

CLEBURNE ISD

ACADEMIC ALIGNMENT ADVISORY COMMITTEE



Wednesday, August 26, 2020



5:30 – 6:00: Meal Provided



6:00 – 8:00: Meeting Content



Cleburne High School Cafeteria

YOUR SUPERINTENDENT



Dr. Kyle Heath

Your AAAC CO-Chairs



Stephanie Philips



Brad Mead

Introductions of Committee & District Staff



Committee

Your name and role in
the Cleburne community



District Staff

Your name and position
in the District

AAAC

Purpose, Considerations, Outcomes

Purpose

To provide counsel, input, and feedback in consideration of a grade realignment in the District

Considerations

1. To provide Cleburne ISD students with optimum opportunities for learning, social and emotional development, and stable, long-term school connections.
2. To create the most prudent, economical, efficient, and long-term use of existing and new facilities that support #1.

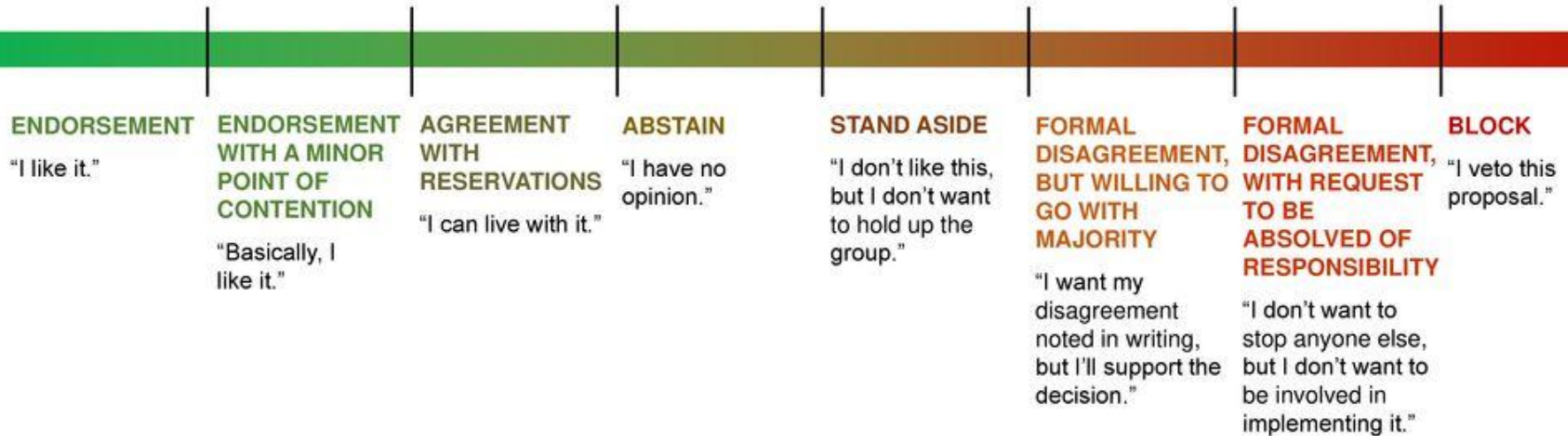
Outcomes for Tonight

- History of CISD Academics
- Educational Research and Grade Alignment Options
- Curriculum Alignment

Committee Questions, Feedback and Comments

- We won't take questions, feedback, or comments until the all presentations have been made.
- Use the Post-its on your tables to write down your questions as we proceed through the presentations.
- You will have time at your tables to discuss the presented information and create one question or comment per table to be asked by a table spokesperson.
- After each table has had the opportunity to ask one question, we will move through the tables a second time for an additional question.
- If you still have an unanswered question, leave it on your table (one per post it). We will collect the post its and answer your question at our next meeting.

Consensus and Gradients of Agreement



This is the Community At Work Gradients Of Agreement Scale.

This scale makes it easier for participants to be honest. Using it, members can register less-than-whole-hearted support without fearing that their statement will be interpreted as a veto.

Community At Work © 1996

What Process Shall We Use...?

You will hear several presentations tonight and at our next meeting by District professionals.



At meeting #2, you will make your decision regarding grade realignment.



The findings of this AAAC will be presented to the Facilities Review Committee prior to their work.



You will have time to discuss the presentations and give your feedback, ask questions, or make comments.

The findings of this AAAC will be presented to the Board of Trustees for action.

How Will We Make Decisions?



After receiving all pertinent information, history, and data



After table and group discussions

At meeting #2, you will individually decide between *two options*:

1. Realign grades in Cleburne ISD as presented and proposed
2. Keep the existing grade configuration model in Cleburne ISD

You will indicate your decision with a dot on one of the two choices.

Cleburne ISD

Common Ground Rules

- One conversation at a time; no sidebar talk
- Honor the time contract
- Stay on topic and on task
- Share ideas freely; no “duck shooting”
- Listen to understand; respect and honor others’ input
- Think holistically; sublimate personal agendas; consider the whole District.
- Be kind
- Be honest
- Silence electronic devices
- **HAVE FUN!**

Cleburne ISD Academics History & Accomplishments



Presented by:
Lisa Magers
Director of Community Relations

1920 Cleburne Yellow Jackets Football



This is the 100th anniversary of the first UIL State Football Championship. The Cleburne Yellow Jackets were the co-champions of that historic game, which ended in a 0-0 tie with Houston Heights.



For **137** years Cleburne ISD has been educating the children of our community, following its establishment in 1883.

In 2022, Cleburne High School will honor its **130th** graduating class.

Pre 2001

Pre-K
Kindergarten

1st-5th
Grade

6th
Grade

7th - 8th
Grade

9th-12th
Grade



Santa Fe



Adams



Coleman



Cleburne
Intermediate
(Fulton)



Cleburne
Middle School
(Wheat)



Cleburne
High School



JN Long



Cooke

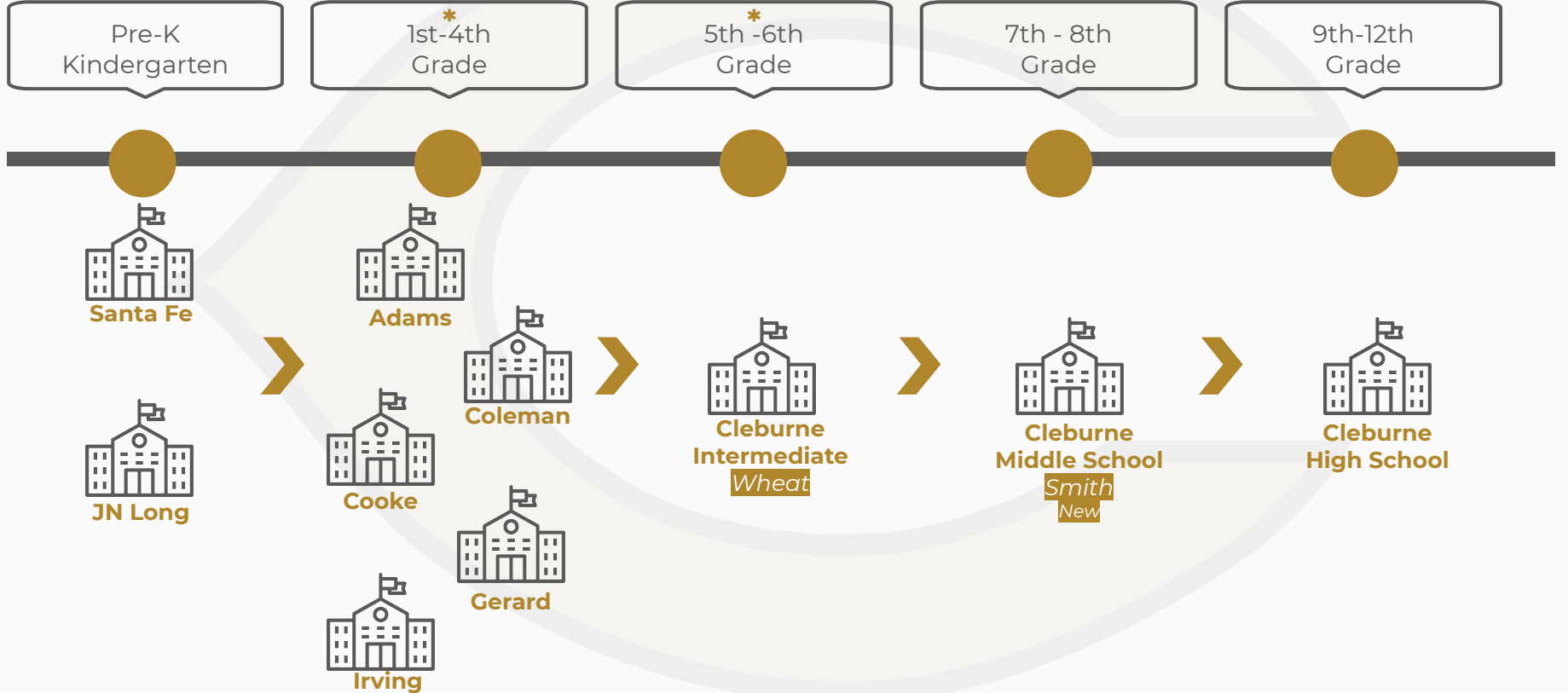


Gerard

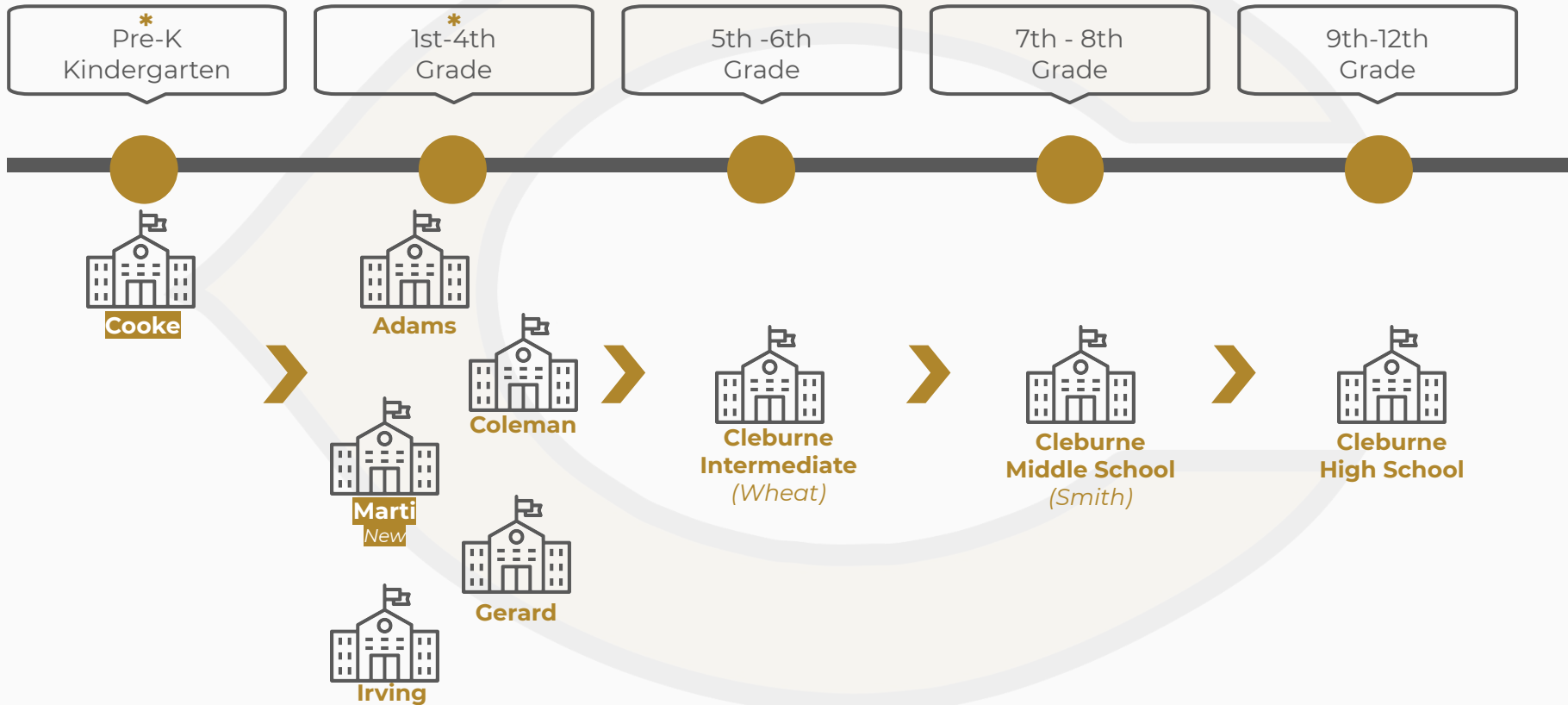


Irving

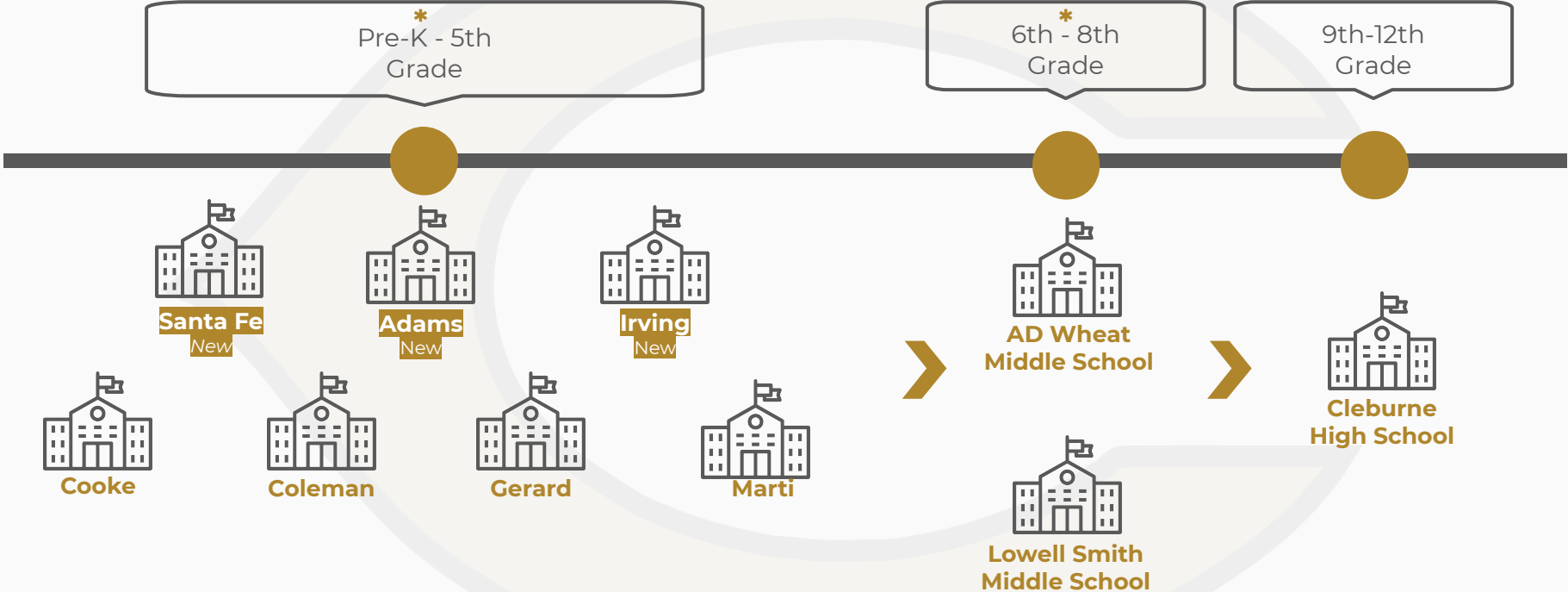
Fall 01 - Spring 03



Fall 03 - Spring 07



Fall 07 - Current



Educational Research & Grade Alignment Options



Dr. Chris Jackson

Assistant Superintendent of
Research, Data & School Improvement



Dr. Kristi Rhone

Assistant Superintendent of
Curriculum & Instruction

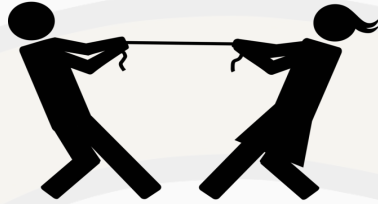
Research

Grade Alignment

What does research say about grade alignment?



CAUGHT IN



THE MIDDLE

MIDDLE CHILDHOOD

(7-9 Years)

- Rapid development of mental skills
- Beginning of independent thinking
- Need for affection and support
- Deeper friendships
- Becoming more verbally expressive

UPPER CHILDHOOD

(10-12 Years)

- **Becoming more independent**
- **Growing academic challenges**
- **Starting to develop responsibility**
- **Needs structure**
- **Primarily same-sex friendships**

YOUNG TEENS

(13-14 Years)

- Becoming physically developed
- More concerned about “image” among peers
- Expresses less affection
- Need for independence within limits
- Gaining interest in opposite-sex



“Elemiddle”
K - 8 Campuses

Some studies suggest that fewer transitions between Kindergarten and 12th Grade help reduce the risk of dropouts by keeping students in a more structured environment for a longer period of time.

(McREL, 2009)

However, some districts implementing an intermediate campus model have reported an increase in student performance and positive school culture.

(AASA, 2005)





RIVERHEAD CENTRAL SCHOOL DISTRICT
Integrity • Creativity • Respect

A 2005 AASA article (*Figuring and Reconfiguring Grade Spans*) highlighted the Riverhead Central School District (NY) which implemented a 5th-6th grade campus model. This reconfiguration allowed them to better meet the needs of “intermediate” learners with:

- More structured schedules and coursework
- Developmentally appropriate social-emotional support



RIVERHEAD CENTRAL SCHOOL DISTRICT
Integrity • Creativity • Respect

“It’s definitely better to have a lower school [5-6] and an upper school [7-8]. The lower school needs a lot more structure. The upper grades can be departmentalized.”

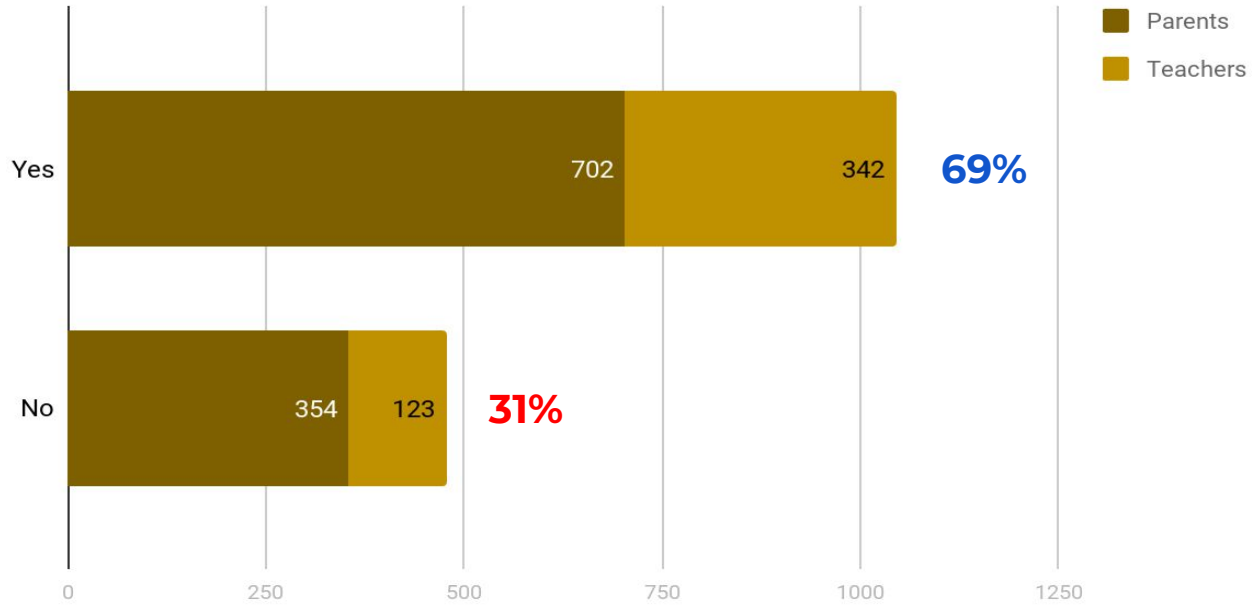
- Former Superintendent Paul Doyle

Sample of Texas Districts with 5th-6th Grade Campus Configurations

- College Station ISD
- Pearland ISD
- Stephenville ISD
- Alief ISD
- Pasadena ISD
- Tomball ISD
- Conroe ISD
- Kingsville ISD
- Springtown ISD
- Corsicana ISD
- Crowley ISD
- Keller ISD
- Mansfield ISD
- Azle ISD
- Carroll ISD
- Decatur ISD
- Highland Park ISD
- Duncanville ISD
- Gainesville ISD
- Kennedale ISD
- Royse City ISD
- White Settlement ISD

Spring 2020 Grade Alignment Survey Results

Do you support a potential 5th/6th grade campus in Cleburne ISD?



“There is **NO SINGLE GRADE CONFIGURATION** that is **OPTIMAL** for **EVERY** school district. Administrators should **PRIORITIZE** configurations that **BENEFIT STUDENTS** within the needs of the **INDIVIDUAL COMMUNITY.**”

(Educational Advisory Board, 2020)

Cleburne ISD

Curriculum & Instruction



Locally
Developed
Curriculum



Provided
Resources For
Professional
Learning



Developed A
System (PLC)
To Focus On
Data



**Where We
Are Now!**

*Opportunity To
Grow & Improve
These Things*

Academic Opportunities



5th grade teachers have colleagues for collaboration, planning, and professional learning. *They currently work in silos at the elementary campuses*



5th and 6th graders have the opportunity for blocked math and reading schedules *Allows additional time for those crucial foundational content areas*



Equity for the dual language program. *Available to all 5th and 6th grade students instead of at one MS campus*



8th graders have the opportunity to explore CTE options as part of a middle school setting



5th graders have the opportunity for exposure to program development in fine arts

Educating The Whole Child

An Intermediate Configuration of 5th/6th
Promotes Meeting the Social/Emotional Needs of
the Students

- Provides stepping stones to bridge the gap between 5th and 6th grade students before a middle school environment
- Raise expectations for 5th graders who are ready for more responsibilities and independent learning
- Provide the support for 6th graders who are not ready for a middle school environment



Cleburne ISD

UNITY



All CISD students together as
one in 5th grade



One Middle School to build unity
and strength as one Cleburne

“If there was one school then we would know each other better and there would not be as much competition-there would be more teamwork”

-Ethan Ainsworth

“It would allow students to be comfortable with each other. Rather than combining both middle schools in high school, we would already know each other and there might be less distractions.”

-Jonathan Perez

“It will prevent the rivalry between the middle schools.”

-Alana Cooper

“It takes until the middle of our junior year in high school for Wheat and Smith students to work together as one team”

-Josh Salgado



**Questions,
Comments, &
Feedback**

Next Meeting



Wednesday, September 2, 2020



5:30 – 6:00: Meal Provided



6:00 – 8:00: Meeting Content



Cleburne High School Cafeteria