

# WJMS ACCOUNTABILITY MINUTES

January 2021

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*Date* | 1/11/2021 | *Meeting called to order by* Kate Broyles and John Seevers

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## In Attendance

Nanci Blanton	Kate Broyles	Melissa Gutierrez	John Seevers
Amy Born	Sharon Burger	Kim Halingstad	
michael brooks	Elizabeth Claflin	Tricia Samuelson	

## Approval of Minutes

The November 2020 minutes were published to the school website the evening of November 5. An amendment was made to remove the canceled December meeting date on December 12.

## Principal's Report

Tricia Samuelson gave the principal's report. We do not have any new information from the district on a return to hybrid learning, teacher vaccinations, or plans for the fall yet. As a school, we are hopeful to have students back on a hybrid schedule the week of February 1<sup>st</sup> and are also hopeful to have students 100% in-person in August.

If Jeffco is 100% in-person instruction in August, families that choose to stay 100% remote may have to enroll in Jeffco Virtual Academy and not enroll in the home school. That was the process before the pandemic.

As a district, we are facing at least \$54 million dollars in budget cuts. The impact at the secondary level is \$30 less per student. Principals received projected dollars on January 5th and the final budget is due February 5th. Some adjustments can be made when the window reopens in March. We will share the budget at the next Accountability meeting. Our goal is to maintain staff and look at other management areas for cuts. This is a difficult situation and uncertain enrollment numbers add to the impact.

As a school, when we return to the hybrid model, we will implement a Blue/Silver, Blue/Silver, Friday schedule to align with Conifer High School. (In the fall our hybrid schedule was Blue/Blue, Silver/Silver, Friday.) A copy of the anticipated block schedule is attached as an appendix to the minutes.

## Unified Improvement Plan

Kim Halingstad provided a summary of the school's Unified Improvement Plan (UIP). While we intended to carry over much of the plan from last year, we did have to make some adjustments to consider the impact of remote learning and using MAP testing data instead of CMAS data.

Our UIP has two Major Improvement Strategies:

### Responsive Instruction Through a Systemic Teaching/Learning Cycle (Process Goal)

1. If all teachers receive professional learning and implement professional learning communities (PLC) within their content departments, then students will receive the necessary instructional support to have their affective and academic needs met. If teachers implement a professional learning structure focused on the teaching/learning cycle, then they will: deeply plan and implement curriculum, develop common

# WJMS ACCOUNTABILITY MINUTES

January 2021

assessments, use the data to determine student needs, adjust instruction, and reflect on their own instructional practices.

1. **Performance Indicators:** Student engagement will increase based on a comparison (data needed) of Google Classroom reports: Task Completion, Usage Trends from Trimester 1 to Trimester 3. The number of students on the F List will decrease from 8.7% (trimester 1) to 6.5% for trimester 2.
2. **Implementation:**
  1. Content Department PLC with a focus on the teaching/learning cycle.
  2. PLC Guiding Coalition Team - bi-monthly meetings and district training with PLC coordinators.
  3. Student Study Team (SST) of non-classroom educators and mental health staff to use a support lens for assessing and addressing student social, emotional, and behavioral needs.

## Math Reasoning and Major Content (Academic Goal)

- a. If math teachers prioritize important math standards and teach specifically to those standards, then students will be able to increase performance and growth in state and district math assessments. Prioritized learning targets will allow teachers to focus on best instructional practices in math: metacognitive learning, questioning strategies, collaborative talk moves, prioritized formative assessment with teacher feedback.
  - i. **Performance Indicators:** The overall RIT scores for 75% of students who completed all three Math MAP assessments for the 2020-2021 school year will increase by an average of 4 points from Fall MAP to Spring MAP assessments. 2. 60% of students will demonstrate proficiency in grade-level math reasoning by the end of May 2021 as measured by a West Jefferson Middle School vertical math reasoning rubric.
  - ii. **Implementation:**
    1. Math Learning Lab model with a focus on prioritized standards for learning and relational and cognitive engagement.
    2. Math department weekly work in the Teaching/Learning cycle to prioritize standards, implement best instructional practices, analyze student data, and feedback to guide instruction.

The RIT (Rasch Unit) scale is an equal interval scale that allows instructional growth at different ages and grade levels to be accurately measured over a period of time; e.g., a student whose RIT score increases from 165 to 170 between two test seasons has experienced the same amount of growth as a student whose score increases from 280 to 285. Improving math reasoning has been an ongoing goal for us since past MAP testing identified gaps in certain subareas in the math assessment, particularly among students in advanced math classes.

On the process goal, we have found that the Student Study Team (SST) approach has been both helpful in meeting highly impacted students' academic and social-emotional learning needs and in improving their engagement in remote learning. We would like to expand how many students we serve this way. It was asked if we have enough non-classroom educators to support the number of students the school would like to serve with SST. The number of students receiving SST intervention varies by the non-classroom educator's role, with administrators working with 8-10 students each and counselors working with 15+ students each. It was asked if community members could assist with SST; they would need to have a current teacher's license.

# WJMS ACCOUNTABILITY MINUTES

January 2021

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## Health and Safety

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As a standing agenda item for the committee, the health and safety guidelines previously followed during hybrid learning will resume as before, with the exception that neck gaiters will not be an option for a face mask.

We have had many family and community questions about how schools are addressing mental health issues arising during remote learning. We have increased teachers' office hours to give students an opportunity to express needs without having to do so in front of classmates and increased use of [Securly Classroom](#), a classroom management tool that gives teachers additional capabilities to guide, monitor and communicate with students.

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## Open Forum

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Several attendees expressed appreciation for the staff's work in recent months. It was asked what families can do to support staff. One attendee stated they have written e-mails to board supporting a return to hybrid learning and was wondering what they can do other than being a vocal parent. Families are encouraged to continue reaching out to the board and interim superintendent to express their support for a return to hybrid and in-person learning. Wes Paxton at Conifer High School and Kim Halingstad have heard many families' feedback about the different situation in mountain communities re positivity rates. The board is committed to bringing students back and is aware of the mountain area's support of a return to hybrid learning.

It was asked what the Group 1b subgroups for COVID-19 vaccination in Jeffco look like for school staff. Our understanding is that the first/earlier round of 1b includes area nurses, clinic aides, and special education center program staff (e.g., Affective Needs, Autism Spectrum Disorder, Deaf/Hard of Hearing, and Significant Support Needs) and the second round includes teachers and administrators. Additional information was sent to school administrators in the Leadership Memo during the meeting, so we may have more information to share soon.

If any topic comes up that families want to hear more from the school about, please reach out to Kim or Tricia. If you have questions, other families may have the same question as well.

Meeting adjourned at 3:12 pm.

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## Next Meeting

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Date: 2/8/2021

Time: 2:45 pm

Location: WJMS / Zoom

# WJMS ACCOUNTABILITY MINUTES

January 2021

## Appendix: Spring 2021 Hybrid Schedule

### WJMS 2021 CALENDAR

#### JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
	1 A	2 A	3 B	4 B	5	6
7	8 A	9 A	10 B	11 B	12	13
14	15	16 A	17 A	18 B	19 B	20
21	22 A	23 A	24 B	25 B	26	27
28						

#### MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
	1 A	2 A	3 B	4 B	5	1
2	8 A	9 A	10 B	11 B	12	13
14	15 A	16 A	17 B	18 B	19	20
21	22 A	23 A	24 B	25 B	26	27
28	29	30	31			

#### APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	1
2	5 A	6 A	7 B	8 B	9	10
11	12 A	13 A	14 B	15 B	16	17
18	19 A	20 A	21 B	22 B	23	24
25	26 A	27 A	28 B	29 B	30	31

#### MAY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 A	4 A	5 B	6 B	7	8
9	10 A	11 A	12 B	13 B	14	15
16	17 A	18 A	19 B	20 B	21	22
23	24 A	25 A	26 B	27	28	29
30	31					

	Remote Learning for All
	Blue Day
	Silver Day
	Teacher Work Day/No Students
	No School
	Holiday

A = Group A students A-J

B = Group B students K-Z