



Jefferson Middle School 2024/25

| Jefferson Instructional Council Thursday 10/3 @ 7:00 - 7:45 | | | |
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| Norms: <ol style="list-style-type: none"> 1. Assume positive intentions 2. Take an inquiry stance 3. Ground statements in evidence 4. Stick to protocol 5. Start and end on time 6. Be here now | Attendees: Monica Vigil (Electives) Margaret Silva (ELA) Cat Maes (Math) Greg Hyzy (Math) Samantha Cordova (Science) Deb Alberti (Social Studies) Christine Ibarra (Head Spec Ed) Ashley Griego (EA Rep) Meghan Armstrong (parent) Casey Mason (parent) Robert Munro (parent) Tania Hopkins (parent) | Trini Gallegos (Principal) Patricia Goke (Assistant Principal) Vacancy (Support Staff) Sherie Pennebaker (6th grade) Ryan Dukart (7th grade) Suzy Dunnum (8th grade) Heather Reeves (Union) Facilitator: Mark Hedman (IC Facilitator) Notetaker: Jennifer Ploss (Secretary) Timekeeper: Kate Siders (IC Vice-Facilitator) | |
| Quorum requires the following attendees: 7 members, 4 teachers, 1 admin, and 1 parent | | | |
| Meeting Objective: To come to a consensus on bell schedules for finals weeks. | | | |
| To prepare for this meeting, please: Read the minutes from the 9/5 IC meeting. | | | |
| Consensus: <ul style="list-style-type: none"> - Minutes approved | | | |
| Take Back to Departments: <ul style="list-style-type: none"> - Review use of student notes - Emphasize use of positive Jet Card signatures | | | |
| Time: | Minutes: | Who: | Content |
| 7:00 - 7:02 | 2 Minutes | Hedman | Introductions/ Norms <i>Welcome, Ms Ploss!!</i> Approve minutes from the last meeting. Consensus - minutes approved. |
| 7:02 - 7:05 | 3 Minutes | Gallegos | Update on position vacancies Bilingual SS - one interview including LCE, waiting for more applicants Superscience - requested employee (awaiting Gifted endorsement program registration which |

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| | | <p>will open October 28 and then APS can officially offer)</p> <p>Hedman: Can PTO or anyone advocate for her?</p> <p>Goke: No, it's a PED requirement.</p> <p>Cordova: Is there an option to be a long-term sub?</p> <p>Goke: No, she's currently teaching elsewhere.</p> <p>Gallegos: Another issue is that her other school can choose to keep her for half or the rest of the grading period, which is why there was an attempt to hire before the new grading period started.</p> <p>Cordova: As far as I see, the students are completing tasks and moving forward with the science curriculum.</p> <p>Gallegos: Penn has been working with the long-term sub to provide materials and activities for Superscience.</p> <p>Armstrong: As far as I can see, there is no grading happening in that class.</p> <p>Hopkins: Is there an opportunity for a waiver?</p> <p>Gallegos: Yes, she will be on a waiver - PED requires that she's registered for the class in order to approve that waiver. We have been in contact with NMHU to try to work with them, but that is a significantly more expensive program.</p> <p>Goke: We have been in contact with CNM's instructor for this course to see if our requested hire could get in this quarter, and we were told no.</p> <p>Gallegos: The registration for the spring semester opens on October 28. That is when she'll be able to register and APS can request her.</p> <p>EA position still posted to replace Ms. Sierra Chavez</p> <p>New 1:1 EA, Kristina Watts, started Monday</p> <p>New custodian starting Oct 8.</p> <p>Yard position is still vacant (short term)</p> |
| 7:05 - 7:15 | 10 Minutes | <p>Gallegos</p> <p>Skills, Habits, & Mindsets Survey - District non-negotiable for fall semester and end of year. Covers sense of belonging and preparedness for HS. 2-part survey, looking at completion rates as well (at least 80%). We did really well last time, even though it was the first time.</p> <ul style="list-style-type: none"> ● Window October 15 - 25 <ul style="list-style-type: none"> ○ Gallegos: I propose October 22 ○ Need to prep students to understand what the survey is for, |

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| | | | <p>so that the answers given match the purpose of the questions better than last year.</p> <ul style="list-style-type: none"> ○ Dukart: Will teachers get a copy of the questions beforehand? ○ Gallegos: Yes ○ Cordova: Can we make sure these are in the announcements? For instance, "Now, let's all begin the survey." Maybe for department chairs - can we make a one-pager for the survey data so we can reflect on last year's data before collecting this year's data? ○ Hedman: The 22nd is a Tuesday - are we doing no advisory Monday, then extended advisory Tuesday? ○ Gallegos: We need 45 minutes for the survey, but wouldn't need the full extended advisory. ○ Siders: We were looking at the Expectations Assembly schedule. I advocate for having advisory (we won't have advisory 10/10 or 10/14, so the 19th would be a good time to prepare last minute). ○ Hedman: Any objections? ○ Cordova: Can we check for conflicts (testing, IEPs)? ○ Siders: There are no tests in October or IEPs that day ○ Armstrong: Have the results from the past been helpful? ○ Siders: Yes, and the counselors are trained to use the data. ○ Gallegos: Yes, they've been helpful ○ Hopkins: District uses it to assess superintendent as well. ● Consensus: Modified Extended Advisory Schedule: October 22 |
| 7:15 - 7:25 | 10 Minutes | Dukart | EWS/SSS Report Out - Acronym is now "Student Success Systems" instead of Early Warning Systems. We are using attendance, grades, |

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| | | | <p>referrals to identify students who are struggling, and then put guardrails in place to help them out.</p> <ul style="list-style-type: none">● Hopkins: Is this related to MLSS?● Dukart: No, MLSS is looking at individualized support. SSS is looking at the whole school, looking at problems and improvements and ways to celebrate improvements and support problems. At the last IC meeting we were tasked with tightening up the processes for temp cards and agendas. The grade level chairs met with Admin and Kate to work on this. We decided there would be no more “free passes”. Lunch detentions will be tighter, and lost temp cards will carry over to the next quarter. How many days of temp cards do students have vs how many lunch detentions until we need to get them a new agenda? We will keep track in Synergy notes of how many times the Jet Card has been signed so that if it is lost, there is a record of that, especially for temp cards.<ul style="list-style-type: none">○ Admin looking at ordering generic agendas for those who keep losing them. Right now, we have 200 Jefferson agendas available, and about 50 kids with temp cards.● Gallegos: We looked into it, and we decided we will give out the 200 agendas first (we can’t charge families for these, as these are from operational funds), then we would order 100 with a generic cover (\$4 per agenda, from activities funds, we can charge families for this to replenish activities funds). They can get a charge to their account or pay right away. We should have an answer today on the final cost of the agendas.● Dukart: Can we get more stickers like this (rectangle sticker) and put them on the agendas?● Gallegos: It’s just the color that’s expensive. They already have our information, so they can just make a less colorful cover version of our agenda. |
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| | | | <ul style="list-style-type: none">● Cordova: There may be students for whom a \$5 agenda is cost-prohibitive so they may end up getting punished more. I want to hold them accountable, but I also don't want to punish those who can't afford it.● Gallegos: We can keep track of those who can't afford it, and we can pay for it through another pot of money.● Griego: JMS has charged for replacement agendas in the past.● Hopkins: Can information be sent to families explaining this process?● Gallegos: yes● Griego: The process has been in the agenda for the progressive discipline● Siders: To clarify - no more free pass for the first temp card because it's too hard to track. Kids are getting the free pass and keeping it for the whole quarter, and then don't have an actual agenda to write the assignments.● Gallegos: Having agendas in binders is helpful, we're noticing this especially at lunch when students check out balls - students can protect them if they keep them in their binders. They're more durable than last year, but still they're unraveling.● Vigil: So they're getting lunch detention if they forget their agenda at home one day?● Siders: That's the proposal.● Griego: That's hard for Denise too. We had said that lunch detention would have to be at least 24 hours later to reduce load on Denise. Proposal is to allow them to show they have it before she enters the detentions.● Siders: So would Denise have to check in with them to see if they have it the next day?● Griego: No, they would have to check in with her. If they don't, she would enter the detention.● Vigil: To clarify - they get their temp card if they forget their agenda, and then they are |
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| | | | <p>supposed to bring the temp card back with their agenda?</p> <ul style="list-style-type: none"> ● Gallegos: Yes, and when they do that, Denise erases the record of having lost their agenda. ● Vigil: Can we reinforce that? And also I don't think lunch detention on the first offense is sending the right signal. I think they need consistency that we said they get one "oops", but then we change to remove that chance, it isn't sending the right message. ● Hyzy: In the AVID focus group, we have distributed the one-pager for binders. We are focusing on emphasizing the binder organization, including having the agenda in the binder, starting in January. ● Cordova: Would it make sense to keep track of this in advisory instead of through Denise? Since we are checking binders in advisory, would it make sense for me to keep track of who has actually lost the agenda and needs lunch detention vs who has a tough home life and needs some leeway? Taking that off Denise's load makes sense. ● Gallegos: The reason Denise does it is that she is the one who enters the lunch detentions. ● Siders: Where would the kids go to get a temp card? ● Vigil: Could they come to their advisory teacher? And we can call home if they do, and then send the data to Denise? ● Gallegos: I don't think there will be enough consistency. ● Reeves: I wonder if there will be too many interruptions then? ● Vigil: Shouldn't it only be in 1st period? ● Reeves: Yes, but, I have kids in 7th who have gone the whole day without an agenda. ● Gallegos: If people have access to the spreadsheet, maybe that would help? |
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| | | | <p>Denise is OK doing the spreadsheet and entering the data.</p> <ul style="list-style-type: none">● Siders: It would help to put this in the student notes in Synergy, so that we can see who should have a temp card.● Vigil: Do teachers actually use the notes? Maybe we need to show them at a staff meeting if we are going to use this as a form of communication? Maybe content meetings?● Siders: Content meetings will happen sooner.● Armstrong: I know there is an expectation to write assignments in the agenda, but it's not clear that it's used in all classes.● Dukart: It's a teacher-by-teacher basis. I know I, Cordova, and Alberti does it● Cordova: I require them to cross out the ones they turned in, and highlight ones they haven't finished.● Reeves: I prefer to highlight completed work, since you can't unhighlight.● Dukart/Siders: Positive Jet Card signings - end Q1. Negatives are -2, Positives are 1 point. Today in advisory, we will do the calculation. They'll get a sticker on their Jet Card, and then we will be distributing Otter Pops during lunch for anyone with a 0 sum or greater.● Siders: Students can calculate today, but the stickers won't be ready until Monday. The otter pop reward at lunch will probably be the 17th, so teachers have time to do the calculations.● Hedman: For student incentives, I just bought a stack of scratch-n-sniff stickers, which will be distributed next week, along with the "Jet Fuel".● Hopkins: Maybe we emphasize with teachers that a positive Jet Card balance will result in a public reward - it should be a priority then, as some teachers don't do it consistently.● Cordova: I'm not sure about taking points away for negatives. |
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| | | | <ul style="list-style-type: none"> ● Siders: We went with what is in the agenda. ● Vigil: My kids really liked trying to “wipe out” the negatives with positive behaviors - it’s a good incentive. It allows for discussions about how to make up for it - “yeah, I messed up, but look at all the good I did to make up for it.” ● Gallegos: This is probably something to emphasize in advisory and all classes should reinforce it. ● Siders: This should be something where we have our eyes on the students who needed a redirection, and then focus on watching for a positive to validate that re-direction occurred. ● Armstrong: If you’re in debt, you can get into an addiction pattern, as it influences your belief in whether you’re going to succeed. You get overwhelmed (home, school...), leading to anxiety, so I agree with what Vigil is saying. The positives are important. |
| 7:25 - 7:30 | 5 Minutes | Siders | <p>Finals bell schedule - Siders: The schedules are linked in the notes –can you take it to your departments as linked, and we go from there? I went in the same order as we did last year. DRAFT Fall 2024 Final Exam Schedule DRAFT Spring 2025 Final Exam Schedule</p> <ul style="list-style-type: none"> ● Cordova: Dunnum asked if we can flip-flop the spring schedule so science is earlier? ● Siders: Let’s take it to departments so we can see what others think? We did that in the past since science and ELA tend to be more project-based so it is later in the schedule. |
| 7:30 - 7:40 | 10 Minutes | Hedman | <p>Duty schedule discussion: Follow up on duty station rotation discussions: Also, how can we tailor the duty stations to fit sit-based needs?</p> |
| 7:40 - 7:45 | 5 Minutes | Hedman | <p>Next Steps: Duty schedule discussion.</p> |

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| | | | Follow up on duty station rotation discussions. Also, how can we tailor the duty stations to fit sit-based needs? |
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