

- The **Consequence of Community Service** replaces the energy school personnel used dealing with the kid's problem
- **Curriculum learning and support** is available: An opportunity exists to participate with the classroom lessons either virtually through Schoology and or with Teacher support as needed.
- **Restorative Justice** conversation

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Goal Academy & ISD Daily Structure

- We begin each morning with a circle
 - **Observe silence:** Silence offers opportunities for focus, self-reflection, and daydreaming, which activates multiple parts of the brain. It gives us time to turn down the inner noise and increase awareness of what matters most. And it cultivates mindfulness — recognition and appreciation of the present moment.
 - **Check-in:** Check where they are emotionally and let them share what is important or concerning to them.
 - Gratitude
 - Best hopes for the day
 - Worst fear of the day
 - A goal for the day or the week
 - And a briefing of the day.




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Goal Academy & ISD Daily Structure

- We meet with kids individually to set goals and expectations.
- Kids are given space to work on assignments, and if needed visit a teacher.
- Participate in a community service activity.
- Have a Restorative Justice conversation if warranted.
- We close out most days with a closing circle to recap and send them off feeling support.

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Charter School Review Updates

DAC Charter School Subcommittee Review



Independence Hall Academy Update

- DAC Report completed 10/31
- Held Capacity Review with District Review Team and DAC on 11/2
 - IHA team gave overview of plan.
 - DAC team provided feedback on application.
 - District team provided feedback on application.
 - District suggested they consider pulling application.
- Independence Hall Academy **Pulled** Application on 11/9
- IHA will work to update application.
- Plan to resubmit in future.



Charter School Transfer Applications

- Current Colorado Charter School Institute (CSI) schools
- James Irwin Charter Academy (JICA)
- Colorado Military Academy (CMA)



Transfer Application Review

- DAC wants to review any new school coming into District.
- Colorado state statute is silent on treatment of transfer applications.
- District has a rubric we are trying to use but there are no mandates.
- Using School Performance Frameworks (SPFs)
- Using School Improvement Plans (USIPs)
- Using Charter Annual Review of Schools (CARS) Report



James Irwin Charter Academy Overview

- K-5 School
- Located in old Jefferson Elementary (neighborhood south of Wasson)
- Opened in 2013
- Average enrollment of 320 for last 5 years. Current enrollment 308.
- 53% students from D11. 47% students out of district.
- Part of James Irwin Charter Schools – 5 schools, 3 campuses
- Busing is provided from other James Irwin locations in D2 and D49
- Five year performance school, CSI School of Distinction 2019-2022.
- SPF Data CMAS 21-22 score (82.1%)



DAC Subcommittee Findings JICA (preliminary)

- Positives
 - School is successfully running
 - Steady enrollment
 - Can see Academic Performance
 - CSI review positive from past years
 - Transportation from other James Irwin locations
 - Electric buses



DAC Subcommittee Findings JICA (preliminary)

- Negatives
 - Hard to find evidence of SAC work
 - GT identification seems low
- Questions
 - Besides financial gain, why do you want to be part of D11?
 - How are achievement gaps being addressed?
 - What are the resources for ELL and GT students?
 - How are significant increases in behavior being addressed?
 - Are you willing to work with D11 DAC to support SAC?
 - What extracurricular activities are provided at your school?



Colorado Military Academy Overview

- K-12 School
- Located in D11 close to Peterson Space Force Base
- Opened in 2017
- 684 students this year
- High school program includes Civil Air Patrol (optional in middle school)
- First graduating class 2022 (82.4% graduation rate)
- Restructured their leadership team since 2020
- Academic performance was Priority Improvement (45.7%) in 2019
 - Low participation
- Academic Performance Improvement (48.3%) in 21-22
 - No reduction for low participation



DAC Subcommittee Findings CMA (preliminary)

- Positives
 - School is successfully running
 - Steady enrollment
 - Can see Academic Performance
 - CSI review positive from past years
 - Strong partnerships
 - Program unique to Colorado Springs



DAC Subcommittee Findings CMA (preliminary)

- Negatives
 - Academic performance concerns
 - Hard to find evidence of SAC work
 - GT identification seems low
- Questions
 - Besides financial gain, why do you want to be part of D11?
 - How are you addressing academic challenges?
 - What are your efforts to grow your SAC?
 - Are you willing to work with D11 DAC to support SAC?



Plan for Transfer Applications

- DAC Subcommittee will finish evaluation of application
- DAC Subcommittee will produce report with positives, concerns, and questions
- Report will be shared with DAC via email and then provided to Board
- Timeline
 - December 5 - DAC Report completed
 - December 14 - Charter School Transfer Applications Non-Action at BOE
 - January 4 - BOE Work Session with Charter Schools
 - January 11 - Charter School Transfer Applications Action at BOE



Life Success International Academy (LSIA) Update

- Charter School Application approved last year.
- Didn't open this fall because of low enrollment numbers.
- Resubmitted application end of October.
 - Removed school management contract with X8 Global
- Trying to understand DAC involvement.
- Waiting for timeline.



DAC Charter School Subcommittee

- Thank you to John Gustafson, Amanda Huber, Vicky McLaughlin, LynDel Randash, Lauren Walker, and Jen Williamson
- Thank you to Trudy Tool and LouAnn Dekleva
- Thank you to Scott Mendelsberg and Tom Weston
- Questions?