

JCMS IC AGENDA:**9/23/26****Time: 3:05-4:30PM****Location: A 107**

Representatives: Maddie Row-IC Chair, Katy Bates- Math, Julie Morris-Science, Craig Hendricks-ELA, Jeanett Jimenez-AP, Luis DeVargas- Electives, Marisa Cruz-CSC, Alfredo Munoz-Bilingual , Michelle Velasquez- Principal, Rita Lane-Social Studies

Attendance: Maddie Row, Katy Bates, Trish Valdez, Julie Morris, Craig Hendricks, Jeanett Jimenez, Luis DeVargas, Alfredo Munoz , Kathy Padilla, Michelle Velasquez, Rita Lane, Marisa Cruz

Notekeeper: Freddy Munoz

Time Keeper: Luis Devargas

Facilitator: Luis DeVargas

Meeting objectives:

- Make decisions to impact students and school culture positively
- Communicate effectively

Protocols:

- Decisions should be made by consensus ([protocol infographic](#))
- Reach consensus when final decisions are made by understanding everyone's point of view.
- Keeping trust through communication
- Put big issues on the table in the form of a question

To prepare for this meeting, please:

- Please bring a charged laptop and input from your constituents

- **Schedule**

Time	Min	Activity	Data	Owner?	Consensus?
		Motion to put IC meetings in the master calendar		katy	yes
	15	Library- Schoolwide Vocabulary Initiative ● One Pager	N/A	Gutierrez	Karen comes to CT Friday 9/25 for 10 mins, chairs will follow up at their next department meeting or via email.
	5	I-Ready Testing Alternative Proposal ● Testing During Science/Social Studies rather than Math/ELA ○ Get more teaching days back in core subjects ○ Sci/Social Studies can get more familiar with the data and scores		Maddie	Table until next time

		○ Supports 90 day plan goals			
	10	Budget 1. From Teachers Salary - 241011 35445 1000 101850 511000 1411 transfer \$ 12,000 to teacher additional comp 2. From Teachers Salary - 241011 35445 1000 101850 511000 1411 transfer \$ 4,665 to Supplies & Materials 241011 35445 1000 101850 561180 (Fund esports 5 hours/week) 3. From Staff PD - 241011 35445 2200 999850 533301 transfer \$4,000 Don't touch		Michelle	Family engagement? Currently \$12k+ in family engagement. Teacher additional comp for deeper personalized learning? (cheer, football, and yearbook) 1 prep could be bought, could be supplies, could be after school activities (teacher comp), fidgets? -PD -Supplies -Student supplies (Staples) -Teacher additional comp Take \$\$ for 5 hours/week to fund esports from Teacher Salary

	10	Bust Your Gut October 30th Kids dress up, bust your gut at lunch “We have to be able to see your face, no weapons, no messes, follow the dress code”		Michelle	Passed consensus
	5	Thanksgiving Lunch (Extended time if 75+ families RSVP) • RSVP only for parents, those without the meal ticket can sit with child but can't get in line • Run a Wednesday Advisory Schedule and have lunch 10:40-11:34		Michelle	
	15	Data Collection Proposals for 90 day plan • 90 Day Plan - Dash 90 Day Plan One-Pager • Science/Math ○ Take pictures and upload via Google Form weekly of Vertical Learning Surfaces as a self-report tool (show its actually happening at the frequency we said it would) • Clipboard Data (data updated 9:20am) ○ This # out of this # students are at 1, 2, 3, or 4 ... or R, A, C, E... instead of individual student performance ■ Root cause analysis says: collection of individual student performance weekly via clipboard data is cumbersome and difficult. Many folks are resulting in using weekly written CFA's for their clipboard data, and it takes a week to grade on the scales, enter in system, and report.		Maddie	The time to Pivot is at the 30/60/90 day check-in times. We will stay committed to the current 90-Day plan. Clarification on teacher expectations will be delivered by Katy in writing via CT and the staff memo.

		■ Monthly CFA's will allow for tracking individual student progress, ■ Clipboard data will be something teachers can actually keep up with and submit, and it will give a snapshot of how the school is doing as a whole- week to week			
		Input on CT Flex Day •			Ran out of time
		<u>Looking Ahead/Next Steps</u> ● Union IC Training ● <u>CFA's tasks and administration by Science/Studies this time?</u>			

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3:05-4:05 pm	60	• Progress towards “meeting progress indicators” Walkthrough data shareout- Admin <u>Math/Science:</u> • Instructional Depth: Lessons varied from low rigor and procedural tasks to hands-on inquiry-based learning • Student Reasoning: While some students demonstrated the ability to explain their thinking or engage in emerging reasoning, others struggled to articulate their process, particularly during rote tasks or short-answer discourse. • Classroom Environment: Observations noted a positive, engaging atmosphere where students enjoyed their learning, with evidence of teachers tapping into prior knowledge and scaffolding individual student needs. ○ Across 12 walkthrough observations, instructional leaders are seeing emerging evidence of the practices identified in the 90-Day Plan. ○ On the student side, 5 of 12 observations (42%) showed students engaged in discourse, 4 of 12 (33%) showed students explaining their reasoning, 3 of 12 (25%) showed students engaged in rich tasks, and 2 of 12 (17%) showed students using non-permanent vertical surfaces. ○ Teacher evidence also reflected movement toward the targeted instructional practices. Walkthrough feedback documented teachers providing richer learning opportunities, using questioning and scaffolding rather than immediately providing answers, and prompting students to explain their thinking. However, the depth and consistency of these practices varied. In some observations, student discourse	90 Day Plan Progress 30 Day Check-In	Admin	PD- Yes RACE- Yes (clipboard data can be collected in whatever form makes sense to the group)

		remained primarily short-answer, and there was evidence that misconceptions were not always addressed in the moment. ○ Overall, the strongest emerging indicator is student discourse, while the data suggests a continued need to increase the frequency of rich tasks and student reasoning. <u>ELA/SS/Electives</u> ● Instructional Implementation: Observations indicate inconsistent application of the RACE strategy, with some teachers actively modeling and prompting students to restate, while others do not prompt for it or are struggling to use the framework with their current curriculum materials. ● Student Engagement and Understanding: While students demonstrate the ability to provide summaries and offer thorough, text-based explanations during case studies, they frequently struggle to independently restate questions. ● Classroom Practices: Effective engagement strategies include positive reinforcement, persistent questioning, and the use of visuals or real-life connections, though some observations revealed limited opportunities for discussion. ○ Across 31 walkthroughs, instructional leaders looked for evidence of students using the RACE response structure in both written work and oral academic responses. 14 of 31 walkthroughs (45%) showed students restating and answering the question. 2 of 31 walkthroughs (6%) showed students restating, answering, and citing evidence. 4 of 31 walkthroughs (13%) showed students restating, answering, and explaining their thinking. 11 of 31 walkthroughs (35%) showed no evidence of students using RACE in either <u>written or oral responses</u>. ○ Overall, the data suggests that students are beginning to use the foundational components of RACE			
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- *The 1st week was going well, which was the week before we taught the curriculum.
- Still waiting on more data for this week.
- *About 42% Of 31 observations (ELA,ELD, Social studies) students were able to do RA.
- *21% of observations (math/science) students engaged in rich tasks.
- *Plan for monday (sep-14) bring and grade formative assessments.
- * RACE: Citing is not only citing a text (except for testing). It can also be providing examples of their explanation. Ex. I love McDonald's more than Burger King because one day I went to Burger King and the fries work cold and nasty.
- *When doing observations (60 days) just look at where students are reaching their RACE instead of just focusing on parts of it.
-
- **Impact on Student Outcomes**
 - **CT temp check- how is clipboard data going?**
 - In 1st we have 4 out of 6 teachers who have not reported data
 - In 2nd we have 6 out of 9 teachers who have not reported data
 - In 3rd we have 5 out of 5 teachers who have not reported data
 - In 4th we have 4 out of 9 teachers who have not reported data
- **Adjustments and Support needed (across the board)**
 - Data suggests a continued need to *increase the frequency of **rich tasks** and high-level questioning that focuses on eliciting student reasoning within their responses.* (KB training is scheduled to focus on creating rich tasks for students that meet the rigor of the grade-level standards)
 - Change indicator from iReady Standards Mastery to Common Formative Assessments

		○ We are only taking data on RA for the first 30 days, should we shift to taking data on the RACE? ■ We are noticing that students are jumping to RAE and skipping C without prompting. ● Decision Reached: ○ PD is going to be given on rich tasks and high-level questioning. ● Justification: See the data above ● Shift RACE to track all parts of RACE. This will need to be reflected in clipboard tracking. ○ *When doing observations (60 days) just look at where students are reaching their RACE instead of just focusing on parts of it. ○ *Can teachers report what students can accomplish from RACE? ○ *Take it to CT tomorrow, how are they willing to report/track data? Create your own system? Utilize 0-4 numbers? Use potential example form? ○ Potential example?			
4:05-4:20	15	CT “Flex Day” Proposal- Katy ● 1 day a week take away CT, use it for your planning, and then your planning time use for Department Meeting- supported by Katy- to help with planning and make sure 90 day plan work is being met ○ Does each department want/need this? ○ Are we ● *Same day for everyone. ● *Have Katy help facilitate the meetings to support ELA/Math? ● Take back to CT’s ● Approve/ Adopt			Is everyone in favor of Sci, Math, ELA, and SS meeting as a Dept once a week in place of CT to work on Common Formative Assessments/Vertical alignment (how are we changing our instruction based on what students need?) Electives will continue to meet as a CT 5 days a week 3

					weeks out of the month and with ELA or Sci once a month for interdisciplinary work. We are proposing this happens on Wednesday.
4:20-4:25	5	Family Night Dates Chosen- Maddie • 6th Grade- October 22nd: Fall Festival • 7th Grade- December 4th • 8th Grade- September 24th (Ice cream social) • We all get paid!!! - whoever participates • *All teaching staff get paid if they attend family nights.			
		Next Steps • Important Dates Coming Up: ○ Union ic training date: ○ Bust Your Gut ○ Thanksgiving Lunch • Remind everyone about Panorama survey Long advisory on Sept 23rd. • Make sure teachers who are using Vertical Surfaces invite Admin/Katy to visit and observe when you're doing it ○ Get to Consolidation • Common formative assessment data review/collect • Data to Katy ASAP • RACE Protocol data collection- which letters are they hitting, how can			
		<u>Note Takers</u> August: Michelle Luis September: Freddy Katy October: Craig January: February: March: Rita			

		November: Trish Jeanett	April:			
		December: Julie Marisa	May:			

JCMS IC AGENDA: 8/19/26 Time: 3:05-4:30PM Location: JCMS Meeting Room		
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Meeting objectives: • Make decisions to impact students and school culture positively • Communicate effectively		
Protocols: ○ Decisions should be made by consensus (protocol infographic) ○ Reach consensus when final decisions are made by understanding everyone's point of view. ○ Keeping trust through communication ○ Put big issues on the table in the form of a question		
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• Schedule		
Time	Minutes	Activity
		IC By-Laws • First Draft • Consensus has been reached. These will serve as the JCMS IC bi-laws.
		Family Night Dates Chosen? • 6th Grade- October: Fall Festival ○ • 7th Grade- November:- TBD - we are working to get a balloon glow for the date • 8th Grade- September:

		Next Steps ● Get scheduled with fed rep for IC training ● Solidify dates for Family Nights
		Note Takers August: Michelle September: Freddy October: Craig November: Trish December: Julie January: Luis February: Katy March: Rita April: Jeanett May: Marisa

JCMS IC AGENDA: 8/5/26 Time: 3:05-4:30PM Location: JCMS Meeting Room		
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- **Schedule**

Time	Minutes	Activity
3:06-3:36	30	● Revisit Norms ○ Are we all in agreement on norms and protocols above? ○ How does information get to constituents

		● IC By-Laws?- Ideas on the table - <i>Michelle and Maddie will draft it, and IC will reach consensus on final product</i> ● Communication- How, When, Staffing (welcoming or saying goodbye): How to communicate that something needs action and how to communicate that it is something that constituent input is needed on. Dept meetings and votes for decisions are not the same. You report consensus to your dept chair (clarify people who are represented by multiple depts-ancillary people will be represented by IC Chair). Clarify who the community school council represents. ○ How to submit topics for IC ■ What topics are appropriate for IC ○ Timeliness and deadlines ○ Roles of elected department chairs are ○ Professional obligations of staff ■ If the elected department chairs have communicated to constituents and constituents do not reply with their input the elected department chair will come to consensus within IC without holding up decisions. ■ Read the minutes - linked in the weekly memo ○ Who votes a parent in? ● All Dept Chairs are the same? (Two year terms)- YES ○ Every department chair/IC position is on the same election cycle- voting takes place at the beginning of next school year (27-28)
3:36-3:51	15	● Skills Habits & Mindsets Dates ○ September 14–October 7 ○ Proposed date of September 23rd (Wednesday, long advisory) - consensus reached- let constituents know, and it'll be in the memo
3:51-3:52	1	● Calendar Date Feedback From Constituents? ○ All reached consensus that we can proceed with the proposed dates for the Spirit Assemblies and Testing Schedule

3:52-3:55	5	● Next Steps: ● Anyone has any topics for next week? ● Share out skills/habits and mindsets dates ● Share out calendar dates as official dates ○ Anyone has any specific idea in mind, get with Jean Marie ● (Michelle & Maddie only)- set up a mock up by-laws ● Bring back dates and events for each family night by next IC-feedback from CT ○ September (8th Grade), October (6th Grade-Fall Carnival), November (7th Grade-Balloon Launch/glow) ○ February (8th Grade-Movie Night), March (6th grade), April (7th grade), May (Whole School- Cinco De Mayo Celebration)										
3:55-4:00	5	<u>Determine Note Takers</u> <table><tr><td>August: Michelle</td><td>January: Luis</td></tr><tr><td>September: Freddy</td><td>February: Katy</td></tr><tr><td>October: Craig</td><td>March: Rita</td></tr><tr><td>November: Trish</td><td>April: Jeanett</td></tr><tr><td>December: Julie</td><td>May: Marisa</td></tr></table>	August: Michelle	January: Luis	September: Freddy	February: Katy	October: Craig	March: Rita	November: Trish	April: Jeanett	December: Julie	May: Marisa
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JCMS IC AGENDA: 7/30/26 Time: 9:00 AM-3:00 PM Location: JCMS Meeting Room	
Representatives: Maddie Row-IC Chair, Katy Bates- Math, Trish Valdez-Sped, Julie Morris-Science, Craig Hendricks-ELA, Jeanett Jimenez-AP, Luis DeVargas- Electives, Marisa Cruz-CSC, Alfredo Munoz-Bilingual , Kathy Padilla-EAs, Michelle Velasquez- Principal, Rita Lane-Social Studies Attendance: Maddie Row, Katy Bates, Trish Valdez, Julie Morris, Craig Hendricks, Jeanett Jimenez, Luis DeVargass, Alfredo Munoz , Kathy Padilla, Michelle Velasquez, Rita Lane, Theresa Ambrogi Notekeeper: Maddie Row Time Keeper: Katy Bates Facilitator: Maddie Row ○ JCMS HUB	
Meeting objectives: ● Make decisions to impact students and school culture positively ● Communicate effectively	
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● Schedule

Time	Minutes	Activity
9:35am-10:05am	30	Proposed Year Schedule at a Glance: Testing Schedule ● iReady BOY: August 24-September 4 ○ (No pulling kids out of class for make-ups- individual teachers are responsible for getting all students tested within all windows for I-ready) ● iReady MOY: November 30-December 11 ● iReady EOY: April 19-May 7 ● ACCESS: January 20-21 ● NM-ASR Science: Week of April 12 ● NM-MSSA: Week of April 12 ● NAEP: TBA (by school) Circle Schedule:  2026-27 JC Community_Circle Calendar.pdf ●  Advisory Resources ● Can do it anytime during the “class period” on the schedule Monthly Assembly Schedule ● Aug 12- Expectations/Spirit (long advisory schedule) ○ Keep kids during 20 minutes advisory, then bring them down to the assembly ● Sept 18- Spirit Assembly- end of day assembly schedule ● Oct 23- Honor Roll- end of day assembly schedule ● Nov 20- Spirit Assembly -end of day assembly schedule ● Dec 18th- Spirit Assembly- end of day assembly schedule ● Jan 15- Honor Roll- end of day assembly schedule ● Feb 12- Spirit Assembly- end of day assembly schedule ● March 19th- Spirit Assembly-end of day assembly schedule ● April 2nd- Honor Roll Assembly-end of day assembly schedule ● April 23rd- Spirit Assembly - end of day assembly schedule ● May 21st- 8th grade promotion- end of day assembly schedule
10:06- 11:23	75	CT Norms and Expectations - consensus reached ● Where do we meet- C126: No students allowed (no students allowed in any teacher only spaces) ● Who Facilitates and when-

		○ TLC works with every CT the first day of every week for 90 day plan work. ○ CT's should establish their own norms and expectations to determine who facilitates, takes notes, etc. ○ CT's may ask for a facilitator to coach or simply support the work on an as-needed basis. Facilitators could be the TLC, SSS, AP or Principal. ● Minutes- who takes them? -All CT minutes will be done in a rolling agenda/template form that is kept in the JCMS All Share folder. CT Planning- Q1 (Oct 8th) - consensus reached ● Once a week collaboration teams will do the 90-day plan work ○ (This will be on a monthly schedule) ○ Week 1- Implementation- how's it going/ what is not going well, etc ○ Week 2- Clipboard tracking data analysis ○ Week 3- Clipboard tracking data analysis ○ Week 4- Analyze non-evaluative walkthrough data ● Become familiar with the grade-level standards ○ Go content by content and identify commonalities ■ Science Standards ■ Social Studies Standards ■ ELA Standards ■ Music Standards ■ Math Standards ● Identify JCMS Priority Standards - those standards that are going to support accelerated (just-in-time learning) for our students to focus on student achievement ○ Develop strategic scope and sequence ■ Shared themes and opportunities for interdisciplinary learning to pilot a minimum of one PBL project per semester. ■ Think outside the box- Yes Chicken 🐔 ● PBL Template resources ONLY <u>not</u> required ○ 📄 Copy of Open Way Learning PBL Planning Template 3.0 ○ 📄 Copy of 01 Konnoak Unit Planning Template (Make a ... ○ 📄 Copy of OWL's Favorite Learner-Centered Protocols ○ 📄 Copy of APS Community Schools - OWL Anchor Docu... ● Check-in Date: every 4 weeks ○ Get Familiar w/ Standards (no later than Month 1) ○ Identify Priority Standards (no later than Month 2) ○ Standards alignment/scope and sequence- PBL design (no later than Oct 8th)
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11:24	1 min	● 90-Day Plan: Refresher/One-Pager - consensus reached
11:25-11:36	51 min	Advisory - consensus reached - adopting ● Semester 1 Weekly Lessons ● Semester 2- Learning How to Learn ● WEB- 2X/month web leaders run 6th grade advisory activities.
11:37-		Family Engagement Nights: Grade-Level ● Open-House: August 19th ● 1 a semester per grade level (in addition to open house) ○ September (8th Grade), October (6th Grade-Fall Carnival), November (7th Grade-Balloon Launch/glow) ○ February (8th Grade-Movie Night), March (6th grade), April (7th grade), May (Whole School- Cinco De Mayo Celebration) ○ Suggestions- base it on/around the PBL's, based around holidays ○ Teachers may or may not be compensated for that after school time ○ We can provide food for the events (nacho and popcorn machines exist) ○ Priority is building community with family, feeling welcome, and safe ■ Coffee on the curb, donut drive-thru, ect- state testing days?! ■ National fresh breath day- handing out mints, other ideas like that for kids
		Looking ahead/ Next Steps: ● Need to come up with IC By-Laws ● Take calendar dates back to constituents for feedback- your constituents are in the master schedule hub ● RACE anchor charts for all teachers

JCMS IC AGENDA: 5/18/26 Time: 3:05-4:30PM Location: JCMS Meeting Room	
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3:05-3:35	30	Cohort 3 Application- Michelle- consensus reached, application will be submitted. ● ASU - Wilson visit ● We won't roll out until 27/28, training in AZ for select group ● Letter from APS/ATF about the model ●				
3:35-4:20	45	2026-2027 Fall 90 Day Plan- consensus reached- plan will be adopted ● JCMS 90 Day Plan Toolkit ● Accountable Talk specifics ● ELA rubric and tracking (bookmarked) ● Math rubric and tracking (bookmarked)				
4:20-4:25	5	Teaming Resources- Maddie ● Copy of Open Way Learning PBL Planning Template 3.0 ● Copy of 01 Konnoak Unit Planning Template (Make a Copy) ● Copy of OWL's Favorite Learner-Centered Protocols ● Copy of APS Community Schools - OWL Anchor Document				
		<table><tr><td>Plus</td><td>Delta</td></tr><tr><td>●</td><td>●</td></tr></table>	Plus	Delta	●	●
Plus	Delta					
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