OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date April 23, 2024

Subject Bret Harte Middle School 2024-25 Measure G1 Application

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Ask of the Commission Approve the Bret Harte Middle School 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Bret Harte Middle School 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **$224,535.00.** It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.

School Information & Student Data

School	Bret Harte Middle School	School Address	3700 Coolidge Avenue Oakland, CA 94602
Contact	April Harris-Jackson	**Contact Email**	april.harris-jackson@ousd.org
Principal	April Harris-Jackson	**Principal Email**	april.harris-jackson@ousd.org
School Phone	510-531-6400	**Total Number of Students**	423
Recommended Grant Amount[1]	$224,535	**2022-23 CALPADS[2] Enrollment Figure (grades 6-8 Oakland residents only)**	438
		2023-24 LCFF[3] Enrollment	370

Student Demographics (%)					Measure G1 Team	
English Learners	22.6	Asian/Pacific Islander	10%		Name	Position
LCFF	87.42	Latinx	39%		April Harris-Jackson	Principal
SPED	23.3	Black or African-American	33%		Laura Himelstein	TSA
		White	6%		Yum Matsui	AP
		Indigenous or Native American	<1%		Stephanie Berger	TSA

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[1] Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

[2] The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

[3] Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	9%		

Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	263 (55.1%)	313 ((71.6%)	149 (35.6%)	30%
Asian/Pacific Islander	19 (40.4%)	22 (57.9%)	7 (17.1%)	10%
Latinx	96 (55.2%)	116 (73.4%)	61 (37.9%)	30%
Black or African-American	104 (62.3%)	121 (78.6%)	56 (41.2%)	35%
White	9 (31%)	11 (42.3%)	5 (20%)	15%
Indigenous or Native American	n/a	n/a	n/a	n/a
English Learners	55 (48.2%)	56 (75.7%)	36 (38.3%)	35%
Students w/ IEPs	68 (58.6%)	83 (77.6%)	40 (40.8%)	35%
Free/ Reduced Lunch Students	206 (56%)	265 (74.4%)	140 (37.7%)	35%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	287 (60%)	353 (81%)	344 (82%)	160 (40%)
	Language	n/a	70 (16%)	n/a	n/a
	Music	291 (61%)	272 (62%)	240 (57%)	250 (63%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	110	105	120	105
	Language	0	0	0	0
	Music	110	105	120	105

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance **Date of Figure: 3/29/24**				
Asian/Pacific Islander	8877 (9%)	6922 (14.3%)	5256 (6.7%)	5%
Latinx	30211 (16.3%)	28027 (17%)	20983 (12.4%)	10%
Black or African-American	30585 (20%)	28645 (21.7%)	18522 (13.6%)	10%
White	5288 (10.2%)	4733 (13.4%)	3379 (8.9%)	8%
Indigenous or Native American	180 (2.8/%)	180 (23.9%)	133 (30.1%)	25%
English Learners	20189 (15.2%)	13178 (16.4%)	11247 (11.6%)	8%
Students w/ IEPs	21580 (20%)	19631 (20%)	13399 (14%)	12%
Free/ Reduced Lunch	68574 (17.4%)	67047 (19.1%)	49832 (12.6%)	10%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students **Date of Figure: 3/29/24**				
Asian/Pacific Islander	4 (7.5%)	1 (2.1%)	2 (4.5%)	2%
Latinx	12 (6.5%)	5 (2.8%)	18 (9.9%)	5%
Black or African-American	20 (9.7%)	18 (9.8%)	21 (12.7%)	8%
White	0	1 (3.4%)	1 (3.3%)	0%
Indigenous or Native American	0	0	0	n/a
English Learners	6 (4.8%)	2 (2.3%)	8 (7.6%)	5%
Students w/ IEPs	14 (10.3%)	7 (5.9%)	8 (7.0%)	5%
Free/ Reduced Lunch	34 (7.8%)	26 (6.3%)	51 (11.9%)	5%

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal

6th Grade Enrollment	126	142	124	112

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	1/25/24
Coffee with the Principal	2/2/24

Staff Engagement Meeting(s)	
Staff Group	**Date**
Culture & Climate Team Meeting	2/13/24
Instructional Leadership Team Meeting	2/27/24

Music (Rubric)	**2022-23**	**2023-24**
Access and Equitable Opportunity	N/A	Quality
Instructional Program	N/A	Basic
Staffing	N/A	Basic
Facilities	N/A	Basic
Equipment and Materials	N/A	Quality
Teacher Professional Learning	N/A	Basic
World Language (Rubric)	**2022-23**	**2023-24**
Content and Course Offerings	N/A	Emerging
Communication	N/A	Emerging
Real world learning and Global competence	N/A	
Art (Visual Arts, Theater, and Dance)	**2022-23**	**2023-24**
Access and Equitable Opportunity	N/A	Quality

Instructional Program	N/A	Entry
Staffing	N/A	Entry
Facilities	N/A	Basic
Equipment and Materials	N/A	Quality
Teacher Professional Learning	N/A	Basic

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
   a. Increase access to courses in arts, music, and world languages in grades 6-8.
   b. Improve student retention during the transition from elementary to middle school.
   c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Approved Expenditures

	All Actual Expenditures	Budget Amount
	Safe & Positive Culture	
1	Student Advisor TSA (1.0 FTE)	$140,145.48
	Electives (Art, Music, World Language)	
1	Art Elective Teacher (1.0 FTE)	$77,277.67
	6th Grade Enrollment	
1	6th Grade Elective Teacher	$32,560.68
	Budget Total	**$249,983.83**

Summary of 2024-25 Proposed Expenditures

	All Proposed Expenditures (from sections below)	Budget Amount
1	African American Male Achievement Facilitator (0.5 FTE)	$52,967
2	Student Advisory TSA (1.0 FTE)	$150,319.96
3	Art and music supplies	$21,248.04
	Budget Total (must add up to Recommended Grant Amount)	**$224,535**

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	**Budget Amount**
Purchasing of art and music supplies	250		$21,248.04

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	**Which metric will this investment impact - suspensions or average daily attendance?**	**Budget Amount**
Hire an African American Male Achievement Facilitator (0.5 FTE) who will teach AAMA sections and case manage a group of students.	Suspensions and average daily attendance of African American male students	$52,967
Hire a Student Advisory TSA (1.0 FTE) who will lead the Supervision Team and support Restorative Justice programming	Suspensions and average daily attendance	$150,319.96

SSC - MEETING MINUTES
Budget Approval

Format (Check all that apply)

☑ ~~Zoom -~~ ~~Zoom Link~~
☐ **In-Person -** Location: ___

Meeting Date: 1/25/24

Meeting Time: 5:30 PM

AGENDA ITEM	NOTES
1. **Welcome & Call to Order**	Meeting called to order at: 5:34pm
2. **Roll Call & Quorum Established**	Roll Call was taken of SSC members who were present at this meeting. List here the names of all SSC voting members who are present at this meeting:

SSC Member's Name	Present? Absent?
1. Allan Santiago	Present
2. Sussan Young	Present
3. Patricia Wong	Present
4. Sayuri Sakamoto	Present
5. April Harris-Jackson	Present
6. Vanderville Lewis	Present
7.	
8.	
9.	
10.	

Quorum means that 6 voting members are present.
Quorum Established? Yes

3. **Reading &**	Minutes were shared and read.

Approval of Minutes	1. **Motion** to approve minutes made by: Patricia Wong 2. **Second** to approve minutes by: Sussan Young 3. **Vote** to approve minutes taken by a roll call.

SSC Member's Name	*VOTE (Yes, No, Abstain)*
1. Allan Santiago	Yes
2. Sussan Young	Yes
3. Patricia Wong	Yes
4. Sayuri Sakamoto	Yes
5. April Harris-Jackson	Yes
6. Vanderville Lewis	Yes
7.	
8.	
9.	
10.	

4. **Vote Outcome**: ____6____

4. **Discuss & Approve 2024-2025 Title I Student Budget Priorities**	● Review this current school year's School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Student Expenditures. ● Discussion of Title I - Student Budget Priorities using "SSC Approved Expenditure Worksheet" ● Vote to approve the **2024-2025 Title I-Student** proposed expenditures, as reflected on the "SSC Approved Expenditure Worksheet". 1. **Motion** to approve above 2024-25 Title I-Student expenditure priorities as outlined on the "SSC Approved Expenditure Worksheet" by: Patricia Wong 2. **Second** by: Sayuri Sakamoto-Valenza 3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"

SSC Member's Name	*VOTE (Yes, No, Abstain)*
1. Allan Santiago	Yes
2. Sussan Young	Yes
3. Patricia Wong	Yes
4. Sayuri Sakamoto Valenza	Yes

	5.	April Harris-Jackson	Yes
	6.	Vanderville Lewis	Yes
	7.		
	8.		
	9.		
	10.		

4. **Vote Outcome**: _____6_____

5. Discuss & Approve 2024-2025 Title I - Parent ED Budget Priorities	- Review this current school year's School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Parent Education Expenditures. - Discussion of Title I - Parent ED Budget Priorities using "SSC Approved Expenditure Worksheet". - Vote to approve the **2024-2025 Title I-Parent ED** proposed expenditures, as reflected on the "SSC Approved Expenditure Worksheet". 1. **Motion** to approve above **2024-2025** Title 1-Parent Education Budget Priorities by: Patricia Wong 2. **Second** by: Sayuri Sakamoto 3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"

SSC Member's Name		*VOTE (Yes, No, Abstain)*
1.	Allan Santiago	Yes
2.	Sussan Young	Yes
3.	Patricia Wong	Yes
4.	Sayuri Sakamoto Valenza	Yes
5.	April Harris-Jackson	Yes
6.	Vanderville Lewis	Yes
7.		
8.		
9.		
10.		

4. **Vote Outcome**: _____6_____

5. Discuss & Approve 2024-2025	- Discussion on what a well-rounded education looks like at our school. - Discussion of Title IV Budget Priorities using the "SSC Approved

Title IV Budget Priorities	Expenditure Worksheet".
	● Vote to approve the **2024-2025 Title IV** proposed expenditures, as reflected on the "SSC Approved Expenditure Worksheet".
	1. **Motion** to approve above **2024-2025** Title IV Budget Priorities by: Sussan Young
	2. **Second** by: Patricia Wong
	3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"

SSC Member's Name	*VOTE (Yes, No, Abstain)*
1. Allan Santiago	Yes
2. Sussan Young	Yes
3. Patricia Wong	Yes
4. Sayuri Sakamoto Valenza	Yes
5. April Harris-Jackson	Yes
6. Vanderville Lewis	Yes
7.	
8.	
9.	
10.	

4. **Vote Outcome**: _____6_____

6. Discuss 2024-2025 Measure G1 proposals	● Review of current Measure G1 expenditures.
	● Review of Measure G1 goals.
	● Brainstorm of proposed ways to spend Measure G1 funds for next year:
	  ○ Student Advisor TSA
	  ○ Supplies for recruitment events
	  ○ Art and music supplies

7. Public Comment	Notes: None
8. Next Meeting Date & Adjourn	The next SSC meeting will be on the following date: __2/1/2024___ 1. **Motion** to Adjourn by: Allan Santiago 2. **Second** by: Sussan Young 3. **Vote**: The motion has been made and seconded. Vote taken by asking for a show of hands: "All in favor. All opposed. Any Abstentions."

SSC Member's Name	*VOTE (Yes, No, Abstain)*

	1. Allan Santiago	Yes
	2. Sussan Young	Yes
	3. Patricia Wong	Yes
	4. Sayuri Sakamoto Valenza	Yes
	5. April Harris-Jackson	Yes
	6. Vanderville Lewis	Yes
	7.	
	8.	
	9.	
	10.	

4. The meeting adjourned at the following time: 7:00 pm

Coffee with the Principal Notes

Date: **2/2/2024 @ 8:15 am**
Room 101 & [Zoom](#)

Attendees: Brenda Benjamin (Ry'Leigh Edwards), Katherine Brown (Carson Krebs), Danielle Ducksworth (Maurice Welch)

Welcome & Introduction	
Upcoming Events & Activities	● 2/15 - End of marking period 4 ● 2/16 & 2/19 - School closed ● 2/21 - Heart Bret Harte fundraiser kick off ● 2/23 - Winter Ball
School Policy Check-in	Reviewed electronic device policy, pick up/drop off
School Goals and Resources:	● How can we reduce student conflicts and suspensions

● Academics
● Safety
● Measure G1
	● Reviewed school-wide goals around student talk
	● Current ways BH addresses safety concerns: Reflection room w/ Student Advisor TSA and Culture Keepers
	● Measure G1 goal: retention of students from 5th to 6th grade, safety, the arts
	   ○ Discussion about successes and challenges of the reflection room
	      ■ Student Advisor supports restorative justice practices, coaches teachers, manages the site supervision team, and maintains data to determine which students need more support

Open Discussion	Individual check ins about students
Adjourn	9:50 am

	CCT Norms	ILT Norms
Bret Harte ILT/ CCT Agenda **Date**: 2/13/2024 **Room 302**	● Respect the speaker/talking piece ● Honor Confidentiality ● Speak Your Truth ● Listen and Speak with Respect ● Stay present in the meeting ● Impact is greater than intent	● Flexibility ● Focus ● Unity ● Camaraderie ● Cooperation ● Locus of control ● Trust
Time Keeper:		
Facilitator: Sierra/Berger/Yumi/T-H		

Team Members Present: Sara, Yumi, Berger, Rebecca, Sussan, Laura, Siy, Aubrey, Sierra, Anneke, TH
Process Checker:
Note Taker:

Meeting Objectives

- ILT: I can reflect on PD feedback to make adjustments to the calendar and select the best data to see if AD PD made an impact on student learning.
- ILT: I can analyze I-Ready and ELPAC data to inform our choice to pick the best data to measure the impact of AD PD.
- CCT: I can provide suggestions about Measure G1 expenditures for the 24-25 school year.
- CCT: I can reflect on NNN focused PD and plan next steps for gathering data on implementation.
- CCT: I can brainstorm ideas/suggestions for Advisory focus for the rest of this school year.

4	**Warm Opener**	Which SWOW course would you choose?

4:15-5:15	**Together**
	Reflect on last Wednesday PD
	● What went well/didn't go well with the content and the AD Strategy?
	● What are some next steps?
	
	CCT Work Time
	
	1) **Measure G1**
	2) **Glows and Grows from recent NNN focused PD's**
	  ● What is our understanding and comfort level with
	    ○ Precise Directions
	    ○ Positive Narration
	    ○ Consequences
	    ○ Reward Systems
	  ● How has implementation of these strategies been going?
	  ● How are successes or challenges being tracked?
	3) **Culture and Climate Snapshot/Advisory**
		Reflection on PD
		Grows
		More explicit modeling during PD
		Name it, don't just do it
		Five minutes embedded to add it to our lesson plans would be good
		
		Glows
		Like using the AD for NNN, having them come together was good, want to see more
		Specific directions
		Small groups
		It's a good protocol
		It's great to hear/see your strategy being used
		
		# CCT Time
		
		1) **Measure G1**
		–Review of past Measure G1 expenditures
		–Currently a TSA position is funded using Measure G1 funds.
		–Team provides feedback on how the Student Advisor role supports students
		–Team agrees that continuing to fund this position for next school year is necessary
		
		2) **Glows and Grows from recent NNN focused PD's**
		
		–Feel like we need more work with precise directions. It

	- A Day in the Life at BH-What are students experiencing in these spaces? - Classroom - Cafeteria - Hallways - Field - Blacktop - How can the time and space in Advisory be used to support a shift?	has been modeled well but people haven't connected it to our practice. Ideas: - Sun butter sandwich (modeling) - Give time to make slides to go with the precise directions, have these things written down - Preview advisory lesson and add strategies to the slides, could be individual or in grade level Positive narration - Working on dropping the "thank you" - Bringing it to the hallways - Noticing that people would do more thank yous than narration and would forget to do the reinforcement of directions - Modeling would be very useful - The more we practice the less fake it feels - It helps to have a script - It might be helpful to think about a ratio, example is 5 positives to 1 negative - Turning negatives to positives: saying "walk" instead of "don't run". This also give students a choice Consequences - Some teachers have and use a consequence ladder in the classroom - Suggestion: providing student chosen solutions as one step in the ladder Reward Systems 6th grade each teacher has their own system in place 7th Blakley, Clay, Harlow definitely have systems in place. Blakley will check in with others. ### 3) Culture and Climate Snapshot/Advisory Parent/family perspectives: students not wanting to come to school; presence after school; student not wanting to go to class bc they don't want to walk the hallways.

	ILT Work Time
	1) **Data Analysis -**
	I-Ready/ELPAC for focal
	student
	   a) 8th - Jabari S,
	      Jayden, Zaniya,
	      Yandel, Randy,
	      Davon S.
	   b) 7th - Darrio, Romeo
	      F., Brooklyn, Carson,
	      Amara, Donavan
	   c) 6th - Kimberly,
	      Malachi M., Sa'niya,
	      Steven, Tywan
	   ● Focus Questions:
	      ○ How do we
	        want the
	        teachers to
	        engage with
	        the focal
	        students'
	        data?
	      ○ What can
	        teachers'
	        next
	        instructional
	        moves be?
	      ○ Which AD
	        strategies
	        could help
	        move these
	        students?
	2) Review from Last Time to
	Update PD Calendar
	   ● Teachers want team
	     planning
	     (department time)
	     and also include
	     SpEd
	   ● ILT needs to observe
	     classrooms - Warner
	     and Young - let's
		Students who come together to talk acknowledge that they don't want to fight.
		
		Why are students going straight to physical responses when there is a disagreement or conflict?
		
		- Lunch bunch has been a space for students to spend time together
		- Explicit skill building has worked
		
		- There is a lot of instigating. Students want to see a fight.
		- Students are targeting specific students that seem easy to influence
		- Students feel like they don't have other options but to get physical
		- SEL with explicit lessons
		- Sown to Grow lessons?
		- Social media is playing a huge role in the lack of community, sense of belonging, sense of what is right and wrong
		- Let's bring back pen-palling
		- Teachers need to have more ownership over advisory
		- See Advisory as a place to be with friends and engage in discussion
		
		Next steps:
		   ● Suggestion to have CCT plan Advisory lessons and grade levels will work on making them fit/work for each grade. Have some required and some optional.
		   ● February 20th: Grade levels will meet with a protocol and then CCT will meet to plan out a small reset presentation on what Advisory is, the outline/agenda, next steps for refocusing.
		      ○ Buddy classes
		      ○ Pen Pals
		      ○ Advisory challenges/competitions
		      ○ Advisory open houses
		      ○ Mix up the grades eventually

	make this happen!
	● Student voice - survey - sooner than later? What do we want to ask?
	● Student work samples in consultancies
	● Are we including space for looking at student work and teacher reflection?
	● Peer Observation Round 3: culminating academic discussion either live or recording
		Ideas:
		-in grade-level teams look at i-Ready growth data for focal students
		-in grade-level teams look at personalized instruction minutes and lessons passed
		-looking at this data (i-ready, grades, student work samples), which of our AD strategies could support this students' academic growth?
		
		Sown To Grow SEL Curriculum
		   ○ 6th Grade
		     ■ Empathy vs. Sympathy
		     ■ Being an Upstander
		     ■ Positive vs. Negative Peer Pressure
		     ■ Resisting Negative Peer Pressure
		     ■ Supporting Others
		     ■ Affirming and Validating Others
		   ○ 7th Grade
		     ■ Treating Others Well
		     ■ How I Affect Others
		     ■ Showing Empathy to Others
		     ■ Recognizing Others' Emotions
		     ■ Perspective Taking
		     ■ Active Listening - Clarifying Questions
		   ○ 8th Grade
		     ■ Affirming and Validating Others
		     ■ Perspective Taking
		     ■ Respecting Differences
		     ■ Challenging Biases
		     ■ Bullying vs. Non-Bullying Behaviors

5:15-5:30	**Next Steps/Announcements/Appreciations and Closing**	■

	Resources	<u>CCT Resources</u> <u>Best Practices:</u> ● Positive narration ● Reward/positive incentives ● Clear expectations ● Building connections ● Check ins (both as a preventative and response) /Restorative conversations ● Taking a beat (walking away) ● Peace corners ● Check yourself: power struggle ● Give choices ● Do it again (prompting) ● Phone calls (See below) [MSN PBISTier-ed Behavior Support 23-24](#)

	CCT Norms	**ILT Norms**
Bret Harte ILT/ CCT Agenda **Date**: 2/27/2024 **Room 302**	● Respect the speaker/talking piece ● Honor Confidentiality ● Speak Your Truth ● Listen and Speak with Respect ● Stay present in the meeting ● Impact is greater than intent	● Flexibility ● Focus ● Unity ● Camaraderie ● Cooperation ● Locus of control ● Trust
Time Keeper: HJ		
Facilitator: Sierra/Berger/Yumi/T-H		
Team Members Present: Talia, HJ, Tim Romano-Pugh, Valenza, Alana, Laura, Cronander, Aubrey, Berger, Yumi, T-H, Herbie, Sussan, Siy **Process Checker**:		

Meeting Objectives
- ILT: I can provide suggestions about Measure G1 expenditures for the 24-25 school year.
- ILT: I can finalize a consultancy protocol for Wednesday's PD feedback.
- ILT: I can finalize the walkthrough tool for ILT observation.
- CCT/ILT: I can use a Fishbone to identify root causes and solutions to overall Climate and Culture problems affecting Bret Harte
- CCT: I can brainstorm ideas/suggestions for Advisory focus for the rest of this school year.

4	Warm Opener	
4:15 - 5:15	**Together** ● **Fishbone** - Identify root causes of and solutions to Fights ● **Advisory Planning** ○ Special Olympics and ongoing Inclusion lessons ○ Looking Ahead **CCT Work Time** **ILT Work Time** 1) Measure G1 2) PD Planning: ● Focal Student Consultancies in PD ● Does this Consultancy still work? Needs to be revised ● Update PD slides ● Make feedback form 2) Observations ● Sarah and Sussan 2/29 and 3/1 ○ What observation tool should we use? ● T-H - 2/29 to SSR	**CCT Work Time Notes:** Special Olympics participant share out - empathy share out This was a good experience and here is why Provide SEL support to students when talking about IEPs Call to Action at the end RAD Woman - large pics - **ILT Work Time Notes:** Measure G1 -CCT discussed continuing to fund the Student Advisor TSA position during the last meeting -Summary of the benefits of keeping the position -ILT discusses how the Student Advisor can support academics next year (coaching teachers with the lens of strong culture leading to a safer and more engaging academic setting in classrooms) Consultancy focal students What observation tool should we use?

		-Peer observation tool -Yumi will modify the formatting of this, so it's got "observed/not observed" and space for notes
5:15-5:30	**Next Steps/Announcements/Appreciations and Closing**	

	Resources	CCT Resources
		   ● Advisory Draft Calendar
		   ● MP 5 Advisory/SSR
		Best Practices:
		   ● Positive narration
		   ● Reward/positive incentives
		   ● Clear expectations
		   ● Building connections
		   ● Check ins (both as a preventative and response) /Restorative conversations
		   ● Taking a beat (walking away)
		   ● Peace corners
		   ● Check yourself: power struggle
		   ● Give choices
		   ● Do it again (prompting)
		   ● Phone calls
		
		(See below)
		
		MSN PBISTier-ed Behavior Support 23-24