

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN

Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent
District Accountability Committee (DAC)
DAC Website: <http://www.d11.org/dac>

DAC Meeting Notes March 18, 2019

Members In attendance: Parth Melpakam, Vicky McLaughlin, Carol Nuss, Nila Rickard, Velvet Stepanek, Carl Schueler, Joseph Mezzofante, Esther Smith, LynDel Randash, Carlos Perez, Cynthe Winebrenner, Lyman Kaiser, Bob Null, Sally Sue Coddington, Victoria Henderson, Jan Rennie, Ed Plute, Trudy Tool
Guests: Kyle Rudd, Theresa Null, Tracy Squires, Jeremy Koselak, Heidi Gugler, Becca Daugherty

Welcome – Dr. Parth Melpakam, DAC Chair

The regular meeting of the DAC Committee was called to order at 6:00pm by Dr. Parth Melpakam, Chair. Dr. Melpakam welcomed everyone in attendance and updated the DAC on the following topics:

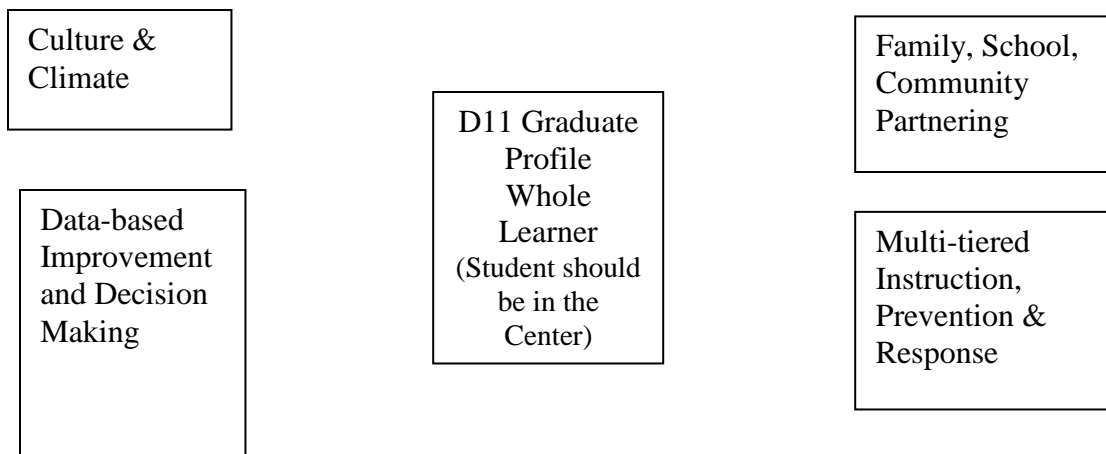
- Celebration –
 - Dr. Melpakam spoke about Becca Daugherty, 3rd Grade Teacher at Fremont, spotlighting her work with Random Acts of Kindness. He introduced Ms Daugherty and she spoke about implementing the pilot of Random Acts of Kindness. Her class has completed 21 acts of kindness so far this school year. She reiterates to her students that kindness is free and your heart is who you are. The DAC congratulates Ms Daugherty and the positive work she is doing with her students.
 - Mrs. Tracy Squires, Principal at Fremont ES commented on how wonderful it is to have Ms Daugherty at Fremont and how she is doing amazing things for her students and the school through Random Acts of Kindness.
- Staff allocations -
 - The proposed staff allocations has come out for school year 2019-2020. There are multiple changes and more information will be coming in the near future.

Colorado Springs District 11 Draft Strategic Plan – Process, Timeline and Discussion – Dr. Parth Melpakam

- Dr. Melpakam discussed the Draft Strategic Plan that included:
 - Why this work?
 - Alignment Survey
 - New Leadership
 - Long Range Framework
 - Process
 - World Café & Survey
 - Approximately 1,500 people participated in the World Café and survey

- Core Team – 30 Stakeholders
 - Met for 3 – 12 hour days
 - The Core Team was a diverse sampling that included students, parents, staff, community and DAC
 - Moderated by an outside vendor
 - The process was slow and deliberate that required a consensus on all decisions
 - They had extensive data to review from both buildings and the District
- The Core Team came up with the following draft strategic plan
 - Values – **We Believe**
 - In the inherent worth of every individual and the power of equitable practices to unleash potential.
 - Diversity enriches the human experience and strengthens community.
 - Healthy relationships provide mutual understanding and enhance life.
 - Continuous learning nourishes life.
 - Integrity is fundamental to building trust.
 - **Mission**
 - We dare to empower the whole student to profoundly impact our world.
 - **Mission Impacts**
 - Each student will innovatively adapt to evolving challenges.
 - Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
 - Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.
 - **Vision**
 - We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.
 - **Critical Issues**
 - Single Greatest Threat
 - A culture that embraces status quo and cannot imagine what is possible.
 - Current culture (lack of trust, accountability, communication, compliance as success criteria).
 - Lack of system-wide engagement and motivation.
 - Operational habits inhibiting mission alignment.
 - Cultural resistance to change and implementation of practice.
 - Single Greatest Opportunity
 - Having a bias to action in developing an equity framework that allows us to break through the inertia of comfort that exists within our community.
 - Current willingness to change.

- Leverage our internal and external urgency to redefine ourselves.
- Taking advantage of “our perfect storm” to ignite change.
- Building and expanding on our existing educational programs.
- **Strategies**
 - In Pursuit of our Mission and Mission Impacts
 - We will cultivate a collaborative culture that promotes intentional, mission-driven change.
 - We will align our actions to our shared understanding of and commitment to the strategic plan.
 - We will guarantee an ecosystem of equitable practices to meet the unique needs of all.
- **Strategic Delimiters**
 - **We Will Not**
 - Allow past practices to create barriers to new and innovative ideas.
 - Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
 - Engage in initiatives that are misaligned with our mission.
- **Going Forth**
 - There will be 3 Design Teams and 1 Metrics Team
 - The Metrics Team will create measures to ensure mission is met
 - The draft strategic plan is being shared within District/School – Principals, DAC etc.
 - World Café – in April
 - Design and Metrics team will present their input to Core Planning Team
 - Core Planning Team – May
 - BOE – End of May/Beginning of June for approval
 - July – Strategic Plan goes into effect
 - August – Celebration & Implementation at schools
- Vision – where the district is going to be in 3-5 years (painting a picture)



Multi-Tiered System of Supports (MTSS) – Jeremy Koselak/Sonia Urban

- District 11’s Multi-Tiered System of Supports (MTSS) is a unified framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every learner. The detailed framework can be viewed in the DAC Hand-outs for this meeting.
- Mr. Koselak and Ms Urban put DAC members into small groups to get feedback for the framework. A worksheet was handed out to each small group with the following categories:
 - Greatest Hopes
 - Points of Dissonance with current practice (as you understand it)
 - Questions
- The table below represents the feedback from the DAC Committee

MTSS Definition, Principals, Components and Key Shifts (DAC)

Greatest Hopes	<u>Points of Dissonance</u> - with current practice (as you understand it)	Questions
<ul style="list-style-type: none"> - Decisions are data <u>informed</u> and value driven - You mean we are not doing this now – do it - Can communicate with adults – so they understand their role - Education is balanced college bound – sped need mobile. - Parents are true partners in their child’s education with strategies to help students - Parents/educators build collaborating/trusting relationship - Follows strategic plan as currently written -All means all students - Tiered and layered model applies to equity - Look at student as a whole - Alignment to empower students - Alignment to allow staff to meet needs of students - Parent participation - How to apply all the information - How do we implement the support 	<ul style="list-style-type: none"> - Communication between <u>all</u> (including charter) schools regarding information about whole student in a timely manner -> which supports have been tried – tracking - communication between grades - Is Value of district, school, etc.? - Cross grade, school, content PLC’s for teacher in like programs - Behavior vs. academics. Being a planning issue. Placing blame on behavior/ attendance - Alignment from elementary, middle school to high school - Gifted kids at high school level - Too much jargon - Getting all information about a student – social/emotional impact on students 	<ul style="list-style-type: none"> - What role do you want from community? - Define community members - Second page is in education speak needs to have language that is understandable - How will different student proficiency be addressed? - Individual growth - Training of teacher’s schedule - Matrix will have a huge variance between programs/schools - How are you going to align academic and behavior outputs together? - How do staff understand and recognize various culture? - How do develop cultural competency with all staff members? - Where can the training come from to make everyone culturally competent?

Accreditation Subcommittee Report – Dr. Ed Plute

- Dr. Plute indicated that at the March 11th meeting the committee continued to review Quarter 2 data that included drop-out rates and percentage of students on track
- The next Accreditation meeting is scheduled for April 8, 2019

Budget Subcommittee Report – Jan Rennie

- Mrs. Rennie gave a brief update on the work of the Budget Subcommittee
- Mrs. Rennie discussed the recurring proposed Budget Modifications – please see hand-outs for details/summary

Membership Subcommittee Report

- If you are interested in continuing as a DAC member next year or if you know someone (parents/staff/community members) who would like to participate next year please contact Wendy Chiado, Membership chair at wchiado@aol.com.
- The DAC will also have several key leadership positions open for the 2019-2020 school year that includes DAC Chair, Vice Chair (Membership Chair), Training & SAC Support Subcommittee Chair. Please let Wendy Chiado know of interest in these positions as well.
- A roster for the 2019-2020 school year was passed around for members to indicate if they would like to continue in their roles for the next school year.

Training & SAC Support Subcommittee Report – Lyman Kaiser

- The fourth and final SAC Training of the school year will be April 4, 2019 at Tesla from 6:00 – 8:00pm
- The sessions will provide information on:
 - Multi-Tiered System of Support (MTSS)
 - Social Emotional Learning
 - Project Based Learning (PBL)
 - Career & Technical Education

Miscellaneous – Dr. Parth Melpakam

- If you have any items that you want in the April Newsletter please sent the information to Trudy Tool by Tuesday, March 27, 2019 to have them included.

The meeting adjourned at 8:00 pm

T & SS Meetings, April 2, May 1, Garden Level Conference Room

SAC Trainings, April 4, Tesla

DAC Meetings, April 18, May 16, Tesla