

WJMS ACCOUNTABILITY MINUTES

September 2017

Date | 9/11/2017 | Meeting called to order by Sara Miller

In Attendance

<input checked="" type="checkbox"/> Jennifer Baker	<input type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input checked="" type="checkbox"/> Steve Cox	<input checked="" type="checkbox"/> David Fennimore	<input checked="" type="checkbox"/> Sara Gilloth
<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Salesa Hancock
<input checked="" type="checkbox"/> Patti MacLennan	<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Clara Mizenko
<input checked="" type="checkbox"/> Paul Pinaretta	<input checked="" type="checkbox"/> Shea Robinson	<input checked="" type="checkbox"/> John SeEVERS
<input checked="" type="checkbox"/> Kristy Sjogren	<input checked="" type="checkbox"/> Kyle Stielow	<input checked="" type="checkbox"/> Heather Swegle
<input checked="" type="checkbox"/> Lynn Westfall	<input checked="" type="checkbox"/> Bridget Williams	

Welcome and Introductions

All attendees introduced themselves with their name and role in relation to the school (staff, parent, or community member). First-time attendees at the meeting included Sara Gilloth, Salesa Hancock, and Paul Pinaretta, all parents of current students, and Clara Mizenko, a teaching intern with Patti MacLennan.

What is Accountability?

The school accountability committee is the only state-mandated committee at the school level that incorporates school administration, teachers and staff, families, and community stakeholders to discuss the School Improvement Plan, safety and security, school budget, and other items that may need to be brought up for discussion in an open setting.

Please reach out to Sara Miller, Kim Halingstad, or Becky Brown when you need something added to the agenda.

Handouts used by the committee were circulated:

- [Issue/Concern Form](#) - a printable form that anyone can complete and turn in to the office, then reviewed by the chair(s) and administration before being brought to the committee;
- [Bylaws](#);
- [Meeting norms](#); and
- Intent to participate form - an optional form for potential members to opt in for receiving agendas and minutes via e-mail and to be counted for voting when a vote becomes necessary.

Principal's Report

Kim Halingstad gave the principal's report. Becky Brown will be returning part-time later this week, then be cleared to work full-time in the next few weeks. She hopes to have her other hip replacement done closer to Thanksgiving so the holiday break can be part of her recovery time.

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Enrollment: We have right around 540 students right now, compared to about 560 at this point in other years. The 8th grade class is very small, about 160, and the 6th and 7th grade classes each have closer to 200 students.

Staff changes: We have several great new hires this year, including counselor Jen Baker, sixth grade ELA teacher Devon Bar Hoover, PE teacher Stephen Johnson, social worker Bridget Williams, and computer applications teacher Jason Wooldridge. We have chosen to offer Computer Applications as a required-once elective for sixth grade students to help our students become comfortable with many of the digital tools they will be using in middle and high school. This allows core classes to focus more on content.

Back-to-School Night: This year we tried a format that allows families to follow their student's schedule(s). We have heard uniformly positive feedback in response. Sara asked the meeting attendees if there was anything they wished they had learned at the event:

- Knowing where a student's lunch falls in their schedule, so families can encourage their student for planning the best times for bathroom breaks and locker visits. Teachers in periods just before and after lunch can say "students go to lunch from here" and "students come here from lunch".
- Knowing that Advise is shorter than other class periods.
- Unified communication on what students are expected to know or be able to do at the end of a course.

UIP Update

A single-page summary of the school's 2016-2017 CMAS data was provided as a handout; it is appended following the end of the minutes. Our students exceeded state and district performance at all grade levels. Writing and math will continue to be in our School Improvement Plan goals.

It was asked why our math scores trend downward in 8th grade math. Existing gaps in student knowledge become apparent in Math 8 and Algebra. As we enter the third year with this format of test, we have gotten better at finding and addressing gaps in response to areas where students have struggled with testing.

Clarification of the multiple 7th and 8th grade math options was requested. We have multiple math pathways based on a student's math placement needs; the accelerated pathways allow students to take algebra or algebra and geometry in middle school. This is assessed by a combination of a student's CMAS scores (high Meets or Exceeds), MAP scores (\geq 80th percentile), if a student's ALP includes the Quantitative strength area (which is preferred but not required), and the student's results on the WJMS math placement test. A copy of the math pathways is appended following the end of the minutes.

An explanation of median growth percentiles was requested. If a student scored at a certain value, they are compared to other students with similar scores the prior year. A growth percentile of 50 percent or higher shows good growth. All of our scores went up in the 2016-2017 school year; our staff worked last year to norm the vocabulary we use about writing to support our thinking.

We will dig more deeply into the data and how it can be practically applied in our classrooms at the October meeting. It was asked if we can address math alignment with elementary to high school at the meeting; this will be included on the agenda.

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New Business

Social-Emotional and Counseling

The social-emotional and counseling team were asked to present to the accountability committee. Their motto this year is WISE: Whole Child, Inspiration, Support, and Empowerment.

Social-Emotional Learning Specialist David Fennimore spoke to what the team has planned for students with social and emotional development. While it sounds like it could be touchy-feely, a lot of the teaching goes hand-in-hand with academics. For example, the SEL competency of self-awareness helps students see what they are good at, how to improve on it, and feel optimistic about the future. We talk about behaviors we want to represent ourselves, that represent a model student, and how to integrate those ideas. The school has purchased the [School-Connect](#) curriculum, which includes lessons that will be taught every other week through Advise classes, so students will be receiving this along with academic support to build up their social and emotional skills. We want to be able to support all students at all times and we have a strong team to do that. We look forward to having family support for our mental health mission.

Counselor Shea Robinson (6th grade M-Z and 7th grade) wants students to know we hold their social skills in just as high esteem as their grades. We act as guides, but students are doing the work and we want to encourage them to make the best choice. We are intentional in our language and are working to be very positive in that language with students.

Social Worker Bridget Williams works with students with more intensive needs, such as students with Individualized Education Program plans (IEPs) and in the Significant Support Needs program. We bridge a lot of gaps to support our students and connect them to services.

Counselor Jen Baker (6th grade A-L and 8th grade) elaborated on the empowerment piece of the team's motto. We want to help our students build the skills they need to be successful and find relevancy to help them connect that to their own skills. We are practicing restorative justice, building a culture of respect and knowing others well enough to hurt one another less. We also run the WEB program - Where Everybody Belongs - to ease the transition to middle school for sixth graders and give eighth graders the opportunity to lead. We want to deliver our mission by building relationships with students, families, teachers and staff, and the community, through interactions from one-on-one to whole class, whole school, and community level.

The team will be delivering an online counseling needs assessment and in-person anti-bullying programming in the next few weeks through social studies classes. They will be going into classrooms every month covering different topics. If there's a topic you want the team to cover, please reach out and let them know.

Research has shown that every hour of work done on social-emotional learning, you get 11 hours' return on it. There is additional data on its effect on grades and test scores on [David's webpage](#).

Health/Wellness policy

Kim Halingstad spoke about the updated food guidelines that have come from district, state, and federal requirements. She brought copies of two handouts from [Jeffco Healthy Schools](#):

- [Wellness Policy Requirements](#)
- [Family and Classroom Shared Food Resource](#)

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The school continues to have three exemptions usable for events, such as the school carnival. The PTA's school store also takes the guidelines into consideration.

Students are allowed snacks in middle school with a few exceptions: no snacks in science classrooms or computer labs, and students may only bring water into classrooms or in the hallways. (Other drinks can be kept in lockers until lunch.) We encourage families to send healthy snacks with their students and be mindful of allergies. It was noted that many families felt there was a disconnect at Back-to-School Night about no snacks due to allergies.

Sara will relay meeting information for families to attend the district wellness meeting and offer feedback.

[Jeffco Start Time Survey](#)

Sara reported an update on the start time survey from an involved party in the Evergreen articulation area. She summarized for the meeting that results from the spring survey will be communicated soon, there is overwhelming support for changing the start time, and that the district is planning a feasibility study. The superintendent is supportive if a cost-neutral solution can be found.

[Good News / Great Things](#)

Many seventh graders seem to be very happy this year. Not all are, but we are working on it!

[Open Forum](#)

A few concerns were expressed about the dress code. Bandanas cannot be worn as a hair accessory as a district policy; scarves and similar items are allowed, but bandanas are specifically prohibited. It was asked if dress code can be enforced more consistently as students are seeing peers get away with leggings with tops that do not completely cover the wearer's bottom and belly shirts. Dress code can be discussed at a future meeting.

We are not a closed committee; please feel free to invite anyone that may be interested in attending future meetings!

Meeting adjourned at 3:39 pm.

[Next Meeting](#)

Date: 10/9/2017

Time: 2:30 pm

Location: WJMS Library

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Appendix 1: CMAS Data


★ ★ ★ **WJMS CMAS DATA** 2016 - 2017


ACHIEVEMENT SCORES

WE EXCEEDED STATE AND JEFFCO PERFORMANCE

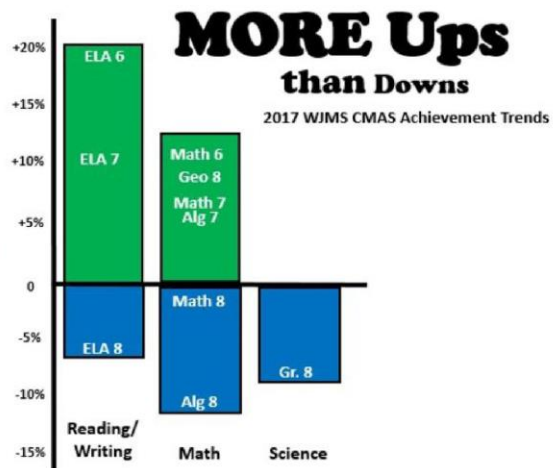
ALL GRADE LEVELS

 ELA 6, 7, and 8 (includes Science and Social Studies Literacy)

Math 6 and 7, Algebra, and Geometry 

 8th Grade Science

ACHIEVEMENT TRENDS



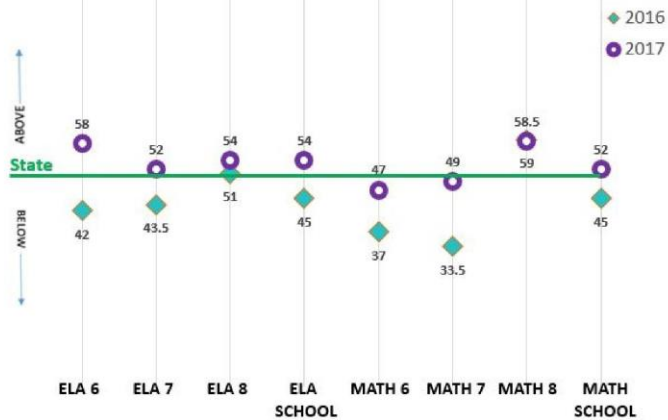
PERFORMANCE RATING

WJMS received a MEETS rating in the areas of Academic Achievement, Academic Growth, and Test Participation Rate



GROWTH

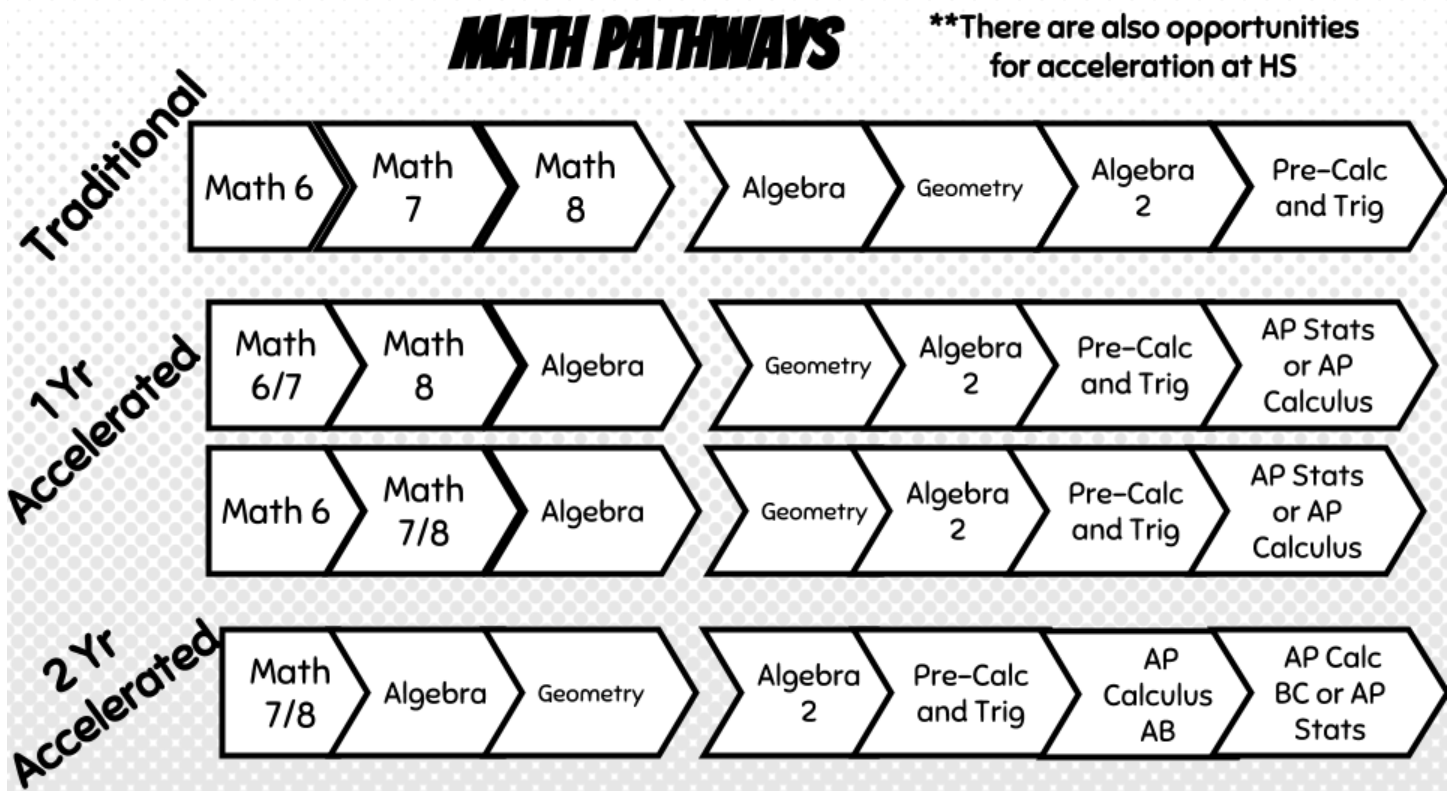
WJMS CMAS GROWTH (Median Growth Percentiles)



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Appendix 2: Math Pathways



(Source: Elementary Math Presentation, given by Mika Melvin to Conifer-area elementary schools in spring 2017)

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<input type="checkbox"/> Salesa Hancock	<input checked="" type="checkbox"/> Diane Lowry	<input checked="" type="checkbox"/> Patti MacLennan
<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Clara Mizenko	<input checked="" type="checkbox"/> Janet Moore
<input type="checkbox"/> Paul Pinarretta	<input type="checkbox"/> Shea Robinson	<input type="checkbox"/> John SeEVERS
<input checked="" type="checkbox"/> Kristy Sjogren	<input type="checkbox"/> Kyle Stielow	<input checked="" type="checkbox"/> Tammy Story
<input checked="" type="checkbox"/> Heather Swegle	<input type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Bridget Williams

Approval of Minutes

The August minutes were posted to the school website and distributed via e-mail. A motion was made, seconded, and passed to accept September minutes without revisions. The vote was unanimous.

Welcome and Introductions

The group did a quick round of introductions; new to the meeting for this school year were parent Diane Lowry and our area achievement director Dan Cohan.

Principal's Report

Becky Brown gave the principal's report. We have hired a long-term substitute for a special education teacher currently on administrative leave; Char O'Brien is highly qualified in special education. The fall social had phenomenal turnout - about 260 students - and many drop-in parent volunteers. The Turkey Trot fundraising event is coming up on November 3rd; a copy of the information letter is appended to the minutes.

UIP Update

Copies of a written summary and infographics of our students' CMAS testing growth were circulated and are appended to the minutes. As these materials were reviewed, it was communicated that we will continue to focus on math and writing, and on areas where there are gaps. It was asked if teachers felt the test scores reflect what they see in classes; the consensus was yes. Patti MacLennan added that she feels the Algebra 8 results reflect students perseverating on some questions.

Inspired by the book *Learning in the Fast Lane* (Rollins, 2014), several math and special education teachers are working with administration to try front-loading vocabulary and practicing essential prerequisite skills for a group of eighth grade students that receive academic intervention support for math. The teachers will track how the students receiving this accelerated support approach do throughout the year in their regular math class.

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Strategies that teachers are using to address our UIP include small-group targeted instruction, keeping students in the loop with their personal test data to help them see areas they can work on, and encouraging students to come in for reteaching. One teacher has stated that if they see a widespread deficiency, they will reteach that lesson to their entire class. Many teachers are modeling expectations for writing, working with students on the rubric standards, and helping students choose books to read appropriate to their Lexile levels.

Math teachers want families to know that there is often not enough time in class for students to do the repeated independent practice that we know builds math skills. Supporting students at home to do two or three hours per week in supervised practice using [Khan Academy](#), [MobyMax](#), [ALEKS](#), or other math websites that build student efficacy could pay off in tremendous gains in our students' math skills. Teachers are doing more formative assessment and reflections on learning to help students self-assess what they "got" and need to work on. Released PARCC questions available online use real-world types of questions, pushing students to identify tasks and use math skills to solve them. Problem-Based Learning (PBL) has really helped our students build their skills in identifying parts of a problem and thinking of different ways to approach a question.

It was asked if teachers have students teach peers within classes in addition to teacher-directed learning. We are doing this in classes with methods including think-pair-share and table talk. While we are doing a lot of collaborative work and critical thinking, we are doing parts of PBL in all content areas -- just not all day, every day.

It was asked if there is messaging the committee can give to parents about what students are working on? The major curriculum units of study are already on the school website, but we could look at messaging that more specifically addresses what students are working on, along with links to supplemental math sites and the caveat about supervised independent practice.

Math Alignment

Our math teachers have been working with high school teachers to align secondary math curriculum delivery. In the 2016-2017 year, this included discussing concept rollout and resources. While there is a lot of commonality in what we do, it is the job of middle school math to make sure that students get a lot of exposure to rigor and challenge prior to high school. Observing actual classes at the other school level helped both middle and high school math teachers to see we are delivering much of our concepts in the same way. We will continue working on alignment to ensure our students are ready when they get to statistics and calculus.

Old Business

Snack Policy Clarification

A request for clarification on the snack policy was made at the September meeting. Families got an impression at Back-to-School Night that snacks are not allowed at all in seventh grade classes. Administration conferred with seventh grade teachers at a team meeting and have the following to share out: all seventh-grade core classes, including science, allow snacks during any morning class period. Snacks are not happening in Mrs. Kavanaugh's classes because there has been an ant issue with her room, but she teaches elective classes and students may snack in other class periods before or after they are in her room. Please let other families know about this clarification; any additional questions may be directed to Mrs. Brown.

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Dress Code

It was asked at the September meeting how we can more consistently handle dress code. Any proposed changes to dress code must be run by accountability for approval. It was last revisited it about seven years ago, so revisiting it this year is quite reasonable. It was suggested to take dress code to a subcommittee to meet and report back to the committee; please contact Sara Miller if you are interested in participating.

New Business

Consolidation of the meeting schedule was on the September agenda but tabled to October. We are currently scheduled to have nine meetings in the 2017-2018 school year, but seven meetings would be more convenient as December and May are difficult months for many committee members to attend. A motion was made, seconded, and passed to remove the December and May meetings for the 2017-2018 school year. The vote was unanimous.

Open Forum

Drop-Off Lane Issues

A parent reported seeing issues with drop-off after staff on bus duty go inside. While students are doing well with not exiting cars outside of the designated drop-off zone, there is a concern that drivers cutting around other drivers waiting for or in the drop-off line after 7:20 am. A community stakeholder mentioned that being able to park in the center aisle without going around the loop has made arriving at the end of the school day much easier.

OCR Update

A parent asked if there was an update on the Office of Civil Rights (OCR) investigation that took place in the 2016-2017 school year and had some media coverage. Becky Brown stated that the investigation had a favorable resolution for the school and found that staff responded appropriately.

Meeting adjourned at 3:35 pm.

Next Meeting

Date: 11/13/2017

Time: 2:30 pm

Location: WJMS Library



October 10, 2017

All West Jeff Parents,

The PTA is excited to announce our first annual all-school **Turkey Trot Fun Run** fundraiser. It is our hope that the funds collected by your kids for this healthy event, will allow us to fully fund our 2017 and 2018 PTA budget. This budget includes funding for the 8th Grade Continuation Celebration, Scholarships for 6th graders attending Outdoor Lab, and other key events and projects.

Keeping with our theme of 'healthy schools', on Friday, November 3rd, all students at West Jeff will be invited to participate in the **Turkey Trot!** Here is how it will work:

- Students will walk, trot or run laps around either the track outside or the gym inside, for one hour. **The Jeffco Participant Release form must be signed and returned no later than Wednesday, November 1st to your student's Advise teacher, for your student to participate!**
- Students will be asked to collect sponsorships and donations from friends and family for the fundraiser. The students will run by grade at different time intervals. We highly encourage you to come and cheer them on! See the sponsor form for which grade will run at which time. **The goal the kids are shooting for is \$100 in donations.**
- Students will use the sponsor form given to them today, October 10th, to seek donations (\$10, \$20, \$25, \$50, and higher) from friends, family, businesses, etc. **All donations are 100% tax deductible.**
- Forms and donations, either in cash or checks, will need to be turned in **no later than Thursday, November 2nd**. Please note: **for every \$50 of donations a student brings in before Friday, October 27th, their name will be put into the daily drawing for prizes that begins Monday, October 30th**. Students should use the white, letter-sized envelope that will be given to them in their manila packet, to turn in their sponsor form and all cash/checks received as soon as they have collected. **All money should be turned into their Advise teacher.**
- A list of prizes and incentives can be found in the information packet. Advise classes will be encouraged to wear bright clothing, neon, crazy socks, tutus (over shorts or yoga pants), running gear, Turkey Trot t-shirts they have earned or purchased, or anything fun and **school appropriate**, on run day! Teachers, staff and administration will be participating with the students.

As always, thank you for your generous support for West Jeff Middle School!

Becky Brown
Principal

Beth Bunchman
PTA President

Sandy Blaylock
Turkey Trot Chair

West Jefferson Middle School 2017 - 2018

School Accountability Report

October 2017

CMAS Data Analysis Process

Teachers met in small groups to examine CMAS data trends and identify root causes during staff meetings in August and September. Teachers discussed celebrations, significant trends, and possible root causes. This work was used to decide on the priority performance challenges and set goals for 2017-2018. After goals were identified, teachers met in departments to begin to define major improvement strategies and department action steps. **See infographics for Math and ELA CMAS Performance

Notable Trends (See the Infographics on Math and ELA CMAS Performance to reference the data.)

Positive Trends:

Academic Achievement and Growth

- In 2016 - 2017, WJMS scores were above the state and district in ELA 6, ELA 7, ELA 8, Math 6, Math 7, Algebra 7, Algebra 8, Geometry 8, and Science 8. (See overall graph on both ELA and Math Infographics)
- From 2014-2015 to 2015-2016, there was an increase in the percentage of students that Exceeded/Met Expectations in 8th grade ELA, 8th Grade Algebra, and 8th Grade Science.
- The percentage of students that exceeded performance level expectations increased by 8.2% in ELA 6 and increased by 6.6% in ELA 8. This also represents a drop in the number of students that were below a meets rating.
- The Median Growth Percentile (MGP) in ALL grades, for both Math and ELA, increased or remained the same from MGPs in 2015-2016. (See Median Growth Percentiles graphs)

Math

- The Math Reasoning scores (**UIP Focus Area**) increased from 2015-2016 in Math 7, Math 8, Algebra 7, and Geometry 8. (See Math Trend Changes graph - For SPF)
- When compared to cohort scores, the Math Reasoning scores (**UIP Focus Area**) increased in Math 7, Math 8, Algebra 8, and Geometry 8. **Our UIP Goal in 2015-2016 was to increase 3% or more in each math class. We partially met this goal by achieving 3% growth in 8th grade. (See Math Trend Changes graph - For UIP)
- The percentage of students that met performance level expectations in Math 6 increased by 11% (while the percentage of students that exceeded expectations stayed relatively stable at 7%).
- 100% of students in Algebra 7 and Geometry 8 met expectations.
- The MGP in Math 8 (58.5) was higher than the state (51) and district (49).
- The MGPs for students on an IEP were above the state and district in both ELA and Math. In math, the MGP changed dramatically (from 28 to 50) from 2016-2017.

ELA

- The Written Expression scores (**UIP Focus Area**) increased dramatically from 2015-2016 scores in ELA 6 (increase from 49% to 73%) and ELA 7 (increase from 41% to 56%). (See ELA Trend Changes graph - For SPF)
- When compared to cohort scores, the Written Expression scores (**UIP Focus Area**) increased in all grade levels. **Our UIP Goal in 2015-2016 was to increase 3% or more in each grade and this goal was met. (See ELA Trend Changes graph - For SPF)
- The MGPs in ELA 6, ELA 7, ELA 8 were above the state MGPs. The MGPs in ELA 7 and ELA 8 also were above district MGPs. Our overall MGP for all students in ELA was above both the state and district.

Negative Trends:

Academic Achievement and Growth

- When looking at the 2016-2017 scores, the percent of students that Meet/Exceed Expectations decreases from 6th to 8th grade in both ELA and math (this includes when advanced math scores are added back into grade level calculations). (See overall graph on both infographics)
- The mean scale score (and percentile rank) for students that are eligible for Free/Reduced Lunch and students with disabilities is significantly lower than our general student population in Math, ELA, and Science. These areas received an Approaching or Does Not Meet rating on the WJMS SPF. (See SPF table)

Math

- In 2016 – 2017, WJMS scores were below the state and district in Meets/Exceeds in Math 8.
- From 2015-2016 to 2016-2017, the percent of students that Met/Exceeded Expectations dropped in Math 8 and Algebra 8
- The Major Content sub-content area is one of the lowest areas in grade-level math classes, while the Modeling sub-content area is one of the lowest in advanced math classes. (See Sub-Category Performance graphs)
- WJMS Median Growth Percentiles (MGPs) were below the state in Math 6 and Math 7. (See Median Growth Percentiles graph)
- WJMS MGPs for Gifted and Talented students were below the state and district in Math.

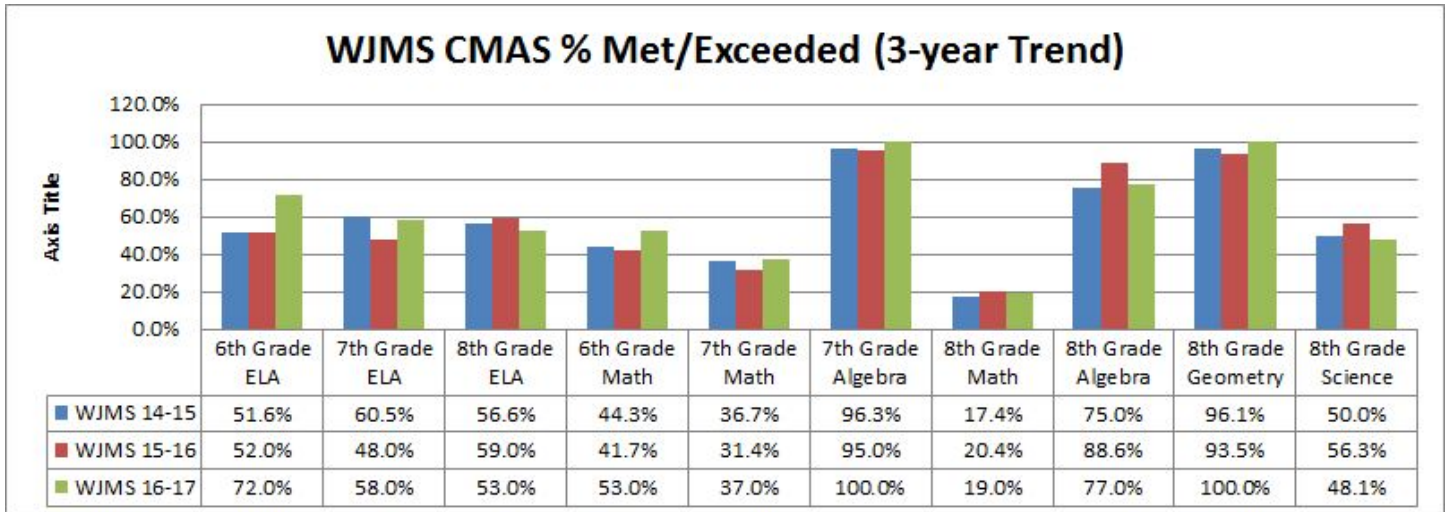
ELA

- From 2015-2016 to 2016-2017, the percent of students that Met/Exceeded Expectations dropped in ELA 8 and Science 8 (see ELA Trend Changes for SPF)

Subgroup Gaps

- There is a significant growth gap between FRL-Eligible students (MGP of 46 in Math, 44 in ELA) and non-FRL students (MGP of 54 in Math, 55 in ELA). There is also a gap in performance in science (23% FRL students Meet/Exceed compared to 52% of non-FRL students that meet/exceed). This resulted in an Approaching rating on the SPF in all three content areas.
- In Math, the MGP for males (55) is higher than females (49), while in ELA, the MGP for males (51) is lower than females (59). In Academic Achievement, the percentage of females who meet/exceed is higher than males in ELA (all grade levels have a 20% gap or greater) and grade-level math classes (where gaps range from 3% to 12%). In Science, the percentage of male students that meet/exceed (56.2%) is higher than female performance (39.6% meet/exceed).
- There are achievement gaps between ALP students and non-ALP students in all areas. In growth, the MGP for GT students is 3 points higher than non-GT students in both ELA and math.
- There are achievement gaps between students with an IEP and students without an IEP. However, in ELA, the MGP for IEP students is 3 points higher than for students without an IEP. In math, the MGP for IEP students is 3 points lower than for students without an IEP.

Three Year Trend Data (CMAS)



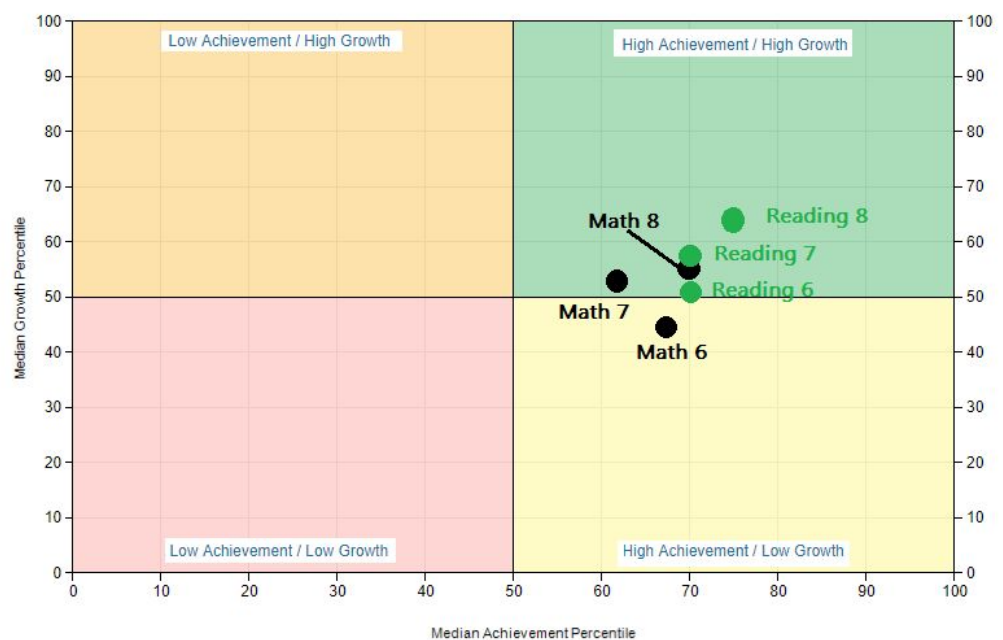
When looking at 3 year trend data, WJMS scores in 2016-2017 increased from the previous two years in ELA 6, Math 6, Algebra 7, and Geometry 8. There are inconsistent trends (they bounce up or down) in ELA 7, ELA 8, Math 7, Algebra 8, and Science 8. Math 8 scores have remained fairly consistent (between 17-20%).

School-Based Data (MAP, School Goal Data for Writing and Math)

In addition to CMAS, students take MAP (Measures of Academic Progress) in September, December, and May. Unlike CMAS, MAP is an adaptive test (it adjusts questions for students based on their answers) and is not bound by grade-level expectations. Thus, a student may have questions below, at, or above grade level. Also, unlike CMAS, MAP is norm-referenced. This means that student scores and percentiles are determined by comparing their scores against the performance of other students that took this test at the same age or grade level. This gives teachers different information than CMAS and allows teachers to adjust instruction on a more consistent basis (as data is readily available and the test is given multiple times throughout the year). MAP provides data for math and reading.

When looking at MAP data, most grades are showing high achievement and high growth. This means that both the median achievement percentile and median growth percentile are above 50. The graph to the right shows the data from last year.

Last year, teachers focused on growth in MAP with students by sharing their scores and helping students set goals around their MAP data. Our reading growth increased from 2015-2016 data, while math growth decreased at 6th and 8th grade (and stayed the same at 7th grade).



School goals were focused on Written Expression (specifically, informational and argumentative writing in ELA, Science, and Social Studies) and Math Reasoning.

Throughout the year, teachers were focused on writing in their content area. Students had multiple opportunities to practice writing and ELA teachers led a Back-to-Basics Writing Camp in January that focused on a PEAL writing structure. PEAL (Point, Evidence, Analysis, Link Back) provides a structure for students to write, ensuring that their paragraphs are complete and aligned to grade level expectations. ELA teachers also provided Professional Learning for content teachers around the PEAL strategy and the rubric is used across contents. Throughout the year, teachers progress monitored writing (using the PEAL rubric). At the end of the year, student growth was measured. 58% of students showed growth on the rubric (at least one level) from their beginning of the year assessment.

This table shows the number of students at each grade level and their overall performance on the writing prompts at the end of the year (there were 3 different prompts in different grade levels).

	6th Grade	7th Grade	8th Grade	Total	Percentage
Meets or Exceeds	32	52	62	146	28.35%
Approaching	106	80	113	299	58.06%
Partially Met	31	18	10	59	11.46%
Did not Yet Meet	5	3	3	11	2.14%
Growth	72	115	113	300	58.03%
No Growth	102	39	76	217	41.97%

In math, students had multiple problem-solving opportunities throughout the year (and at least once per unit). Math problem solving tasks required students to solve a real-world or higher-level thinking problem. In order to meet expectations, students needed to have a reasonable conjecture, a logical and complete progression of steps, precise calculations, grade-level vocabulary and symbols, and a complete justification of their conclusion.

Additionally, students were challenged to include generalizations or critiques of other approaches to exceed expectations. By the end of the year, 76% of students had shown growth in their math reasoning abilities from the beginning of the year. (See table to the right).

	Number of Students	Percentage
High	228	44.36%
Medium	228	44.36%
Low	46	8.95%
Did not Yet Meet	12	2.33%
Growth	393	76.46%
No Growth	121	23.54%

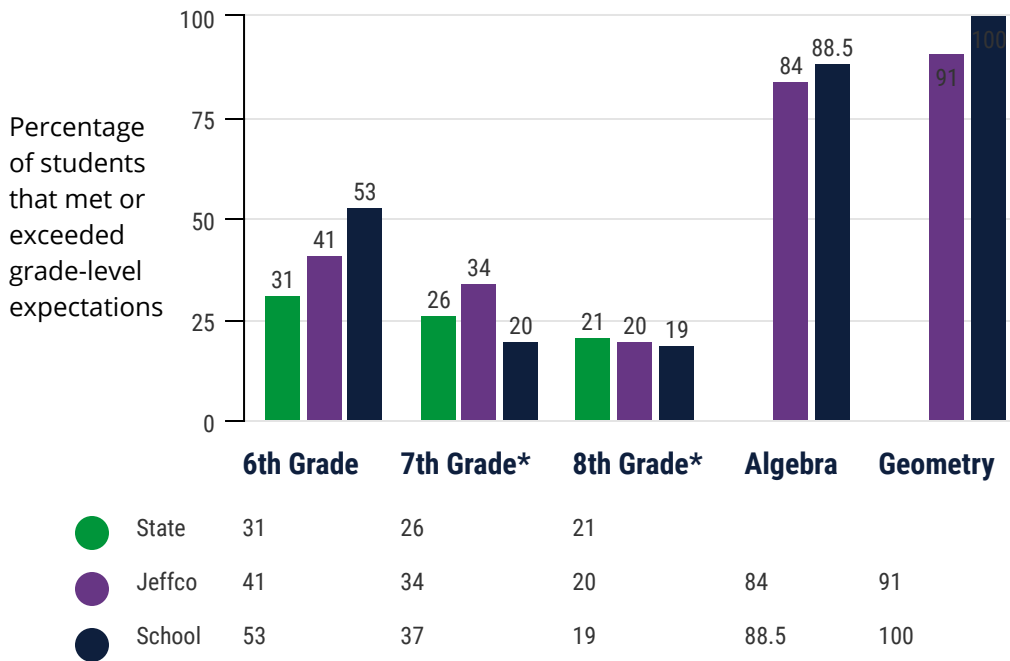
Priority Performance Challenges

Writing (Written Expression) has been a concern over multiple years. Our work with PBL, school-wide writing, and Back-to-Basics writing camp this last year improved written expression scores in all grade levels. It continues to be one of the lowest areas in 7th and 8th grade ELA. We will continue to focus on this area to ensure our growth continues and strengthen our achievement scores.

Math achievement and growth continues to be a concern as well. The claim of Expressing Mathematical Reasoning was one of the lowest areas in all math levels last year and we saw growth in most classes. It continues to be a need. In addition, a focus on major content is needed in grade-level math classes and modeling in advanced math classes.

Math CMAS Overview

key data points for West Jefferson Middle School, 2016-2017



Exceeded state and district performance in most areas

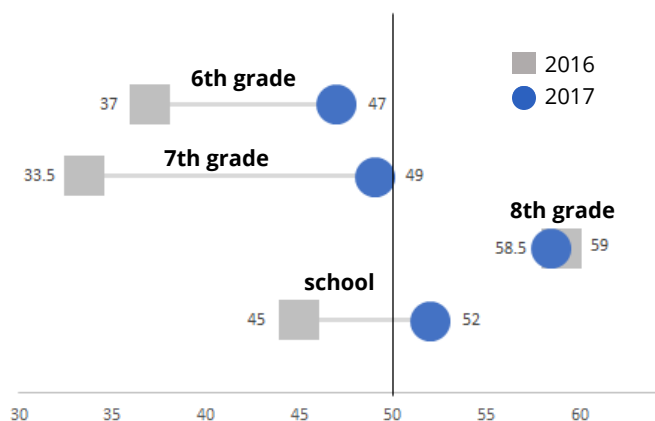
7th and 8th grade students in Algebra or Geometry take the CMAS test that matches their class. Students in other advanced math classes still take the grade level math test.

As a result, the percentages in 7th and 8th grades do not reflect performance for all students in these grade levels.

School Performance Framework (SPF)

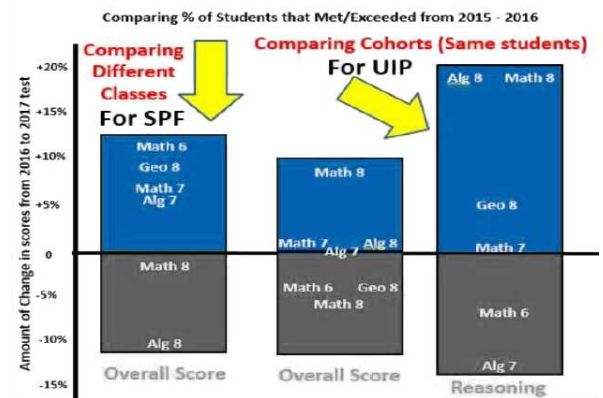
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
Math	All Students	515	97.1%	743.4	79	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	79	98.9%	727.5	40	.5 / 1	Approaching
	Minority Students	56	90.8%	731.9	52	.75 / 1	Meets
	Students with Disabilities	52	96.4%	711.3	6	.25 / 1	Does Not Meet

Median Growth Percentiles



Median Growth Percentiles increased from 2015 scores in 6th and 7th grades. They remain above the state average in 8th grade. Subgroups with an MGP below 50 include students that receive free and reduced lunch (46), females (49), and students that were at or above the benchmark the previous year (48).

Achievement Trends

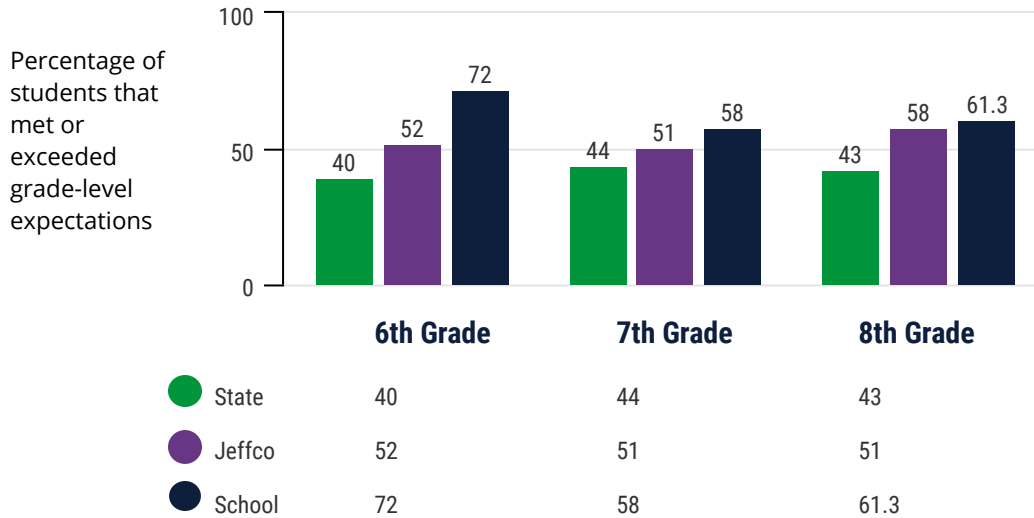


Achievement trends look at the percentage of students that met or exceeded grade level expectations on CMAS. The SPF compares growth from year to year (not cohort groups). The WJMS UIP goals were based on cohort groups, with a goal of 3% growth for each grade level in the sub-area of Math Reasoning.

ELA CMAS Overview

key data points for West Jefferson Middle School, 2016-2017

All grades exceeded state and district performance

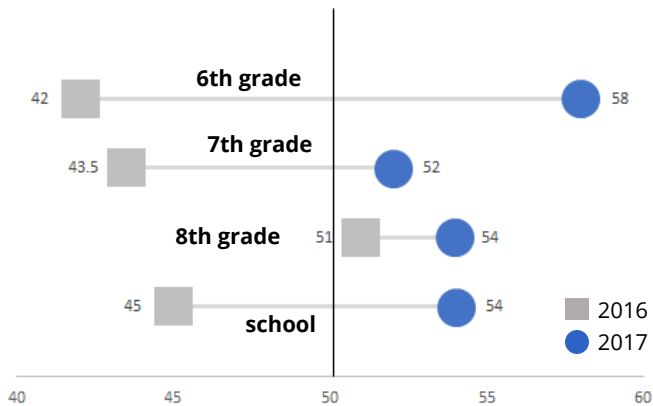


School Performance Framework (SPF)

ACADEMIC ACHIEVEMENT

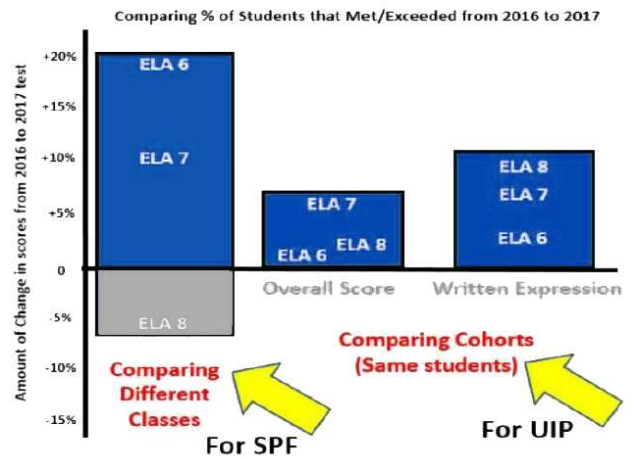
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
English	All Students	515	96.9%	750.2	74	6 / 8	Meets
Language Arts	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	79	98.9%	730.6	27	.5 / 1	Approaching
	Minority Students	56	90.8%	744.1	60	.75 / 1	Meets
	Students with Disabilities	52	96.4%	715.1	4	.25 / 1	Does Not Meet

Median Growth Percentiles



Median Growth Percentiles increased from 2015 scores and are above state levels in all ELA area. MGPs for students who receive Free/Reduced Lunch (44) and Hispanic student (46) were significant lower than grade level means

Achievement Trends



Achievement trends look at the percentage of students that met or exceeded grade level expectations on CMAS. The SPF compares growth from year to year (not cohort groups). The WJMS UIP goals were based on cohort groups, with a goal of 3% growth in the sub-area of Written Expression.

WJMS ACCOUNTABILITY MINUTES

November 2017

Date | 11/13/2017 | Meeting called to order by Sara Miller

In Attendance

<input type="checkbox"/> Jennifer Baker	<input checked="" type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input checked="" type="checkbox"/> Dan Cohan	<input checked="" type="checkbox"/> Steve Cox	<input type="checkbox"/> David Fennimore
<input checked="" type="checkbox"/> Sara Gilloth	<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad
<input type="checkbox"/> Salesa Hancock	<input type="checkbox"/> Diane Lowry	<input checked="" type="checkbox"/> Patti MacLennan
<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Clara Mizenko	<input checked="" type="checkbox"/> Janet Moore
<input type="checkbox"/> Paul Pinarretta	<input type="checkbox"/> Shea Robinson	<input checked="" type="checkbox"/> John SeEVERS
<input type="checkbox"/> Kristy Sjogren	<input type="checkbox"/> Kyle Stielow	<input type="checkbox"/> Tammy Story
<input checked="" type="checkbox"/> Heather Swegle	<input type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Bridget Williams

Approval of Minutes

The October minutes were posted to the school website and the link distributed via e-mail. (The file was not sent as an attachment due to file size.) There was no vote to accept the October minutes.

Principal's Report

Becky Brown gave the principal's report. She began with two staff update items:

- 7th & 8th grade teacher Emily Wiechec had her baby last week. Cindy Klinker will be her long-term substitute beginning Wednesday, November 15.
- Becky Brown will be having her second hip surgery this Friday, November 17 and be out for 2-3 weeks before returning part-time shortly before winter break. She will be sending out a School Messenger so the community is informed of the situation.

We had a tremendous turnout for the Veterans Day celebration last week. Thank you to Amy Gutierrez Baker and Laura Garrison for their work organizing the event. We have a lockdown drill scheduled in December; staff have been notified in advance of the date and approximate time.

UIP Update

A single-page handout summarizing the school's 2017-2018 Unified Improvement Plan (UIP) was circulated; it is appended after the end of the minutes. Our goal is to increase the academic achievement percentile for students that have Individual Education Plans (about 13-14% of our overall student body) and students that are eligible for the free or reduced-price lunch program (about 18% of our student body; there is some overlap with students that have IEPs) to improve by 3% in writing and 4% in math. We have found in the past that what works for targeted groups usually works for all students.

WJMS ACCOUNTABILITY MINUTES

November 2017

It was asked how interested parties could see the entire UIP document. They can make an appointment with Mrs. Brown or Mrs. Halingstad, who can log into the Colorado Department of Education's website and pull the action steps for our plan. The total document is about 24 pages.

Problem-Based Learning Question

It was asked who comes up with Problem-Based Learning (PBL) units and how they work. Every core subject plans for one PBL unit per trimester; some are cross-curricular. Teachers plan with the support of district-level subject and PBL experts, then plan within the guidelines of curriculum and existing PBL parameters.

Follow-up questions included whether we are increasing our use of art in PBL units since we are a STEAM school (we are working on that) and whether it was clear what 7th grade students were supposed to get from The Martian PBL unit. It was asked if the student that was not clear on the expectation had checked teachers' websites; this was unknown. PBL work shifts the cognitive load onto the student, which works better for some students than others.

It is an expectation for teachers this year to communicate rubrics, intermediate and final deadlines, and other PBL unit expectations via their websites as well as in classes. We want families to understand that core concepts are not being skipped or compacted to accommodate Problem-Based Learning.

The committee will take a deeper dive into PBL at the January meeting.

Culture and Climate Issues

A few recent issues surrounding culture and climate were brought to the meeting for discussion.

Discipline

We have had a recent uptick in students with "vaping" or e-cigarette devices. There are consequences for students that bring these devices on a bus or campus as the items are considered smoking paraphernalia, regardless of whether the liquid in the devices contains nicotine. We are asking parents to talk with their students about these devices and possible health risks thereof. Parents are also encouraged to speak with their students about not trying alcohol during middle school as we have had a few alcohol-related issues this year.

Office of Civil Rights report

A Denver television station covered the Office of Civil Rights investigation report last week and the coverage was discussed on local community groups on social media. The news report suggested that the issues were pervasive and that the OCR report was not complete. If anyone has concerns about the issue, they may contact the school.

Student Behavior in the Community

A new frozen-yogurt business in Aspen Park posted security images of youth making poor behavior choices on social media. We cannot control what students do once they are off school grounds. Businesses need to contact the sheriff's office when students are misbehaving in public places. School administration can contact parents if the business identifies the student.

It is difficult when students do not have a safe place to go after school other than businesses. This happens in other communities as well, but the difference is that fewer students go to other students' homes after school due to geographic distance. We have great kids and they sometimes make poor choices, but students need to be called on those choices, not trashed on social media.

WJMS ACCOUNTABILITY MINUTES

November 2017

We have looked at after-school programming options but money is an issue – e.g., we have been working with Boys and Girls Club, but getting that off the ground requires funding. We need to offer students opportunities but that requires adults to do the work, find funding, and arrange space. A parent asked if the committee can look at the feasibility of a public-private partnership to do something like building on the school property, but work like park and recreation districts do with other schools. This could be a great long-term option.

We would like parents to encourage their students not to go out to businesses after school without an adult. We also want to encourage families to patronize the businesses during times that students are having issues to dissuade students from making poor choices.

Dress Code

This was tabled for discussion to a future meeting.

Open Forum

Start Time Task Force Update

Dan Cohan was asked to provide an update on the Start Time Task Force; an e-mail was sent to our community members last week. The mountain area task force did modeling using West Jefferson Elementary School to look at how bus routes would work with early elementary and later middle and high school start times. It is possible this would require a different bus route model, like RTD's Park-N-Ride consolidated stops, compared to the current school bus routes that go through neighborhoods. Dr. Glass has looked at the mountain area modeling and expressed interest in looking at the start time issue at a district level. There will be a lot of planning with an expected first meeting in February 2018; if anything does change, it would not happen before the 2019-2020 school year. Interested parents may contact Julie Maus, who coordinated the mountain area task force, or Dan Cohan.

Meeting adjourned at 3:34 pm.

Next Meeting

Date: 1/8/2018

Time: 2:30 pm

Location: WJMS Library

WJMS UIP 2017-2018

Goal: To increase the academic achievement percentile of students with IEPs and students that are eligible for free or reduced lunch by 3% in writing and 4% in math.

Focus

Students will support claim(s) with logical reasoning and relevant, accurate data and evidence, using accurate, credible sources to demonstrate an understanding of the topic.

On grade-level tasks, in major content strands, student will construct viable arguments, critique the reasoning of others, and attend to precision when making mathematical statements. (Math Practice Standards 3, 6)



Major Improvement Strategy #1: Problem Based Learning

Teachers will have **PBL planning time** throughout the year, including early release days, staff meeting time, and up to two release days. Teachers will submit PBL plans twice a year.

Teachers will engage in **differentiated professional learning** about PBL instructional practices.

Teachers will **reflect on instructional practices** in PBL using the planning templates and teaching rubric. Reflections will be shared with administration.

Evaluation team (administration, Achievement Director, evaluation coaches), will do **classroom walk-throughs** to examine trends and set goals with teachers around research-based instructional strategies.



Major Improvement Strategy #2: Differentiated Professional Learning

Teachers will engage in **differentiated professional learning** around PBL instructional practices, writing instruction, social-emotional learning, differentiated instruction, and choice sessions. Teachers can choose professional learning aligned to their goals and needs.



Major Improvement Strategy #3: Writing and Reasoning with Feedback

Teachers will **collect and evaluate writing samples** multiple times through the year in order to see trends in student writing and/or set individualized goals for writing.

Teachers will engage in **differentiated professional learning** around writing instruction and/or giving feedback.

Teachers will **confer with students, offer differentiated writing lessons, and/or participate in common scoring conferences** to help student set goals, measure progress, and improve achievement.

WJMS ACCOUNTABILITY MINUTES

January 2018

Date | 1/8/2018 | Meeting called to order by Sara Miller

In Attendance

<input type="checkbox"/> Jennifer Baker	<input checked="" type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input type="checkbox"/> Dan Cohan	<input checked="" type="checkbox"/> Steve Cox	<input type="checkbox"/> David Fennimore
<input checked="" type="checkbox"/> Sara Gilloth	<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingsstad
<input checked="" type="checkbox"/> Salesa Hancock	<input type="checkbox"/> Diane Lowry	<input checked="" type="checkbox"/> Patti MacLennan
<input checked="" type="checkbox"/> Mika Melvin	<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Clara Mizenko
<input checked="" type="checkbox"/> Janet Moore	<input type="checkbox"/> Paul Pinarretta	<input type="checkbox"/> Shea Robinson
<input checked="" type="checkbox"/> Mya Sapien	<input checked="" type="checkbox"/> John Seevers	<input checked="" type="checkbox"/> Kristy Sjogren
<input type="checkbox"/> Kyle Stielow	<input checked="" type="checkbox"/> Tammy Story	<input checked="" type="checkbox"/> Heather Swegle
<input type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Bridget Williams	

Approval of Minutes

The November minutes were posted to the school website and distributed via e-mail. There was no vote to accept the November minutes.

Principal's Report

Becky Brown and Kim Halingsstad jointly delivered the principal's report. They began with staff update items:

- Emily Wiechec will be returning from maternity leave on Friday, January 12.
- We are in the process of hiring a new paraprofessional for the position that became open with Janice Jones' retirement.
- Becky Brown is retiring at the end of this school year. Dan Cohan will be at the February accountability meeting to discuss the principal selection process.

The staff had two great days of professional development, one in our building on Thursday and around the district on Friday.

We are preparing for the School Showcase next Wednesday, January 17. The new format will have families visit stations with a passport. Details will be communicated in the next few days.

Registration for the 2018-2019 school year starts with our current eighth graders; Conifer High School counselors will be visiting our eighth grade social studies classes on January 16 and 17, then returning to collect completed paperwork on January 22 and 23. We will be visiting our feeder schools with sixth grade registration at the end of January. Registration for our current sixth and seventh graders will follow. It was asked if we have dates for 5th grade math testing set; no, but please plan on them being around late April. We are having vertical conversations with elementary and high school stakeholders about streamlining that process.

WJMS ACCOUNTABILITY MINUTES

January 2018

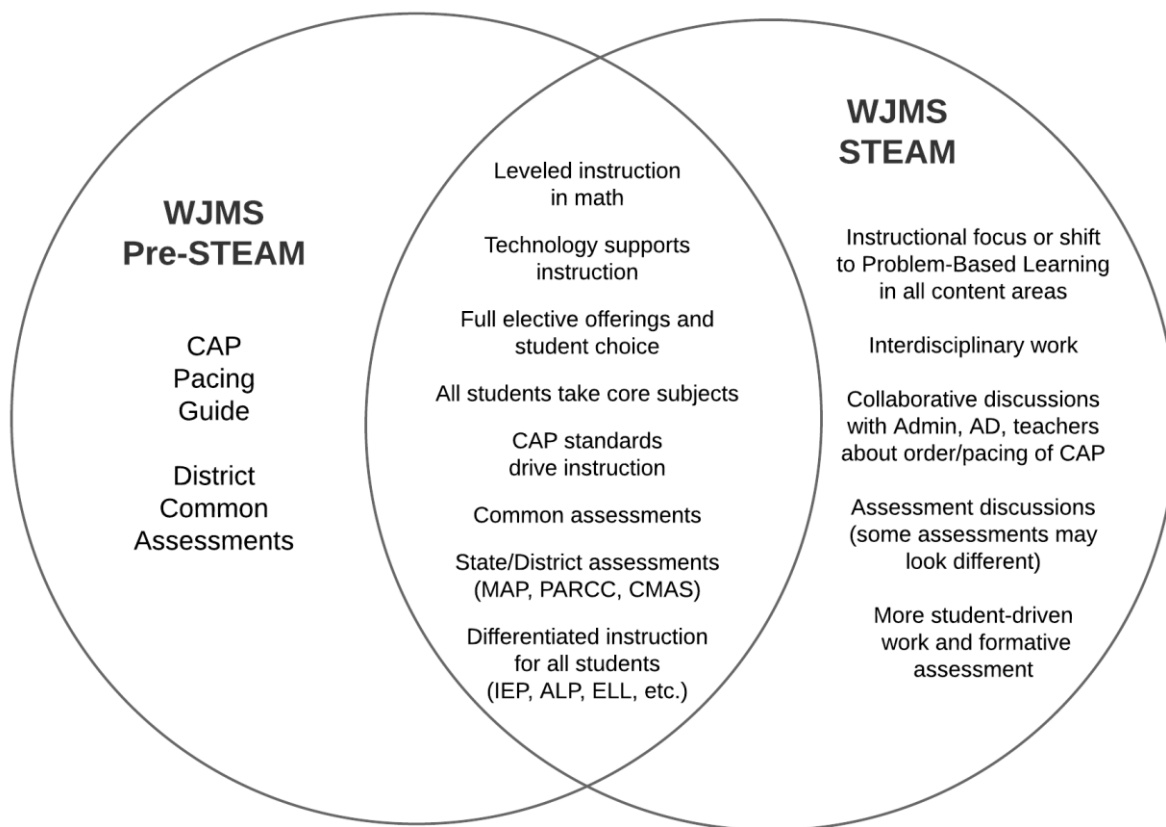
Problem-Based Learning

Instructional coach Mika Melvin was invited to speak about Problem-Based Learning (PBL) and facilitate discussion on how families can support their students with PBL and STEAM. A copy of her presentation will be made available on the Accountability page on the school website.

Our staff began looking at using Problem-Based Learning as an instructional method to deliver Science, Technology, Engineering, Arts and Math (STEAM) learning in the 2015-2016 school year by staff asking what skills students need to be prepared for college and in life. Many of the skills align with the [Jeffco Generations](#) skills: content mastery, civic & global engagement, self-direction & personal responsibility, communication, critical & creative thinking, collaboration & leading by influence, agility & adaptability.

Problem-Based Learning (PBL) is a curricular and instructional design that challenges students to learn through engagement in a real problem. The format simultaneously develops both problem-solving strategies and disciplinary knowledge and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates real-world problems and issues. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the teacher is to facilitate learning by supporting, guiding, and monitoring the learning process.

The committee looked at what continues to be part of standard practices at our school and what is changing:



WJMS ACCOUNTABILITY MINUTES

January 2018

In spring 2017, focus groups were created from students that teachers recommended as doing either very well, doing the same, or struggling with PBL. Charts of the results in the presentation were summarized as:

- 80% of students felt they learned the same or more with PBL
- 83% of students felt they were equally or more engaged in PBL units
- 40% of students felt they produced very high quality work (as compared to other work) in PBL units
- 16% of students did not want to continue doing PBL work

Specific student feedback appeared in the presentation. The floor was then opened to questions and comments.

How often do we do PBL units? How are we working to improve them? Every core subject plans for one PBL unit per trimester; some units are cross-content. Teachers plan units within the guidelines of curriculum and existing parameters. (The article "[Student Learning Experience First, Technology Integration Second](#)" from Jeffco Ed Tech has more on the planning process.) It is an expectation for teachers this year to communicate rubrics, intermediate and final deadlines, and other PBL unit expectations via their websites as well as in classes.

We have been working on communicating individual jobs within the group with each PBL unit and teachers have developed a team worksheet so students can provide feedback on how their team is working. A teacher shared that sixth grade's cross-content Geographic Issues documentary project has evolved with them adding complexity and increasing students' level of buy-in with each year. This year are using the school's new WeVideo subscription and working with the computer applications teacher on building student capacity for video production.

What items were on the "pre-STEAM" side of the Venn diagram?

- Strictly following the pacing for curriculum, previously called C-CAP but now Bridge to Curriculum. Pacing changes have to be approved by our school administration and the area achievement director, but it was not flexible in the past.
- District common assessments, which we continue to use for math assessments but is no longer the only type of assessment.

How do teachers feel about PBL? A teacher expressed that they were initially hesitant when they started planning PBL into their courses, but have since found it provides a lot of engagement and gives students an "a-ha moment" of connecting that they need and use math in real life. It is challenging to plan cross-content projects with math because we offer seven levels of math across three grades. While planning, if an idea for a unit doesn't align to state standards, it gets passed over – we want to provide challenge, but ensure it ties into state expectations and pacing. We have to teach students how to collaborate effectively, then how to persevere through productive struggle.

How do parents feel about PBL? Several parents shared sentiment from student feedback on seeing more specific communication and timelines. It was suggested we do a parent focus group on PBL feedback; Mika and Sara will coordinate that outside of the meeting. Parents would like to receive direct messaging on what PBL is, why we are doing it, and what it looks like for their students.

What can the school and accountability committee do to communicate our PBL and STEAM vision? Put positive messaging into the community about PBL and share the data on long-term growth for students. Include something for parents in new-student orientation about PBL and what to expect; possibly communicate this to local realtors. Write a page for the school website specifically about PBL and STEAM, including existing videos, and make sure this is more up front on the website.

WJMS ACCOUNTABILITY MINUTES

January 2018

Are we working with elementary schools to prepare current 5th grade families for PBL in 6th grade? We will be sharing at Showcase about how learning feels and looks in PBL units.

Do we have information and/or data on high schools using PBL? Evergreen HS is using PBL; Conifer HS has a lot of exploratory learning that is not specifically labeled as PBL. There is a lot of group and collaborative work at the high school level. We are a little ahead of the curve with Jeffco Generations right now because we started PBL before Generations was published. One of our PBL units has been shared for use at another K-8 school in Jeffco.

Mika will follow up with the committee after the next student focus group to share results and discuss next steps.

2018-2019 Student-Based Budgeting

Becky Brown brought copies of the 2017-2018 budget for the meeting attendees to reference. We had budgeted for 550 students in the 2017-2018 school year and only had 533 at the October count window, so we returned \$90,000 compared to the \$53,000 anticipated. We will be budgeting for 2018-2019 based on 533 students and hope to have more students. If we have more students than budgeted for at October count, funds will be adjusted upward when they are disbursed to schools. In 2017-2018, we spent down about \$263,000 and will not have that much next year. The amount we get per pupil has decreased to about \$4900.

After salaries and other already-directed expenses, we have about \$200,000 that gets allocated to pay for substitutes (\$1000 per teacher), building-level paraprofessionals (about \$15,000 each for three positions), and the clinic aide (about \$20,000), with about \$70,000 left that the committee may provide input on how it may be spent. This amount will be spent regardless of the committee's input, so the discussion mostly looked at where money is spent.

It was asked if there were broad categories of where funds might be allocated for the committee to offer input on spending priorities. Significant areas of discretionary spending at our school include technology (a focus during Mrs. Brown's tenure as principal), curriculum development, annual spending stipends for individual core subject departments (about \$1000 each to ELA, math, science, and social studies), and Outdoor Lab fees for students whose families have not paid them for any reason (last year we paid \$5400, over \$10k the year before).

It was asked if we could hire more (theoretical) people, what would we want? Ideally, we would like more teachers so we could have dedicated teams, freeing core teachers having to teach multiple grade levels or subjects, but we do not currently have the room for that and it is hard to allocate if we only added a single person. It was then asked what our building capacity is; we feel 570, but the district might state a higher number.

Questions asked at the meeting for later follow-up:

- Can we offer unfunded "wish list" items and/or costs somewhere online? (It was noted that replacing the computers in 113 will cost about \$26,000 and we could use graphing calculators for advanced math.)
- Can we publish where we spend some of the discretionary funds, e.g., technology, Outdoor Lab, etc.?
- Can we communicate that student fees are payable in installments? Do fees carry over year-to-year?
- Can families offer to pay fees for other students? The beneficiary's name(s) would not be shared.
- Can the committee or school publish facts like "x% of our families receive free and reduced-price lunch benefits, but x + whatever % did not pay student fees in full in [school year]?" It would be eye-opening for many families to see that the school itself covers a lot of gaps they might not have been aware of before.

We will see the full budget communicated from administration later in the spring.

WJMS ACCOUNTABILITY MINUTES

January 2018

Open Forum

Principal Selection Process

Sara spoke with Dan Cohan, our area achievement director, the day after Becky Brown's retirement was announced about what the principal selection process looks like.

The district has a TeacherMatch posting for the secondary principal pool open from December 19, 2017 through January 21, 2018. The job posting is listed as both an ongoing (permanent, following a probationary period) and temporary (one-year contract) position, although the hope is to hire someone into an ongoing (permanent) position. The selection process is guided by a committee of two teachers, one classified staff member (e.g., a secretary, paraprofessional, or other non-salaried hourly position), two parent representatives, and district representatives such as administrators from other schools in the articulation area; the committee submits their ranked choices to the district, which makes the final decision. We do not yet know whether committee members will be elected by their peers or appointed by the district.

Sara has expressed that it is very important to her that an additional venue for staff and parent feedback can be included in priority setting; we do not yet know if that will be included in consideration. She has also passed along names of people that have contacted her.

Start Time Task Force Update

The district is holding Start Time Information Night at the Ed Center on Monday, February 12. A task force will be established after the information night; any changes would not happen before the 2019-2020 school year. There is a flyer on the school website.

Meeting adjourned at 4:06 pm.

Next Meeting

Date: 2/12/2018

Time: 4:06 pm

Location: WJMS Library

WJMS ACCOUNTABILITY MINUTES

March 2018

Date | 3/19/2018 | Meeting called to order by Sara Miller

In Attendance

<input type="checkbox"/> Jennifer Baker	<input checked="" type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input type="checkbox"/> Dan Cohan	<input checked="" type="checkbox"/> Steve Cox	<input type="checkbox"/> David Fennimore
<input checked="" type="checkbox"/> Paul Figlia	<input checked="" type="checkbox"/> Sara Gilloth	<input checked="" type="checkbox"/> Melissa Gutierrez
<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Salesa Hancock	<input checked="" type="checkbox"/> Diane Lowry
<input checked="" type="checkbox"/> Patti MacLennan	<input type="checkbox"/> Mika Melvin	<input checked="" type="checkbox"/> Sara Miller
<input checked="" type="checkbox"/> Clara Mizenko	<input checked="" type="checkbox"/> Janet Moore	<input type="checkbox"/> Paul Pinarretta
<input checked="" type="checkbox"/> Aimee Pless	<input type="checkbox"/> Shea Robinson	<input checked="" type="checkbox"/> Mya Sapien
<input checked="" type="checkbox"/> David Schoenhals	<input checked="" type="checkbox"/> John Seevers	<input checked="" type="checkbox"/> Kristy Sjogren
<input checked="" type="checkbox"/> Ann Sparks	<input checked="" type="checkbox"/> Kyle Stielow	<input checked="" type="checkbox"/> Tammy Story
<input checked="" type="checkbox"/> Heather Swegle	<input checked="" type="checkbox"/> Sally Kate Tinch	<input checked="" type="checkbox"/> Lynn Westfall
<input checked="" type="checkbox"/> Barbara Wickham	<input type="checkbox"/> Bridget Williams	

Approval of Minutes

The January minutes were posted to the school website and distributed via e-mail. A motion was made, seconded, and passed to accept the January minutes without revision.

2018-2019 School Budget and Student Fees

A handout of the 2018-2019 budget was circulated; it is included after the end of the minutes. After salaried positions, there is about \$250,000 to allocate. In addition to salaried licensed positions, we pay for secretaries, paraprofessionals, and a clinic aide. Additional Pay - Certificated is used to pay classroom teachers that give up their planning period to cover a class when there is an open substitute position. Mileage and Travel has not been used during Mrs. Brown's tenure; it remains in case of future need. Employee Training and Curriculum Dev/Staff Training are used to help defray the cost of professional development for staff, such as when we sent a counselor to W.E.B. facilitator training. Contracted Services pays for installing projectors, cameras, etc. We do our best to keep the cost down. We set aside about \$400 for postage, \$2300 for office material/supplies, and \$400 for clinic supplies. Teachers get a small amount for curriculum materials (about \$200/teacher). We set aside about \$1500 for the library. Textbooks is an item in case the district approves a science or social studies textbook in the future. We spend about \$19,500 on copies and copy paper. The budget was submitted to the district earlier this year and has been approved.

The floor was opened to questions:

- What does enrollment look like for next year? We budgeted for 533 based on the October count. We expect about 590 at this point, so we will receive additional funds for that around December.
- What is the building capacity? [This is based on square footage and will be updated at the April meeting.]

WJMS ACCOUNTABILITY MINUTES

March 2018

- How are grade sizes calculated? They are the sum of students coming up from our feeder schools, plus a small number of open enrollments. Our outgoing 8th grade class is small and the incoming 6th grade class is around 210.
- Have we cut off open enrollment? Yes, due to grade size. We did grant open enrollment to a handful of students coming up from Elk Creek that have been choice enrolled from Platte Canyon for several years.
- Why is there a fractional number of teachers listed? Our 26.17 full-time equivalent includes an extra section for Laura Garrison, who teaches 6 course sections to meet the demand for instrumental music.

A handout of the 2018-2019 fee sheet was circulated; a version of it printed on March 21 is included after the end of the minutes. The fees are substantively the same as our 2017-18 fees; we might drop the geometry workbook and make a few other changes. Field trips appear as an open item so we can collect field trip money via Jeffco Connect. We try to keep our fees low, knowing they are higher in high school. Any questions may be sent to Mrs. Brown.

Patti MacLennan added that a TI-84+ graphing calculator will be specified on the supply list (not the fee sheet) for students taking Algebra 1 or Geometry. The students will use them throughout high school. Classroom instruction with graphing calculators works more smoothly when everyone is using the same model.

Please continue to spread the word about paying fees! While paying student fees is optional under current Colorado law, we would like to see a higher rate of payment. This year we only had to pay around \$6200 to Outdoor Lab for students whose families did not pay for whatever reason. We celebrate every year that unpaid amount declines.

Math Interventionist Position

Earlier this year, it came to the school's attention that we had the possibility of adding a math interventionist position since we did not anticipate the enrollment for an additional full-time teacher. It was discussed with the staff and positively received. The math interventionist position has a lot of flexibility: they can focus on data and work with that, do push-in and support in classrooms, or pull small groups for students identified via MAP (which breaks students' scores down into numerous skill areas) that could use more focused instruction. Since our math scores have seen relatively low growth and we have identified specific gaps, this is a good support for our students.

Current teacher Patty Garthe will be moving into the position. She is very good at working with data and drilling down into it. Her role will have to be defined more as the next year approaches but we know she will be planning with math teachers and supporting front-loading for difficult units, helping with small groups and co-teaching. It was asked if we will be hiring an eighth-grade math teacher to fill her current position. Yes, interviews are scheduled for later this week. We have six well-qualified candidates.

Early Release Days for 2018-19

Two of the elementary schools whose students matriculate to West Jeff Middle schools began having non-contact days on district-scheduled K-8 early release days to provide better-quality professional development opportunities. A parent with a student at one of those schools said it's only been a minor inconvenience for childcare (their school has a preschool, which operate Tuesday through Friday in Jeffco Public Schools) and has really helped teachers have an entire day to focus on learning and planning as a staff.

WJMS ACCOUNTABILITY MINUTES

March 2018

At West Jeff Middle, having single full non-contact days throughout the year would support continuing PBL planning and collaborative work. It would also allow vertical planning (K-8) with our feeder schools that have non-contact days. We would continue to exceed the required instructional hours per year at every grade level with those additional 21.5 hours removed from student contact time. It was asked if the buffer over the required instructional hours would allow an additional day for planning. No.

It was asked if our attendance rates have dropped on early-release days. Yes, and noticeably so, although we do not have data available to correlate it with families that have students in the two schools that currently have non-contact days on early-release days.

It was asked what the process to make this change would look like. The School Accountability Committee would discuss it first, then a survey would go to families. The survey would look like the ones done by the schools that have made the change, beginning with informational text about why planning time is important to student success and how that time would be used. After the parent survey, the school would confer with transportation and other stakeholders on next steps if that change is wanted.

It was asked when existing staff development days fall during the year. They are before students return in August, two days before students return from winter break in January, and at the end of the school year in May.

The committee agreed to ask administration to craft messaging for a community survey on changing early-release days to non-contact days.

Elections

Per the committee's bylaws, we have elections at the April meeting. Sara has been elected to a PTA board position for 2018-2019 and is collecting names of any interested parties that want to serve as SAC chair for 2018-2019. We would like to keep nominations to people that have been involved with our or another school's accountability committee so nominees have some prior knowledge of accountability processes.

It was asked if chair is the only position up for election. We can elect a chair, a co-chair, and a secretary every year. A co-chair is not required but is nice to have. Melissa is willing to continue serving as secretary until someone else would like to serve in that position.

It was asked what the requirements are for serving on our school's accountability committee. Membership only requires a signed letter of intent (a form letter available from the chair). A member must have attended two-thirds of the meetings during the current school year to vote.

Meet & Greet with Mr. Schoenhals

The remaining time of the meeting was turned over as an opportunity for families to meet our incoming principal, Mr. Dave Schoenhals (pronounced "shane-halls"). Born in Colorado, he is both a graduate and long-time employee of Aurora Public Schools. Over his career, he has taught high school math, been a coach and instructional coordinator, and for the past six years, he has been the principal of a K-8 school. It is a big change to change districts after more than two decades, but he was already looking at moving to the area and hoped to find an opening closer to his next home. He felt it was a good time to change since his youngest child will be graduating from high school this spring. He has two daughters – one in high school and one at Colorado State.

WJMS ACCOUNTABILITY MINUTES

March 2018

Mr. Schoenhals outlined several priorities for his work:

- *Learning about the school and community culture.* He plans to ask students, staff, and families about what they feel are our school's strengths, challenges, and their hopes for the future, then take that information and approach it as a five-year plan for the school with an embedded one-year plan within. The idea is to start the 2018-2019 school year off and running, instead of taking a year to observe and analyze.
- *Hearing what people are thinking and reacting accordingly.* It is incredibly important to have parents on board with decision making. When he started at his current school, it was second to bottom on the district's climate survey. He took on the challenge and the school rose to third in the district the following year.
- *Student safety.* His daughter was a classmate of Claire Davis, the student killed at Arapahoe High School in December 2013. Keeping kids safe – both physically and emotionally – must be a top priority.
- *Having a great teacher in every classroom.* Teachers need strong support and to be held to high expectations.
- *Positive climate.* He wants staff to love coming to work, parents to feel welcome and happy with what the school is doing, and for students to enjoy coming to school.

Middle school is a big transition where kids are moving away from close relationships with adults but not yet at a point where they have the privileges of young adulthood. He has worked with great people and wants to work in service to families and educators to continue the work here.

The floor was opened to attendees to ask questions.

It was asked if Mr. Schoenhals has bought a house here yet. His current home is going on the market this week and he is looking for a home up here with plans to move in June. He is currently staying with his brother in the area.

It was asked how he felt about the superintendent's statement that mental health needs to be a top priority for budgeting. Mr. Schoenhals feels that mental health in education is deeply underfunded and students need that affective support. Middle school students need a lot of modeling of behavior.

It was asked when he will be starting at our school. July 6. Please invite him to school-related events; he may not be able to do everything, but appreciates the invitations.

It was asked what led him to leave his current position. He wanted to move up here and likes to live close to where he works. He was prepared to live up here and commute down the hill.

It was suggested that Mr. Schoenhals use community opportunities to meet families, such as Conifer community events, and connect with Wes Paxton at Conifer High School, who also came into the community with his hiring.

Meeting adjourned at 3:38 pm.

Next Meeting

Date: 4/9/2018

Time: 6:00 pm

Location: WJMS Library

**Detailed School Budget Plan - SBB
West Jefferson Middle
2018/2019**

Budget Summary		Dollars
Final SBB Budget	-	\$2,952,950
Projected CTE Reimbursement	-	\$73,168
Pre-Spending of Carryforward	-	\$23,000
<hr/>		
Total Available Resources	-	\$3,026,118
Huckl3b3rry	-	\$3,049,118
<hr/>		
Total Distributed Dollars - SBB		
Amount Left To Distribute	-	\$23,000

Detailed Budget Plan

	FTE	Dollars
512100 Principal.	1.00	\$104,700
513100 Assistant Principal	1.00	\$84,500
521100 Teacher	26.17	\$1,538,796
522100 Counselor	3.00	\$192,900
522200 Teacher Librarian	1.00	\$68,300
526200 Instructional Coach.	1.00	\$66,300
552100 School Secretary	2.00	\$71,800
699000 Employee Benefits	-	\$669,089
521900 Substitute Teacher	-	\$32,000
557100 Paraprofessional	-	\$49,000
557600 Clinic Aides	-	\$21,000
599810 Additional Pay - Certificated	-	\$1,000
701000 Mileage And Travel	-	\$500
702000 Employee Training & Conf	-	\$1,000
731000 Contracted Services	-	\$3,000
760000 Telephone/Pagers/Modems	-	\$300
768000 Postage	-	\$400
801000 Contingency	-	\$56,473
810000 Office Material/Supplies	-	\$2,300
811000 Curriculum Dev/Staff Training	-	\$500
812000 Clinic Supplies/Materials	-	\$400
820000 Instructional Material/Supply	-	\$36,500
820001 Instructional Equip-Under \$5K	-	\$20,000
822000 Textbooks	-	\$7,360
823000 Copier Usage	-	\$19,500
870000 Library Materials	-	\$1,500
<hr/>		
Total Distributed Dollars	35.17	\$3,049,118

Fee Name	Amt
GRADES 6-8	
19 OPT - Yearbook	\$30.00
19 Technology Fee - Sen-Mid	\$20.00
19 MealPay Account	
OPT 19-MS Activity Ticket	\$60.00
OPT 19 Instr replace parts	
19 Student Planner	\$4.00
19 instr Rental	\$125.00
19 Instr Rent class use only	\$30.00
19 Replacement Bus Pass	\$3.00
OPT 19 - Donation OELS-AtRisk	
GRADE 6	
19 Art 6 Supplies	\$10.00
19 Pre-Engin 6 proj kits	\$15.00
19 Drama 6	\$10.00
19 Choir 6 copyright-accomp	\$10.00
19 Beg Band 6 music-copyright	\$25.00
19 Beg Band 6 T2 mus-copyright	\$25.00
19 Beg Band 6 T3 mus-copyright	\$25.00
19 Orchestra 6 music-copyright	\$25.00
19 Orch 6 T2 music-copyright	\$25.00
19 Orch 6 T3 music-copyright	\$25.00
19 Math 6 Journal	\$7.10
19 Math 6 T2 Journal	\$7.10
19 Math 6 T3 Journal	\$7.10
19 Math 6 7 Journal	\$7.53
19 Math 6 7 Journal T2	\$7.53
19 Math 6 7 Journal T3	\$7.53
19 6 PE Shirt	\$6.50
19 Safety Goggles	\$1.00
19 Safety Goggles	\$1.00
19 Safety Goggles	\$1.00
19 Outdoor Lab and Bus Fee	\$350.00
GRADE 7	
19 Art 7 supplies	\$21.00
19 Pre-Eng Technology 7	\$20.00
19 Drama 7 props-scripts	\$20.00
19 ConBand 7 music-copyright	\$25.00
19 ConBand 772 music-copyright	\$25.00
19 ConBand 773 music-copyright	\$25.00
19 Geography workbook 7	\$7.50
19 Geography workbook T2 7	\$7.50

Fee Name	Amt
19 Geography workbook T3 7	\$7.50
19 Geography workbook Hon 7	\$6.50
19 Geography workbook Hon T2 7	\$6.50
19 Geography workbook Hon T3 7	\$6.50
19 Math 7 Journal	\$7.53
19 Math 7 T2 Journal	\$7.53
19 Math 7 T3 Journal	\$7.53
19 Math 7 8 Journal	\$7.53
19 Math 7 8 T2 Journal	\$7.53
19 Math 7 8 T3 Journal	\$7.53
19 7th Algebra wkbook	\$7.53
19 7th Algebra wkbook	\$16.00
19 7th Algebra wkbook	\$16.00
GRADE 8	
19 8 Art supplies	\$25.00
19 Creative Art Jewelry	\$20.00
19 Drama 8 scripts-props	\$20.00
19 Pre-Eng Technology 8	\$20.00
19 ConBand8 music-copyright	\$25.00
19 ConBand8 T2 music-copyright	\$25.00
19 Con Band8 T3 music-copyright	\$25.00
19 Math 8 Journal	\$7.53
19 Math 8 T2 Journal	\$7.53
19 Math 8 T3 Journal	\$7.53
19 8th Algebra wkbook	\$16.00
19 8th Algebra wkbook	\$16.00
19 8th Algebra wkbook	\$16.00
6-8 Electives	
19 Orchestra music-copyright	\$25.00
19 Orchestra T2 mus-copyright	\$25.00
19 Orchestra T3 mus-copyright	\$25.00
19 PE Shirt	\$6.50
19 Choir copyright-accomp	\$10.00
19 Choir T2 copyright-accomp	\$10.00
19 Choir T3 copyright-accomp	\$10.00
19 Robotics-kits-parts-project	\$30.00
19 Computer Applications	\$5.00
Field Trip	

WJMS ACCOUNTABILITY MINUTES

April 2018

Date | 4/9/2018 | Meeting called to order by Sara Miller

In Attendance

<input type="checkbox"/> Jennifer Baker	<input type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input type="checkbox"/> Dan Cohan	<input checked="" type="checkbox"/> Steve Cox	<input type="checkbox"/> David Fennimore
<input type="checkbox"/> Paul Figlia	<input checked="" type="checkbox"/> Sara Gilloth	<input checked="" type="checkbox"/> Melissa Gutierrez
<input type="checkbox"/> Kim Halingstad	<input type="checkbox"/> Salesa Hancock	<input type="checkbox"/> Diane Lowry
<input type="checkbox"/> Patti MacLennan	<input type="checkbox"/> Mika Melvin	<input checked="" type="checkbox"/> Sara Miller
<input type="checkbox"/> Clara Mizenko	<input type="checkbox"/> Janet Moore	<input type="checkbox"/> Paul Pinarretta
<input type="checkbox"/> Aimee Pless	<input type="checkbox"/> Shea Robinson	<input type="checkbox"/> Mya Sapien
<input checked="" type="checkbox"/> David Schoenhals	<input type="checkbox"/> John Seevers	<input type="checkbox"/> Kristy Sjogren
<input checked="" type="checkbox"/> Ann Sparks	<input type="checkbox"/> Kyle Stielow	<input checked="" type="checkbox"/> Jennifer Stoltman
<input checked="" type="checkbox"/> Paul Stoltman	<input checked="" type="checkbox"/> Tammy Story	<input checked="" type="checkbox"/> Heather Swegle
<input type="checkbox"/> Sally Kate Tinch	<input type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Barbara Wickham
<input type="checkbox"/> Bridget Williams	<input checked="" type="checkbox"/> Wendy Woodland	

Welcome and Introductions

The attendees introduced themselves, along with their connection to the school. Five guests attended to meet Mr. Schoenhals: the Stoltman family, whose students currently attend Elk Creek Elementary, and principal Wendy Woodland from West Jefferson Elementary.

Approval of Minutes

The March minutes were posted to the school website and distributed via e-mail. A motion was made, seconded, and passed to accept the March minutes with revisions for a misspelled name and an incorrect word found after the minutes were published.

Elections

Nominations for a chair, co-chair, and a secretary were due at the March meeting. The only nomination at the time was Sara Gilloth to serve as chair. Melissa Gutierrez is willing to continue serving as secretary. A motion was made, seconded, and passed to nominate Melissa to the slate for secretary. Sara Miller reported that seven of the thirteen people that had attended a majority of the year's meetings were present, providing a quorum necessary for voting. Sara Gilloth and Melissa Gutierrez each gave brief stump speeches, then a hand vote was taken to vote on each of their positions. The votes were unanimous to elect Sara Gilloth as chair and Melissa Gutierrez as secretary for the 2018-2019 school year.

Sara Miller thanked all of the committee members for serving and hope they continue in the future.

WJMS ACCOUNTABILITY MINUTES

April 2018

End-of-Year Report

Beth Bunchman, outgoing PTA president, reported some exciting news on behalf of the PTA.

The PTA nominated Paul Figlia, our Watch D.O.G.S. coordinator, for the Colorado PTA's Male Involvement Award. We received notification last week that he will receive the award at the state convention later this month.

PTA members nominated Laura Garrison, our instrumental music teacher, for the Jeffco PTA's Crystal Apple Teacher of the Year Award. She will receive the award at Jeffco PTA's Spring Fling on Wednesday, April 18.

The next – and final for this school year – PTA meeting will be Thursday, April 19 at 2:35 pm in the library. We have a new board coming in: Aimee Pless as President, Sara Miller as Vice President for Education, Salesa Hancock as Vice President for Community Outreach, Melissa Gutierrez as Vice President for Communication, Jennifer Burtis as Treasurer, and Kyle Stielow as Secretary. It is exciting to have a full board after several years where it had been tough to fill the minimum required board positions.

The spring social event is a Fun Fest, held immediately after school on Thursday, April 26. Wristbands cost \$10 – just enough to cover costs, not as a fundraiser – during lunches starting April 20 as well as at the door. They will require a signed permission slip. Wristbands grant unlimited access to all activities: giant trikes, jousting, an obstacle course, carnival midway games with prizes, a chalk wall of kindness, pie the teacher, photo booth, a cake walk, and a board game room. Food will be available at an additional cost.

The committee thanked Beth for her service to the school.

A committee member asked what staff changes would be happening in the 2018-2019 school year. Melissa briefly ran through them:

- Hillary Rines will be teaching 7th grade math; she is coming from Peiffer Elementary.
- David Schoenhals will be our principal beginning in July; he comes from Aurora Public Schools.
- Misty Bradley will be teaching 8th grade math; she will be coming from Salina, Kansas.
- Caitlyn Mergendahl will be our instructional coach; she will be coming from Denver Public Schools.
- We have posted a position for a special education teacher to fill the position that we have had long-term substitute Char O'Brien in this year.
- We have posted a position for counselor to fill the position currently held by Shea Robinson.

Problem-Based Learning (PBL) Focus Group

Mika Melvin has done focus groups with students about Problem-Based Learning (PBL) in the past two school year where she asked teachers to recommend a range of students that did well with PBL, struggled with it, or surprised a teacher (either positively or negative) with how they did with PBL. She is interested in doing a parent focus group before the end of the school year. Anyone interested in participating may contact Sara Miller.

A separate online survey will go to families in a SchoolMessenger e-mail.

It was suggested that the committee work with teachers on a creating a PBL guide for our school including information on how PBL units look and work, where to find resources, etc.

WJMS ACCOUNTABILITY MINUTES

April 2018

Public Safety Report

Steve Cox, Sara Gilloth, and Tammy Story attended the district's School Safety Panel Discussion on March 20 at Lakewood High School; Sara Miller and Ann Sparks watched the livestream. Representatives from the district security department, law enforcement agencies, and mental health organizations talked about the resources Jeffco has and collaborates with community agencies on to improve student safety. Breakout groups by articulation area talked about area-related issues. Local law enforcement agencies cover the cost of school resource officers, which is a huge savings for the school district. John McDonald, the district's Executive Director of Security and Emergency Management, noted that the district has received nationally recognition for its work and we provide information to other districts across the country on procedures and practices. A former elementary school (Martensen) is now the Frank DeAngelis Center for Community Safety, a training center for first responders. The district also has a simulation system that can be set up on-site for live-shooter training.

Meet & Greet with Mr. Schoenhals

The remaining time of the meeting was turned over as an opportunity for families to meet our incoming principal, Mr. Dave Schoenhals (pronounced "shane-halls").

He recapped his introduction from the March meeting: he is a Colorado native and both a graduate and long-time employee of Aurora Public Schools, where he is currently the principal of a K-8 school. He felt it was a good time to change since his youngest child will be graduating from high school. He has two daughters – one in high school and one at Colorado State.

Mr. Schoenhals outlined several priorities for his work:

- *Learning about the school and community culture.* He plans to ask students, staff, and families about what they feel are our school's strengths, challenges, and their hopes for the future, then take that information and approach it as a five-year plan for the school with an embedded one-year plan within. He plans to do an online survey for families about his big three questions and hopes to meet with parent representatives over the summer. A real grasp on data for him requires knowing individual students by their successes, challenges, and working style.
- *Hearing what people are thinking and reacting accordingly.* When he started at his current school, it was second to bottom on the district's climate survey. He took on the challenge and the school rose to third in the district the following year. It can be uncomfortable to listen to difficulties and challenges with strong feelings involved, but it is important to deal with it and not let problems continue. It is important to gain the trust of students, parents, staff, and community to take action and build up how things are going.
- *Student safety.* Keeping kids safe – both physically and emotionally – must be a top priority.
- *Having a great teacher in every classroom.* Teachers need strong support and to be held to high expectations. He noted that there is only so much you can "get" about instruction from data outside of classrooms.
- *Positive climate.* He wants staff to love coming to work, parents to feel welcome and happy with what the school is doing, and for students to enjoy coming to school. Middle school is a big transition where kids are moving away from close relationships with adults but not yet at a point where they have the privileges of young adulthood.

WJMS ACCOUNTABILITY MINUTES

April 2018

The floor was opened to attendees to ask questions.

An update on his relationship status, mentioned at the March meeting, was requested. Mr. Schoenhals is now engaged to his high school sweetheart, who he reconnected with 30+ years after high school.

It was asked about how the turnover rate came down at his current school. There was a lot of climate and culture work and building trust among staff. A significant shift was norming families to try to work out issues with a teacher before escalating concerns to administration. Once escalated, he facilitated conversations to find a solution that worked for everyone, having a separate conversation with each party before the facilitated conversation so he could hear each side and discuss what would be optimal solutions for each of them.

It was asked whether Mr. Schoenhals is aware of our school's issues on social media and if we have a plan to address it. He has experience with parents and students expressing concerns about their school on social media. The question was clarified that there are specific concerns about respect between students and between students and staff. Mr. Schoenhals responded that sitting down with both students and their families can help establish expectations and figure out the root cause of issues.

It was observed that it seems like many discipline issues are related to issues outside of school that the school may or may not know about. Affective and social-emotional support needs to be as big a focus as academics in order for students to feel engaged and like they can be successful. We should be asking what our kids' stories are and how we can support them on a daily basis.

It was observed that it seems like good things happening at the middle school are not getting as much promotion to the community as negative feedback and past media coverage. Our elementary principals appreciated being invited to be an audience for PBL work (7th grade ancient civilizations *Shark Tank* and Math 6/7 Europe trip). It feels like communication about changes at the school has not been cohesive. We hear about challenges more than successes. It takes the whole community to build that positive buzz. Sara Miller noted that we are looking at doing parent focus groups again this spring.

Open Forum

The District Accountability Committee is seeking a parent representative from the Conifer articulation area for the 2018-19 school year. Anyone interested may contact Sara Miller.

The committee thanks our administration, Becky Brown and Kim Halingstad, for their active participation in the School Accountability Committee this past school year.

Meeting adjourned at 7:02 pm.

Next Meeting

Date: 9/10/2018

Time: 2:35 pm

Location: WJMS Library