

# Miner PTO Meeting

February 7, 2017

# Agenda

**6:00 - 6:05** Welcome

**6:05 - 6:15** Principal's report (Ms. Mial)

**6:15 - 6:20** President & VP report (Dave/LaTasha)

**6:20 - 6:25** Treasurer's report (Dan)

**6:25 - 6:30** Teacher Rep reports (Ms. Luttmer/Ms. Fashion)

**6:30 - 6:35** Committee reports (Lindsey)

**6:35 - 6:40** Coordinator & Liaison reports

**6:40 - 6:45** Partnership & Special Project reports

**6:45 - 6:50** LSAT (Kyle/Ms. Fisher) & ECE Cmte (Matt/Dante)

**6:50 - 7:30** Special topics

# Welcome!

- Babysitting
  - Provided free of charge (including dinner) by The District Church
- Refreshments & Light Dinner
  - Suggested donation of \$2 per pizza slice
  - Please let any PTO officer know if you'd like to contribute food for future PTO meetings - or donate money so the PTO can purchase food

# PTO General Meeting Dates for SY16-17

Generally the first Tuesday of each month.

Meetings start at 6:00 pm in the Miner Cafeteria.

March 7

April 4

May 2

June 6

# Principal's Report - Ms. Mial

# President & VP Report - Dave & LaTasha

- Thank you!
  - The District Church
  - Shrewsberry
- Reminders
  - New security protocols are per DCPS process
- Visitor & Volunteer badging will be implemented soon
- Open Leadership Positions:
  - Co-Secretary
  - Chair of the Communications & Outreach Committee
  - Per the PTO's by-laws, replacements are appointed by the PTO President
  - Position is held for the remainder of the term
- The Eliot-Hine School Improvement Team (SIT) is looking for parent volunteers from the Miner Community
  - 2 Miner parents are already on the SIT, and 1 more has applied.
  - DCPS also has an online survey open until Feb 10
  - See email from February 5.

# Treasurer's Report - Dan

## January '17 Miner ES PTO Treasurer Report

Date	Transaction	Debit
	Expense - Fall Lunch and Happy Hour CHECK	
Jan. 5, 2017	272	-\$300.00
Jan. 6, 2017	Expense - X-mas Tree Sale CHECK 265	-\$2,121.11
Jan. 6, 2017	Expense - X-mas Tree Sale CHECK 267	-\$47.18
Jan. 10, 2017	Expense - Fall Book Fair CHECK 273	-\$2,119.71
Jan. 20, 2017	Expense - ANC Grant - Banners CHECK 277	-\$113.25
	Expense - Articles of Incorp Change CHECK	
Jan. 20, 2017	276	-\$87.00
Jan. 23, 2017	Expense - Charitable Solicitation BBL	-\$412.50
Jan. 27, 2017	Expense - Library Grant - CHECK 271	-\$495.02
	Expense - Multiple Budget Lines - CHECK	
Jan. 30, 2017	278	-\$609.38
<b>Total</b>		<b>-\$6,305.15</b>
		<b>Credit</b>
Jan. 17, 2017	Income - ANC Grant	\$756.41
Jan. 17, 2017	Income - Pizza Cash	\$26.00
Jan. 30, 2017	Income - Fall Fund Drive	\$828.00
Jan. 30, 2017	Income - District Church donation	\$10,000.00
Jan. 30, 2017	Income - Shrewsbury Garden Grant	\$2,000.00
<b>Total</b>		<b>\$13,610.41</b>
		<b><u>\$25,248.14</u></b>
<b>Pending Transactions</b>		
	Amazon SMILE	\$28.61
	ANC Grant	-\$643.16
	Miner Logo's	-\$125.00
<b>Effective Ending Balance</b>		<b><u>\$24,508.59</u></b>

# Treasurer's Report - Dan

Each regular education classroom is allocated \$200. No application required. So by grade level, the totals are:

ECE	\$1,200 (6 classes)
K	\$600 (3 classes)
1st	\$600 (3 classes)
2nd	\$400 (2 classes)
3rd	\$400 (2 classes)
4th	\$400 (2 classes)
5th	\$400 (2 classes)

The following classes/programs are also allocated \$200 each. No application required:

SpEd  
Visual Arts  
PE  
Computer  
World Language  
Music  
STEM  
STEM Fair

The following are allocated \$200 each.

Mini-grant applications are required:

Clubs  
Sports



# Teacher Representatives

- Upcoming Schoolwide Events
  - Friday, February 17: No school for students (Teacher PD)
  - Monday, February 20: School closed (Presidents' Day)
- ECE - Ms. Luttmer
- K-5 - Ms. Fashion
  - Spelling Bee Results
  - Fun Fridays are back!
- Specials
  - Library - Ms. Williams
    - Literacy Week (March 20-24)
    - Need a parent volunteer to lead the PTO's efforts
  - Art - Ms. Davis
    - Panda Bear mural
  - STEM - Ms. Russey
    - Welcome!

# Fundraising & Grants Committee - Lindsey

- We won! Target field trip grant
- Fingers Crossed... Chinese Language and Culture Club via Events DC
- Upcoming opportunities:
  - ANC6a grant to fix the pottery kiln
  - Playworks workshop for educators
- Other grant needs:
  - Computer and laptop grants
- Upcoming Fundraisers:
  - Spring Yard Sale – Need a parent and/or staff volunteer to lead the effort

# Communications & Outreach Committee

- Shared Google Calendar publically available: [“minerelementary@gmail.com”](mailto:minerelementary@gmail.com)
- Open House - Wednesday, February 8 from 5:00-6:00 PM in the Parent Center
- Q&A with Joe Weedon (Ward 6 rep to the State Board of Education) - Wednesday, February 8 from 6:00-7:00 PM in the Large Group Instruction Room
- Panda Bear logo concepts completed. Will be discussed during the “Vision” Special Topic.

# Family Engagement & Events - Kristina & Ms. Dorsey

- Upcoming Events:
  - Thursday, February 16: Parent University with Move This World
  - Thursday, March 2: Cupcakes & Canvas
    - Online volunteer signup coming soon
- Suggested Events:
  - Valentine Dance
  - Father-Daughter Dance
  - Boys & Girls banquet (Miner tradition)
  - Family Nights (karaoke, yoga)
  - Fun Run/Walk/5K
  - Arts Showcase
  - Talent Show

# Partnerships

- Cub Scouts (Mr. Robinson)
- Cultivate the City (Mr. Robinson & Amy)
  - Garden Work Days
  - Market Days & CSA
  - Carton2Garden contest
- Shrewsberry (Mr. Williams & Dave)
  - Tours of the Anacostia River Tunnel worksite, and Blue Plains Water Treatment facility
- Folger Theater (Ms. Hicks & LaTasha)
- Estonian Embassy (Ms. Hicks)
  - Planning Estonian Culture Day/Fair
- Kennedy Center (Ms. Davis?)
- Summer Camps
  - Mr. Tony's Adventure Camp now enrolling
  - Potential: Language Stars, DCPS Summer School

# Special Projects

- Community & Inclusion - Gloria Roberts Henry
- Playground & Recreational Spaces - Lolly Axley
- Yearbook - Amy Treat

# LSAT - Kyle & Ms. Fisher

- Meeting on January 30 was start of a month-long budget development process.
  - Note that during the budget season, LSAT meetings may be closed to the public in order to discuss sensitive issues (e.g., staffing or student data).
- Based on inputs from the LSAT, Principal Mial will submit an SY17-18 budget to DCPS by early March.

# ECE Parent Committee - Matt & Dante

- ECE Parent Breakfast on January 26 was a great success. Thanks to all who attended!
- Upcoming Events:
  - Thursday, February 9: Parent Valentine Activity, 8:30 - 9:00 in the ECE Common Area
  - Thursday, February 16: Next ECE Parent Committee Meeting, 8:15 in the Parent Center



# Thank You!

Any Joys, Questions, or Concerns that you'd like to share?

# Special Topic: Continuing Miner's Vision

# From our January 10th Meeting

- Some things to keep in mind:
  - Change is hard and change takes time
  - Improvement didn't happen overnight at our neighboring schools - it took parents who invested in those school and worked hard
  - We appreciate the hard work of Miner's administration & staff and how difficult it can be to manage change
- PTO Actions & Commitments Moving Forward
  - PTO will restart the Vision process and insist that it be collaborative across all stakeholders, including teachers/staff. The school's internal school improvement efforts should be an integral part of the Vision Process, not separate.
  - PTO Community & Inclusion Team efforts to build a stronger parent community, with special emphasis on the upper grades, will continue.

# Vision Team Background

- In August 2015, a group of families, staff members, teachers, and community members who care about the future of Miner assembled to develop a vision for Miner's future
- At this first "Vision" session, the group developed a collective "vision of the ideal Miner student"
- We called this student "Five" representing that this student would be the result of graduating from the 5th Grade at Miner in five years. This Vision entails a student who was academically, socially, and emotionally supported and successful.
- The Vision is the heart of "who we want to be"

# Vision Team Commitment

- The Miner Vision Team is committed to reaching as many members of the Miner Community as possible. We want all voices to be heard!
- A Vision cannot be authentic if it comes from a small group of people. We must seek authentic, representative feedback to determine our future, together.
- Everything we seek to do during this process will be open, transparent, and accessible by all community members.

**One Vision - One Voice - One Team -  
One School - One Miner**

# What was the outcome of the Vision Team's efforts?

- An “interim” Vision (copies handed out tonight)
- A survey to gauge community interest and concerns
  - Clear results regarding need for effective communication, and desire for “something special” to differentiate Miner
- Initial steps toward producing a “brand” for our school
- Inclusion of the MSL position in the school's budget as a first step toward the Community School Model
- Strengthening and growth of the Miner community

**Miner Vision Team**  
Initial Statement of Commitment, Vision, and Goals  
November 5, 2015

**Vision Team Commitment**

To develop an inspiring and inclusive vision for Miner Elementary using a collaborative process that takes into consideration the following viewpoints:

- Current and future students
- Current and future parents
- Miner teachers, staff & administrators
- Volunteers and partners
- Community stakeholders (neighborhood churches, businesses, CHPSPO, etc.)
- DCPS & DC Government (Board of Education, ANC6A Council, library, police, etc.)

The Vision Team is made up of parents (current and future), teachers, other school staff, and administration and will look at short, intermediate, and long-term goals.

**Miner Student Vision**

The initial vision that this team developed envisions the creation of students that:

- love learning and are challenged
- thrive academically, socially, and emotionally (well-rounded education)
- feel cared for, safe, and supported
- have had a true childhood within the school walls
- have lifelong friendships and know that people believe in them
- feel part of the Miner community
- have had rich & meaningful experiences inside & outside the classroom
- are culturally competent, from a local to international level

This vision is greatly enhanced with DC as a backdrop, and with the world-class organizations, assets, and resources available to the students in their own hometown of the Nation's Capitol.

**Long-term goals (4-5 years): Become Recognized**

Miner Elementary will become a Blue ribbon school as an *Exemplary Achievement Gap Closing School* in 4-5 years which is bestowed on schools where, according to the Department of Education, for each of the school's subgroups, the school must be in the top 15 percent of all schools in the state when schools are ranked on the school's progress in closing the gap between the performance of the school's subgroup and the state's all-students group over the past five years, comparing the most recent year to the earliest of the five years. Additionally, school leaders have articulated a vision of excellence and hold everyone to high standards, administration stays close to the real action of teaching and learning, mutual respect and trust run deep in the school's culture, faculty are supported by mentoring and professional development with time to coordinate their work, data from many sources drive adaptations to support every student, and families and educators work together in trust. More here - <http://www2.ed.gov/programs/nclbbrs/eligibility.html>

**Intermediate goals (2-3 years): Connect to the Community**

Miner will become a community school-of-choice making use of the Community School Incentive Initiative Grant and implement the community schools model to promote academic enrichment activities, facilitate parental involvement and health prevention and treatment services. Enrollment and sustained enrollment will increase. Miner will become a community hub where people feel welcomed and have pride in their school.

**Short-term goals (1 year): Improve Internally**

Follow a transparent and inclusive process to build a school identity and vision for Miner with rigorous stakeholder involvement. Build trust with stakeholders and be transparent in process and communication. Conduct a needs assessment with stakeholders, identify barriers to success, and identify ways to support positive teaching and parenting culture.

*The Miner Vision process is open and inclusive! To add your voice to ours, please contact [minerpto@gmail.com](mailto:minerpto@gmail.com). Thank you!*

# What did the Vision Team recommend for next steps?

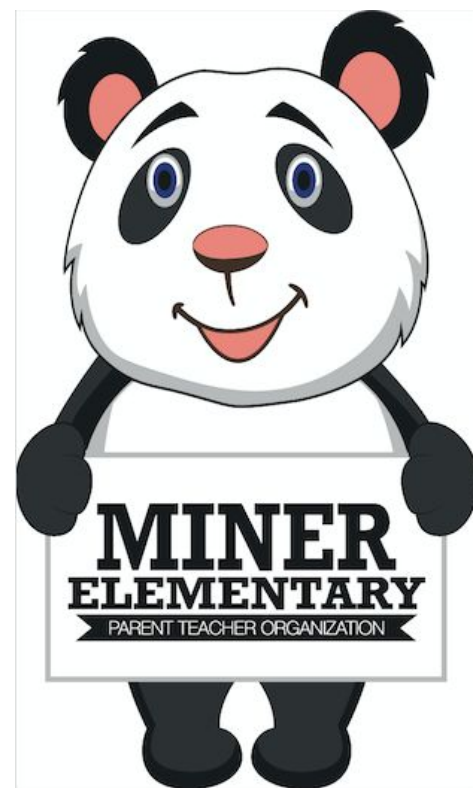
- Finalize school branding
- Identify the core values we all share
- Conduct an in-depth needs assessment
- Collectively decide on what type of curriculum or program we want to be our “something special”
- Engage our community to continue building and strengthening it
  - Potential need for a discussion of race, class, and gentrification



# Where we are today

- Branding - In work: logo options developed (see next slide)
- Core Values - not started
- Needs Assessment - not started
- Signature Program
  - Dual Language - DCPS is strongly aware of our interest
  - STEM - Teacher hired
  - IB - need to discuss as a community
- Building & Strengthening Community - in work
  - PTO has started a “Community & Inclusion” team
  - PTO has made initial contact with an organization called “Kindred” that helps school communities to grow
  - Revitalized ECE Parent Committee with full-time DCPS support
  - Renewed support from the DCPS Community Action Team

# Some of the Miner Panda Bear Logo Options (Thank you Holly!)



# Where do we go from here?

Unless there are objections:

It is recommended that the PTO will engage the Administration to determine how best the community can collaborate on the school improvement process, merging existing Vision Team activities with the improvement efforts that Miner internally is already working on.

We will report results next month.

Who's in?

**Special Topic:**  
**School Planning Update**  
**Teresa Biagioni, DCPS Director of**  
**School Planning**

## School Planning Update for Miner ES

February 2017

### Early Action PK

Miner is entering its 3<sup>rd</sup> year as an Early Action PK site, meaning that all In-Boundary PK3 and PK4 applicants can receive a guaranteed seat at Miner if they apply by the March 1 My School DC Lottery Deadline. Miner's ECE applications are up overall from last year.

Miner ES	Total Applicants as of 2/2/2016	Total Applicants as of 2/6/2017	IB	OOB	%IB
PK 3	66	92	26	66	28%
PK 4	19	26	4	22	15%
<b>Total</b>	<b>85</b>	<b>118</b>	<b>30</b>	<b>88</b>	

### Dual Language Expansion

DCPS spent the summer and fall collecting input about Dual Language programs and expansion from parents, community, and school leaders/staff, including those from Miner ES. We have shared this feedback and recommendations for multi-year expansion with DCPS leaders. The goal of this plan is to increase equity of access to Dual Language across the city and improve feeder patterns. We anticipate sharing an update on next steps with families in the coming weeks.

### Ward 6 Elementary Planning

Recently, DCPS has been working with the Maury community to plan for their upcoming building modernization. While we are focusing primarily on designing a larger building for Maury's expected growth and to accommodate programming and instruction, DCPS did look into alternate approaches to a larger space, including a Cluster Model or Boundary Change.

**DCPS is not pursuing these approaches for immediate implementation;** if pursued in the future, affected school communities would be engaged in an extended planning process. To be transparent, our thinking behind each model is outlined below.

#### Cluster Model

Combine the Maury and Miner boundaries and distribute enrollment across the two school buildings based on grade.

Pros	Cons
<ul style="list-style-type: none"> <li>Distributes available seats more evenly between schools</li> </ul>	<ul style="list-style-type: none"> <li>Significant planning considerations and coordination between two school</li> </ul>

Pros	Cons
<ul style="list-style-type: none"> <li>Potential to expand on successful school programs, allow buildings to focus on grade bands</li> </ul>	<ul style="list-style-type: none"> <li>communities</li> <li>Potentially disruptive to families</li> <li>Logistics for families and potentially staff to access two buildings</li> </ul>

### Re-Draw Boundaries

A boundary revision would aim to decrease the size of Maury's boundary so the projected school population would fit within their building capacity.

Pros	Cons
<ul style="list-style-type: none"> <li><b>No change to school model or programming required at Maury or Miner</b></li> <li><b>Has potential to better distribute population across schools</b></li> </ul>	<ul style="list-style-type: none"> <li>Possibly the second boundary change for some families within 5 years</li> <li>Challenging, uncertain process for communities</li> <li>Does not leave room for growth within the reduced Maury boundary</li> </ul>

### Eliot-Hine MS

Eliot-Hine, Miner's feeder middle school, will begin its modernization in School Year 2018-2019. DCPS wants to engage feeder families in the middle school planning process in several ways:

- Join the School Improvement Team (SIT):** The SIT is a small group comprised of school staff, parents, and community members that meets every 4-8 weeks to discuss building design and programming. If you would like to represent your school and join the SIT, submit the interest form [here](#) or at [bit.ly/EliotHineSIT](http://bit.ly/EliotHineSIT).
- Complete the Middle School Survey:** The Eliot-Hine SIT and school leadership wants to learn more about what you are looking for in your middle school option. Please fill out this [short survey](#)!
- Learn More Online:** Follow Eliot-Hine updates on our [DCPS Planning Blog](https://dcpsplanning.wordpress.com/) at <https://dcpsplanning.wordpress.com/>. New content is published weekly. Check out our interviews with Principal Vargas and current parents, highlights from school events, and more details on the upcoming modernization.
- Buddy Days:** Eliot-Hine will continue to host feeder school 4th and 5th graders for a Buddy Day. Students are exposed to the IB framework and learn more about what it's like to be a middle school student. Ask your student what they learned after their visit!
- Come Visit!** Check out Eliot-Hine in person at their next Open House on **Wednesday, February 15 at 9:30 AM**. Hear from Principal Vargas and go on a classroom tour led by current parents and students.

**Questions?** Please reach out to [DCPS.Planning@dc.gov](mailto:DCPS.Planning@dc.gov).

Special Topic:  
DCPS Action Plan  
Dr. Janice Harris, Instructional  
Superintendent for DCPS Cluster V



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# Miner Community Follow-up

February 7, 2017





## Purpose

---

- Communicate action plan in response to concerns raised by the Miner community.
  - Create the foundation upon which we can collaboratively build a successful learning environment for all Miner ES students.
-

## Meeting Norms

---

We are all here for Miner students...

- Respect all voices
  - Assume positive intentions
  - Identify solutions collaboratively with a focus on student outcomes
-

## Areas of Focus

---

- Communication
  - Culture & Climate
  - Early Childhood Education (ECE)
  - Safety & School Operations
-

# Communication

---

---

## **Areas of Concern:**

- Communication about academic progress and action plans for the school.
- Proactive and collaborative communication.
- Clear communication regarding policies and procedures.
- Relaunch of the vision work involving all stakeholders.

## **Strategies to address:**

- Principal bi-weekly chat -M5 (Monday Morning Mocha...)
  - Bi-weekly school newsletter with letter from Principal
  - Provide multiple opportunities for feedback to to be administered after stakeholder meetings, e.g. Principal chat and community events
  - Realignment and clarifying the roles of the administrative team.
  - DCPS Central Office Policy and ECE Teams working with leadership team
-

---

## **Strategies to address (cont'd):**

- Close mentoring on improving communication for administrative team from select school and district leaders
  - Administration and teacher leaders to visit identified schools within the district for reflection and expansion of strategies in: communication, academic leadership, climate/culture, and early childhood
  - Administration to re-engage stakeholders in vision work
-

---

## **Monitoring / Deliverables:**

- Newsletter to launch in February.
  - M5 (Monday Morning Mocha...) calendar of topics for parents.
  - Feedback from shared events will be highlighted in the bi-weekly newsletter.
  - Roles and responsibilities staff profiles.
  - Joint communication of progress toward shared vision between parent and school community. (e.g. School Newsletter, PTO meetings, LSAT meetings)
  - Principal and leadership team reflection on observations from school visits and next steps
  - 1:1 and small group restorative conversations.
-

# Culture & Climate

---



---

## **Areas of Concern:**

- Student behavior
- Student recognition
- Bullying Prevention

## **Strategies to address:**

- Walkthrough by Central Office School Climate Initiative Team
  - Quarterly student assemblies (Character Counts)
  - Monthly student recognition programs for attendance and citizenship
  - Restorative Justice Initiative Cohort for SY17-18
  - Educate community on bullying prevention strategies
  - Ensure appropriate interventions and supports are in place for individual students. (Response to Intervention Team)
-

---

## **Monitoring / Deliverables:**

- DCPS Climate walkthrough report with recommendations for next steps
  - School-based climate committee to review and implement recommendations from Climate Report
  - DCPS Restorative Justice/Student Support Specialist will meet with Principal and LSAT to collaborate on next steps.
  - Establish dates for bullying prevention workshops for students, staff and parents.
  - Cluster 5 Response to Intervention Specialist to increase support of school-based team with developing and monitoring individual student plans.
-

# Early Childhood Education

---

---

## **Areas of Concern:**

- ECE Arrival
- Nap cots
- Curriculum

## **Strategies to address:**

- School consultation with DCPS ECE Family Services Team
  - M5 Focus Topic - Clarification of arrival and departure procedures
  - New nap cots ordered for ECE
  - DCPS ECE Team and school team to collaborate and communicate about curriculum
-

---

## **Monitoring / Deliverables:**

- DCPS ECE Family Services attended M5 on 1.23.17
  - New cots have been ordered
  - Arrival and departure routines have been updated
  - Curriculum event for ECE parents
-

# **Safety & School Operations**

---

---

## **Areas of Concern:**

- Adult supervision in common areas
- ID checks/ visitor procedures
- Clear communication about pest remediation

## **Strategies to address:**

- Visitor and volunteer badges
  - Ensure school aligns visitor and volunteer procedures/ID check with DCPS policy
  - Clarification of expectations for adult supervision during arrival, lunch, recess and transitions
  - Concentrating food consumption in cafeteria and other identified locations; sealed containers for food storage; intensive cleaning regimen in areas where food is consumed
-

---

## **Monitoring / Deliverables:**

- Letter clarifying procedures for drop-off, dismissal, and visitors to the building
  - Following DCPS protocol for volunteers in the building
  - Proper identification for all visitors, volunteers and staff
  - Schedules and appropriate adult ratio for duty assignments
  - Active adult supervision of lunch, recess and transitions
  - Letter clarifying indoor/outdoor recess procedures.
  - Prompt communication of emerging health/safety issues; Nurse, DCPS Health Team and/or School Operations to provide relevant follow-up (e.g. informational pamphlets)
  - Updated parent/student handbook for SY17-18
-



## Next Steps

---

---

## **School Administration & DCPS Central Team will...**

- Monitor and implement this action plan
  - Follow up on staff concerns with an internal plan
  - Continuing to focus on increasing academic and social-emotional outcomes for all student through ongoing collaboration with the community
-