

Agenda for 10/30 CIT

1. SEL—Character Strong program and PBIS Implementation
2. Enrollment—need for additional staff? We will review current numbers and dIR will provide an update
3. Feedback from walkthrough with ESF—Carol Atwood and ELA walk-through (10/24)
4. We will review our CIP and TIP during our November meeting
5. Any other items?

Meeting started at 4:08PM on 10/30/19. Members present were Ms. Cooper, Ms. Pearson, Mr. Aleman, Ms. Tatum, Ms. Holly Durham, and Mr. de la Riva. The meeting ended at 5:30PM

The CIT team discussed Tier 1 SEL program, Character Strong. All teachers had an overview training, earlier in October. CIT member suggested SEL lesson first thing in the morning. Should be streamlined—all grade levels should be on a specific theme. How often—early dismissal days (1st period). This information will be shared with the SEL committee. Next steps: decide which lessons and align it to the need of the campus. Also, there are other lessons which teachers can use in their classroom, based on classroom need.

Staffing (updates from previous CIT meeting in Sept)—we are currently at 902 students enrolled (900 was the projection for this school year). However, a large influx of students with special ed needs have been enrolled as well, larger percentage than previous year. dIR will reach out to special ed director for an extra unit-teacher to support our ICS programs (the answer was no, based on current ratio). Otherwise, the campus master schedule team is looking at ways to adjust personnel to spread the large group of ICS over other class periods. Also, the CIT discussed the possibility of using Title 1 funds to purchase another teaching unit to support science and social studies, and ultimately sped, with spreading ICS across other periods.

Staffing notes from 10/30: master schedule for next year consider having ICS/PAP over 2 teachers.

Mr. Aleman presented a proposal for adding a social studies teaching unit, in order to reduce the class sizes.

The members present discussed the pros and cons of using Title 1 funds for an additional teaching unit, dedicated to social studies. Instead of another teacher unit, can we get a 3rd LEP TA to support science/SS teachers?

Vote will be given to the entire CIT team to decide between a teacher unit and a TA unit.

Other master schedule updates:

Consolidated SpEd teachers' schedules in order to better support ICS and resource numbers.

ELA specialist will support all teachers—building ELL capacity, and will push-in/pull-out students in SS classes.

Going to move newcomer students to our DL Science classes (Comer) in order to reduce the number of students in other science classes as well as support with two-way immersion program.

1. [Feedback of 10/16 walk-through with Carol Atwood:](#)

- Strengths: Leadership and culture (lots of positive work that has been done); Routines/expectations in classroom; Big shift in the culture/environment, for the positive and growth for trust—there is accountability of expectations; people want to be part of this campus; Honoring work and efforts, but still moving forward. Agenda/objectives and activities aligned; consistency with HighFives (interactive notebook/anchor chart), student work, visual cues; sheltered ELL has strong resources; PLC process
- Growth areas: Bridge needed for newcomers and resources for students that move from newcomers to mainstreamed. T need access to additional resources/instructional strategies to support our ELLs; Saw good formative assessments, but some inconsistency across the board with checks for understanding and rigor; increasing rigor during the first-quality of instruction;

10/28/19 enrollment

		Actual Number
Enrollment	6	296
	7	334
	8	272
	Total	902