

CSC Meeting Notes — Hamilton Middle School

Date: November 12, 2019

Time: 5:30-7:00 pm

Location: Hamilton Conference Room

Present: Dr. Christian Sawyer, Trista Fussner, Heather Wilson (Chair), Carolyn Leahy, Robyn DiFalco (secretary), Martha Gomez, Nilka Kentish (Vice Chair), Melissa Megliola, Natasha Forrest

Absent:

Guests: Eileen Haniszewski (IB Coordinator), Monica Snyder (parent)

AGENDA

1. Welcome, agenda, norms and roles, opening rituals (5 mins)

- Reviewed our norms, discussion in pairs about which of our norms speaks to us in particular, then shared to the group.

2. MYP Update from our IB Coordinator (15 mins)

- Quick review of powerpoint presented to parents at the Open House last week
- Whole child means every student focused on
 - Learner Profile (LP) such as Inquirers, Knowledgeable, thinkers, Communicators, Open-minded, Caring, Risk-Takers, Balanced, Reflective.
 - Approaches to Learning (ATL) such as soft skills that help students learn how to learn and ATL skills such as communication, social, self-management, research, etc.
- Our journey to IB: started in 2016-17 with discovery year, then Candidacy Year 1 and 2. Now our verification visit is this Feb 3 & 4, 2020. The plan is that we would be officially an IB campus by next year, 2020-2021. This is years of work and this is how long it usually takes.
- **Tentatively scheduled: February 3 from 4:30 - 5:00 Parent/Community Meeting**
- Budget impacts:
 - Annual IB Fee is \$9,500 and Annual IBARMS Membership fee is \$300
 - IB Coordinator half-time salary is paid by the district.
 - Training: the district supports two workshop fees (about \$2K)
 - Mini-Professional Development and local learning opportunities (about \$200)
- Staffing Implications:
 - Schedule must provide broad and balanced choice of subjects from the required MYP subject groups.
 - Schedule provides the minimum required teaching hours per year (50 hours/year). This applies to all students however certain students (like SPED) may have exemptions from this rule.
 - Schedule promotes concurrency of learning.
 - It's important that we keep our Language Acquisition, PE team, and our Arts teams -- must remain as they are to continue to meet that requirement.
 - All 8 subject groups must be equally represented to promote concurrency of learning. (This year we weren't meeting the PE requirement but with a change in staffing we were able to meet this requirement.)

Discussions: This is great! We're excited! So how does this tie in with other things we're doing like AVID or RELAY? Dr Sawyer offered that IB is like the big vision/umbrella and then lessons or projects can tie into the learner profiles. AVID is teaching students how to self-manage and organize, whereas IB is more overarching guide to curriculum. One concern is ELD or SPED students who have extra

classes to support their needs but then these students don't get electives. Answer is that the goal is to get those students integrated into elective classes because their support needs are being met during core classes. Another answer is to encourage those students to work hard to test out of ACCESS with those electives as an incentive; and also an opportunity to remind families about before and after school programs/activities that are available here at Hamilton.

3. Collaboration around UIP (Unified Improvement Plan) — Overview of strategy (10)

- MIS 1 (Major Improvement Strategy 1) : Create a more inclusive community through culturally responsive teaching and learning and culture -- teaching staff are currently focused around a book on this topic.
- MIS 2: Increase math achievement and growth
- MIS 3: Improve rigor of literacy teaching and learning

"Look Fors" document: after our last district visit, we spent weeks looking at student achievement data, anecdotal data and here is our focus:

Rigor:

- **Look For 1: Rigorous Text** aligned to standards during independent practice (independent practice can be collaborative. It is when students apply the concepts being learned)
- **Look For 2:** During independent practice, **100% of students are engaged** in the rigorous task
- **Look For 3:** During independent practice, teacher is effectively **monitoring student work**.

Culture:

- **Look For 1: Scholar Success Center** effectively provides a space and system for students to re-group and restore with teacher. We are piloting this system that we learned from Holm Elementary. This is a "teacher-assigned removal space" and a student is removed from class (for severely disruptive behavior) to work with the Mental Health Team. This involves our Restorative Justice Coordinators and other support staff to help the student get refocused and reintegrated into the class. (Currently we don't have an ISS or In-School Suspension because of current staffing gap vs In-School Intervention (ISIR) is with a licensed teacher to work with that student one-on-one. So we're currently offering parent shadowing as an alternative way to get the family involved because having family involvement is a game-changer for that student's behavior school.
- Look For 2: [sorry, didn't catch this from the powerpoint]
- Look For 3: [sorry, didn't catch this from the powerpoint]
- We're trying to accomplish all this by December.

4. UIP MIS 1: Title I Parent Engagement Input (15) — Carolyn gives overview of this, shares overview of activities that we want to use funding for, and seeks input from CSC

- Federal funding and Title 1 status is based on our % of Free & Reduced Lunch (FRL) students last year. Last year Hamilton was about 60-something %. This year we're at 72% FRL.
- Hamilton has 42% of students who meet "Direct Certification" which is students at the highest level of poverty. *[Direct certification is a process of certifying eligible children for free meals without the need for household applications, based on the fact that households are already receiving Supplemental Nutrition Assistance Program (SNAP) benefits.]*
- The Title 1 funds are used to upgrade the entire educational program of the school and to serve all students in order to raise academic achievement.
- 1% of the District's Title 1 budget will be distributed to schools for parent & guardian involvement.

- Hamilton's Family Engagement Budget for 2019-2020 is \$3,543.00 (Total)
- Families have a right to provide input as to how those funds are allocated.
- Our CSC can give input to how we spend this money.
- Allowable: Food for family engagement events, child care for family engagement events, guest speaker, book group, communication tools (bulletin board, printing & postage for mailings)
- Will directing these funds for this purpose offer opportunities and remove obstacles for families to be partners in our school and in student learning?
- Discussion: the general consensus was that if offering food removes obstacles and encourages participation, then keep doing it. Offering childcare and transportation are other important ways to remove obstacles but there are more complicated rules around childcare. Suggestion was to explore these options a little more, and be sure to communicate about the food, kids-welcome, and transportation options.

UIP MIS 1: Collaboration on Community Engagement and Mobilization (30) — Christian gives an overview of his vision for our work as a CSC to support community engagement and mobilization & seeks input from CSC (10)

- Vision: keeping the children of SE Denver together!
- We as the CSC are leaders in Hamilton
- The value of our diversity
- We need to MOBILIZE our diverse groups -- when there's something coming up (like Open House, Shadow Days, school events, etc) → can we all reach out to our networks and mobilize them?
- This will lead to UNITY

Discussion: Yes, we need to grow these relationships with each of our networks. We can get contact info for area elementary schools from DPS and reach out to prospective families. Sharing several examples such as Nilka at Shoemaker PTA meeting defending/promoting Hamilton or Robyn doing similar at Bradley last year. Comment that there are two separate things: reaching out to prospective families, but also our current family audience and getting them to show up.

- **Carolyn gives an update on the upcoming community events for Nov-Dec (10)**
- **CSC collaborates around what each person can do to help advance Nov-Dec community events (10)**

Discussion: So we have events coming up, how do we get more families to show? We need more info about why it's worth coming. More communication (sometimes over-communication) to families. Do we need parents to help (volunteering)? or do we need parents to show up for support/audience/participation? Do we need the school to get organizers of these events to provide more details and incentives? If the school can provide more info or more details, we can outreach to our networks more.

Observer comments & Conclusion of CSC -- Martha said we all shared, we were all heard and good discussion, but now how do we follow up on the things that we want to move forward on.

Adjourned at 7:10 pm

Next Meeting: *Tuesday, December 10, 2019*