

# BROMWELL

## CSC Meeting Minutes 12.4.19

### **Principal**

- Valecia von Weise

### **Teacher Representatives:**

- Bailey Fiegl (Year 1)
- Todd Johnson (Year 2)
- Sarah Duran (Year 2)

### **Parent Representatives:**

- Edward Taylor (Year 1)
- Hugo Doetsch (Year 1)
- JJ Johnson (Year 2)
- Jason Brunner (Year 2)

### **Other attendees: NA**

# BROMWELL

## Agenda

Time	Topic	Minutes
3:30 PM	Introductions	
3:35 PM	<b>2019-2020 Bromwell Choice Priorities</b> <ul style="list-style-type: none"> <li>The Choice window opens at 8:30 a.m. Jan. 15 and closes 4 p.m. Feb. 18. We expect to release Round 1 notifications to families no later than March 27.</li> </ul>	<p>Clarification on how it reads</p> <p>"Have we ever gotten to #9 on this list previously?" - no</p> <p>It's a 2 year pilot</p> <p>How many non-boundary kinders came this year? - 29</p> <p>students choice in this year</p> <p>How many of those were choice in siblings?</p>
3:40 PM	<b>Restorative Practices Cohort</b> <ul style="list-style-type: none"> <li>Positive Behavior Intervention Systems</li> <li>PAWs At Bromwell</li> <li>Discipline Policy</li> </ul>	
3:45 PM	<b>Preliminary 20-21 Planning</b> <ul style="list-style-type: none"> <li>DRAFT Projected Enrollment</li> <li>Are we set up for success to meet our Unified Improvement Plan MIS?</li> <li>What is the instructional experience we want to uphold for students, teachers, and the community?</li> </ul>	<p>How accurate were the projections last year? - up 3</p>

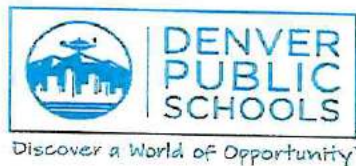
# BROMWELL

	<p>How are these projections calculated? - DPS algorithm</p> <p>Is this staff allocation sufficient?</p> <p>Is there an unfunded ranking prioritization in our fundraising?</p> <p>What do you see as a priority for staffing?</p> <p>Do the positions shift based on the student population we have? Ex... ELA</p> <p>What percentage of classroom support needs to be licenced or para support versus parent volunteers?</p> <p>At what point does our school hire another staff member for a grade level?</p>

# BROMWELL

4:10 PM	<b>Unified Improvement Plan: Major Improvement Strategies</b> <ol style="list-style-type: none"> <li>1. Small Group Instruction- Differentiation: We will plan and implement small group instruction at all grade levels. During math and literacy, ALL students will participate in interventions and extensions based on need. Students who are not yet at grade level will receive additional support from small group instruction teachers. Students progress will be reviewed every 6 weeks and in WDMS (weekly data meetings). Small groups will be adjusted as needed.</li> <li>2. Whole Child: Develop and implement PBIS structures within the school. Develop discipline policy and supports for students. Onward Book Study for staff. Trauma informed training for teachers.</li> </ol> <b>Instructional Focus Areas:</b> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Rigorous Tasks</li> <li>• Teacher to student Feedback</li> <li>• Culturally Responsive Practices</li> </ul>	Are there particular strategies that are being used? What strategies are teachers using?
4:15 PM	<b>Public Comments</b>	No Public
4:20 PM	<b>Next Month's Agenda</b> <ul style="list-style-type: none"> <li>o Summarize Minutes</li> <li>o Review enrollment projections and budget</li> </ul>	
4:25 PM	<b>Closing</b>	





**Bromwell Elementary**  
**2019-20 SchoolChoice Priorities**  
**Neighborhood Boundary School**

The following information will be used to prioritize applicants during the SchoolChoice student assignment process, as approved by the DPS Board of Education.

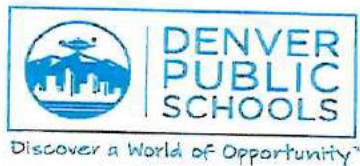
**Applicants for ECE are prioritized in the following way (if applicable):**

*Note: There is no guarantee for ECE enrollment in Denver Public Schools.*

1. Students who reside in the school boundary with a sibling admitted at the school
2. Students who reside in the school boundary and are currently attending the school's ECE program
3. Students who reside in the school boundary
4. District resident students with a sibling admitted at the school
5. Children of full-time employees at the school
6. District resident students who are currently attending the school's ECE program
7. District resident students that qualify for the Free and Reduced Lunch (FRL) program
8. All other District resident students
9. Non-District resident students who are currently attending the school's ECE program or have a sibling admitted at the school
10. All other non-District resident students

**Applicants for Kindergarten are prioritized in the following way:**

1. Students who reside in the school boundary (guaranteed in Round 1 only)
2. District resident students that qualify for the Free and Reduced Lunch (FRL) program with a sibling admitted at the school
3. District resident students with a sibling admitted at the school
4. Children of full-time employees at the school
5. District resident students that qualify for the Free and Reduced Lunch (FRL) program and are currently attending the school's 4-year-old ECE program
6. District resident students who are currently-attending the school
7. All other District resident students that qualify for the Free and Reduced Lunch (FRL) program
8. District resident students who currently attend a closed school
9. All other District resident students



10. Non-District resident students who are currently attending the school's 4-year-old ECE program or have a sibling admitted at the school
11. All other non-District resident students

**Applicants for grades 1 – 5 are prioritized in the following way:**

1. Students who reside in the school boundary (guaranteed in Round 1 only) or District resident students who are currently attending the school
2. District resident students that qualify for the Free and Reduced Lunch (FRL) program with a sibling admitted at the school
3. District resident students with a sibling admitted at the school
4. Children of full-time employees at the school
5. District resident students who are currently attending a closed school
6. All other District resident students that qualify for the Free and Reduced Lunch (FRL) program
7. All other District resident students
8. Non-District resident students who are currently attending the school or have a sibling admitted at the school
9. All other non-District resident students

*Denver Public Schools makes every attempt to accommodate siblings who apply together in the same school year. A separate SchoolChoice application must be submitted for each sibling to be considered.*

# 2018-19 School Choice and Enrollment Snapshot

## Bromwell Elementary School - 214

### Enrollment

#### School Contract Information

Instructional Superintendent  
Principal  
Phone Number  
Address  
Principal Group  
School Type  
Planning Region

TIMOTHY DALE  
ANDREW HODGES  
(720)424-9330  
2500 E 4TH AVE 80206  
Network 5  
Elementary  
CEN

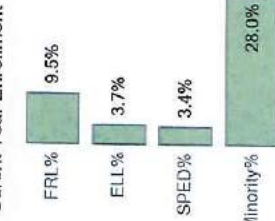
#### Five-Year Enrollment Trend



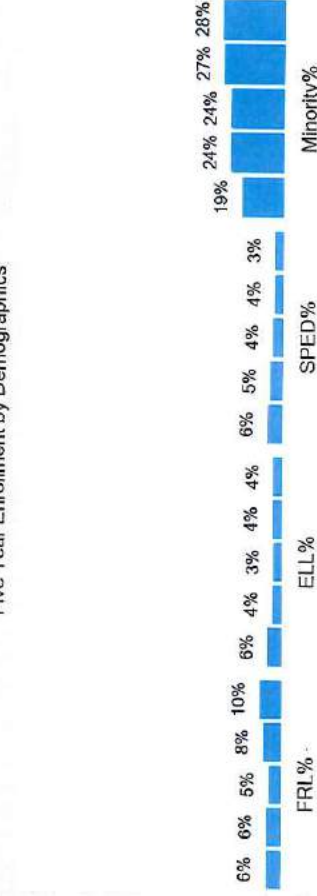
#### Enrollment by Demographics

	2014-15	2015-16	2016-17	2017-18	2018-19
FRL	19	20	17	25	31
FRL%	6.4 %	6.3 %	5.3 %	8.0 %	9.5 %
ELL	18	13	11	13	12
ELL%	6.0 %	4.1 %	3.4 %	4.2 %	3.7 %
SPED	19	17	14	11	11
SPED%	6.4 %	5.3 %	4.3 %	3.5 %	3.4 %
Minority	56	77	78	86	91
Minority%	18.8 %	24.1 %	24.2 %	27.5 %	28.0 %

#### Current Year Enrollment



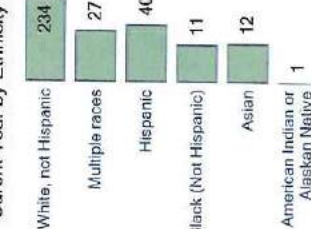
#### Five Year Enrollment by Demographics



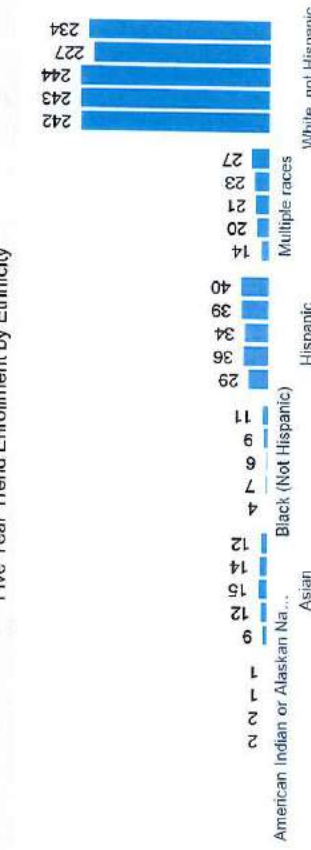
#### Enrollment by Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaskan	9	12	15	14	12
Asian	4	7	6	9	11
Black (Not Hispanic)	29	36	34	39	40
Hispanic	14	20	21	23	27
Multiple races	242	243	244	227	234
White, not Hispanic					

#### Current Year by Ethnicity



#### Five Year Trend Enrollment by Ethnicity



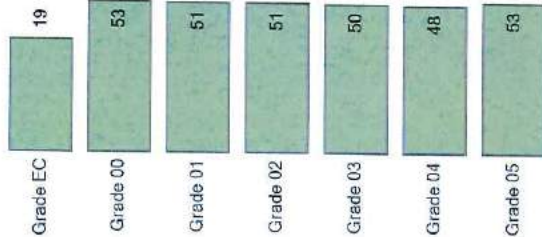
Enrollment by Grade

Grade EC  
Grade 00  
Grade 01  
Grade 02  
Grade 03  
Grade 04  
Grade 05

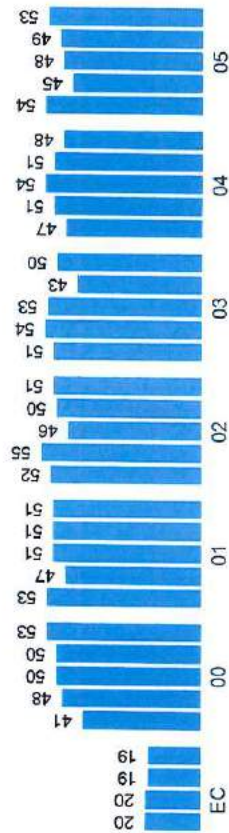
2014-15 2015-16 2016-17 2017-18 2018-19

41	20	20	19	19
53	48	50	50	53
52	47	51	51	51
51	55	46	50	51
54	53	43	50	50
47	54	51	51	48
54	45	48	49	53

Current Year By Grade



Five Year Trend Enrollment by Grade





## Choice In

Top 10 Boundaries or Zones from which Students Chioed in (count of students)

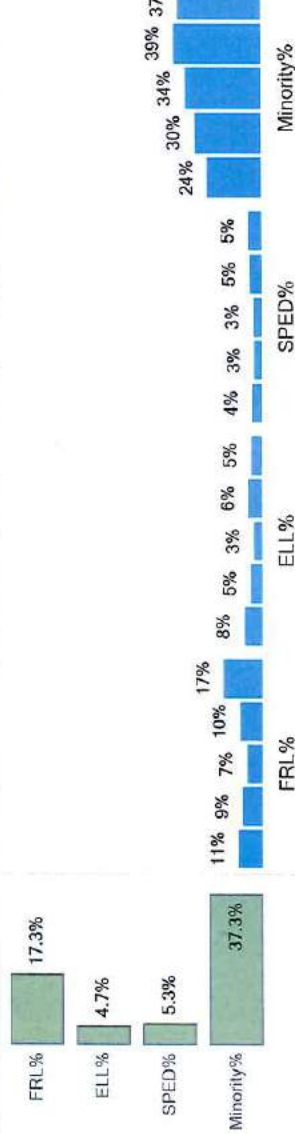
	2014-15	2015-16	2016-17	2017-18	2018-19
Dora Moore ECE-8 School	103	104	120	142	150
Teller Elementary School					
Stock Elementary School					
Greater Five Points Elementary School Zone					
Palmer Elementary School					
Lowry Elementary School					
Carson Elementary School					
Out of District					
Denver Green School					
Columbine Elementary School					

Five Year Choice In Trend

Five Year Choice In Trend by Demographics

Choice In Demographics	2014-15	2015-16	2016-17	2017-18	2018-19
FRL	26	26	26	26	26
FRL%	10.7 %	8.7 %	6.7 %	9.9 %	17.3 %
ELL	8	5	4	8	7
ELL%	7.8 %	4.8 %	3.3 %	5.6 %	4.7 %
SPED	4	3	4	7	8
SPED%	3.9 %	2.9 %	3.3 %	4.9 %	5.3 %
Minority	25	31	41	56	56
Minority%	24.3 %	29.8 %	34.2 %	39.4 %	37.3 %

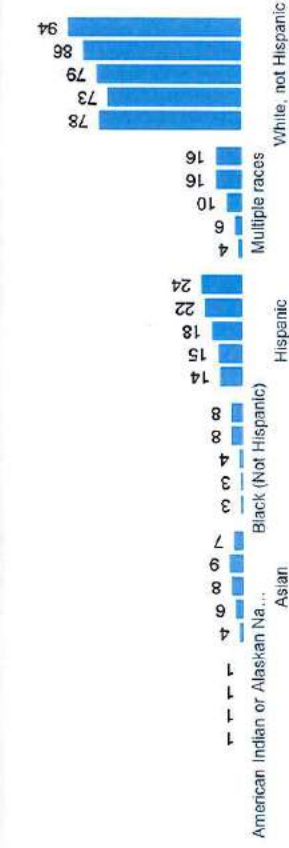
Current Choice In



Current Choice In by Ethnicity

Choice In Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska...	4	6	8	9	7
Asian	3	3	4	8	8
Black (Not Hispanic)	14	15	18	22	24
Hispanic	4	6	10	16	16
Multiple races	78	73	79	86	94
White, not Hispanic					

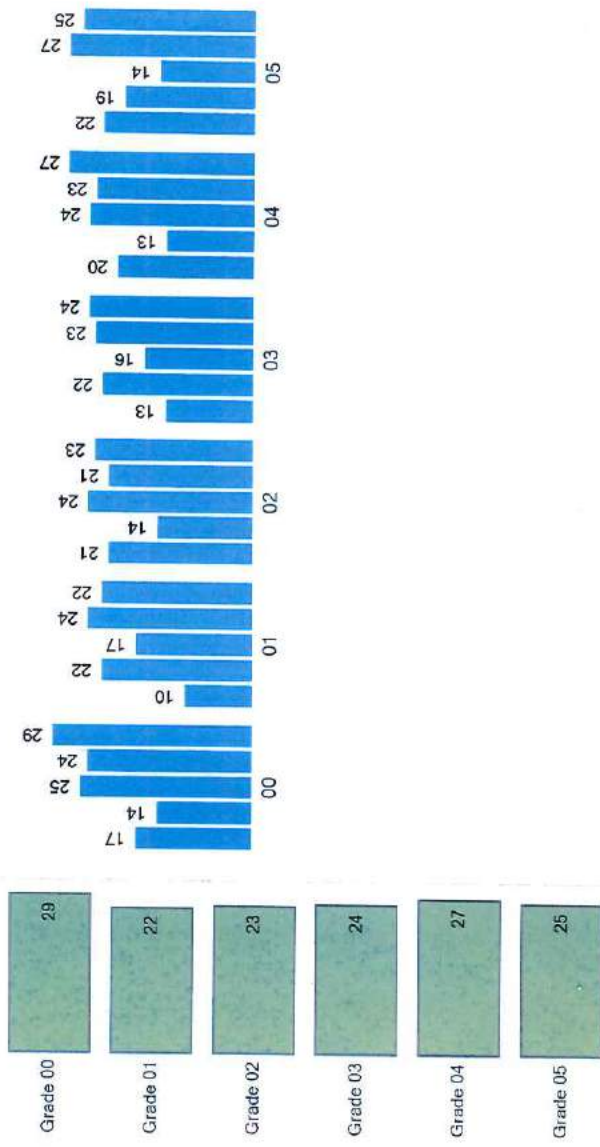
Five Year Choice In Trend by Ethnicity



Current Choice In By Grade

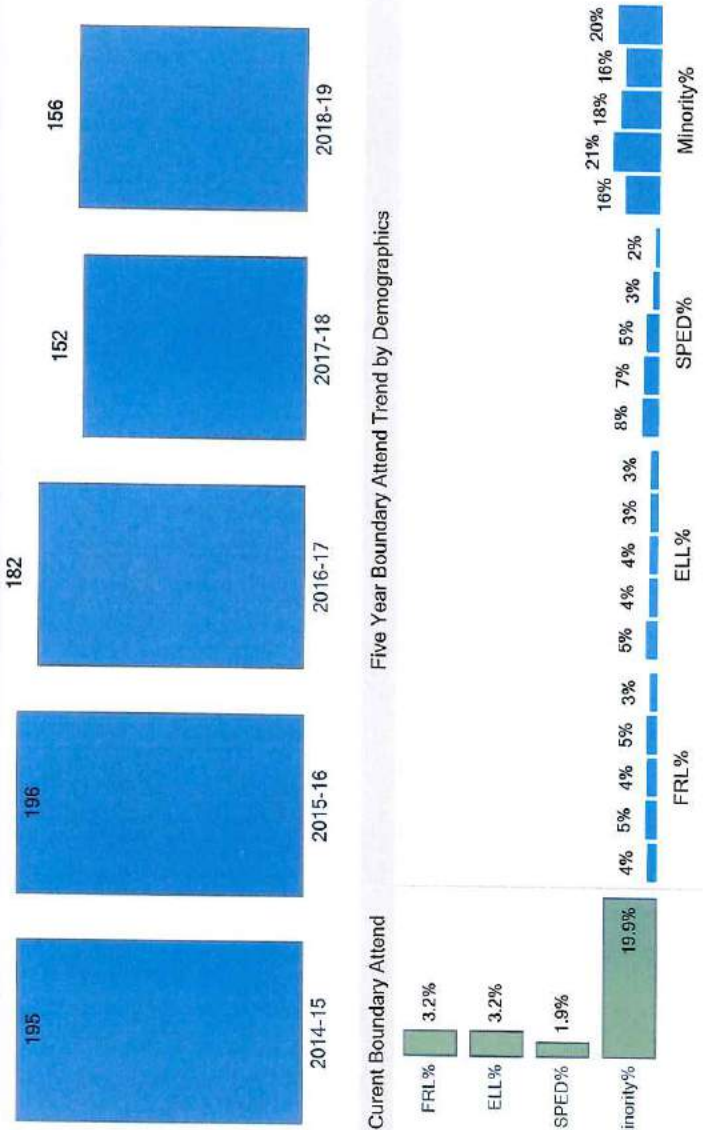
Choice In by Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 00	17	14	25	24	29
Grade 01	10	22	17	24	22
Grade 02	21	14	24	21	23
Grade 03	13	22	16	23	24
Grade 04	20	13	24	23	27
Grade 05	22	19	14	27	25

Five Year Trend Choice In by Grade



## Boundary Attend

Five Year Boundary Attend Trend

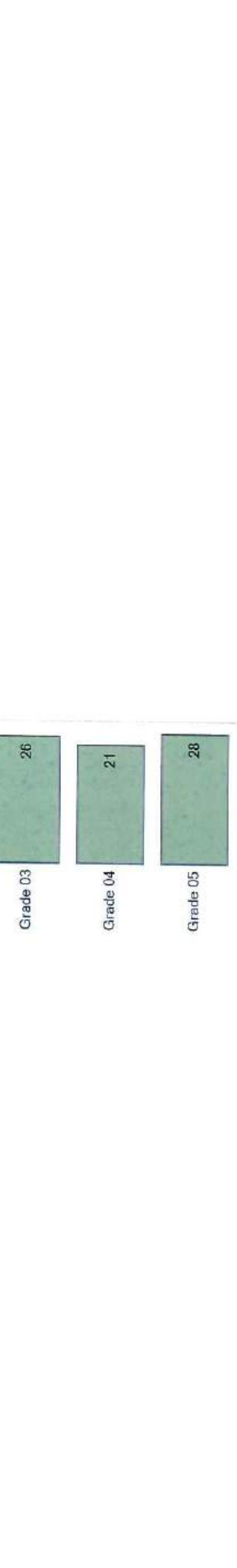
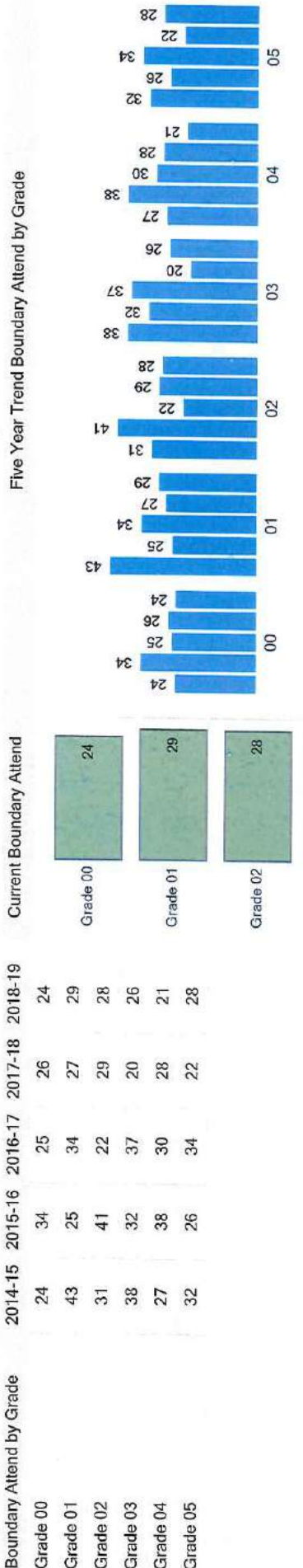
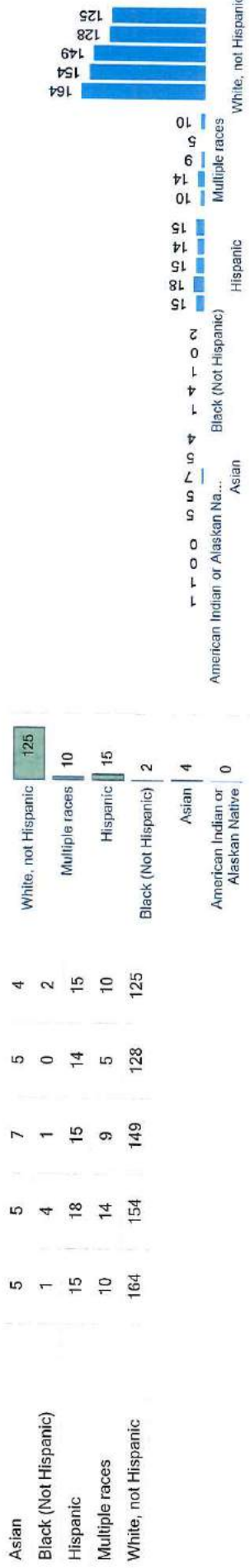


Boundary Attend Demographics 2014-15 2015-16 2016-17 2017-18 2018-19



Boundary Attend by Ethnicity 2014-15 2015-16 2016-17 2017-18 2018-19

American Indian or Alaska... 1 1 0 0 0



### Choice Out

Boundary: Bromwell Elementary School

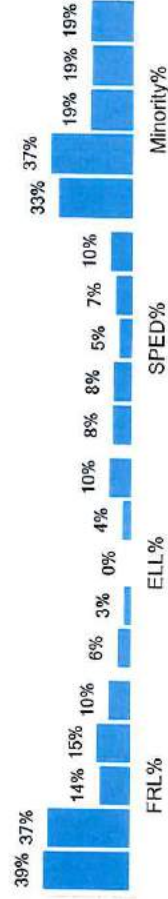
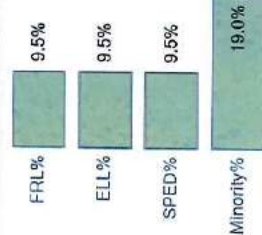
Top 10 Choice Out (count of students)		Five Year Choice Out Trend				
School	Count	2014-15	2015-16	2016-17	2017-18	2018-19
REACH Charter School - 192	4	36	38	37	27	21
Polaris Elementary School - 225	4					
Denver Language School - 176	3					
Steele Elementary School - 276	2					
Steele Elementary School - 278	1					
Teller Elementary School - 281	1					
Cole Arts and Science Academy - 188	1					
William (Bill) Roberts ECE-8 School - 194	1					
Odyssey School of Denver - 211	1					



Five Year Choice Out Trend by Demographics

Current Choice Out Demo

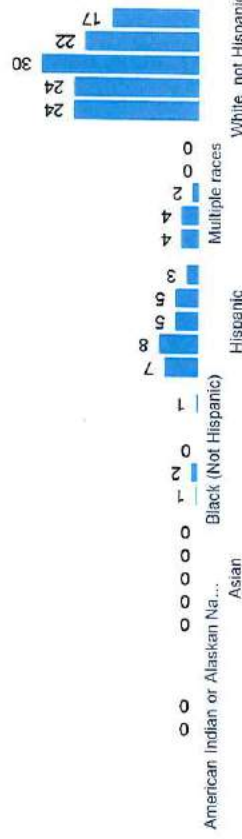
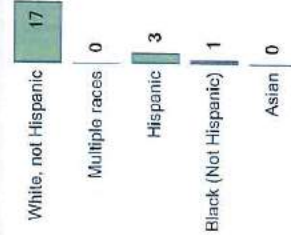
Choice Out Demographics	2014-15	2015-16	2016-17	2017-18	2018-19
FRL					
FRL%	38.9 %	36.8 %	13.5 %	14.8 %	9.5 %
ELL					
ELL%	5.6 %	2.6 %	0.0 %	3.7 %	9.5 %
SPED					
SPED%	8.3 %	7.9 %	5.4 %	7.4 %	9.5 %
Minority					
Minority%	33.3 %	36.8 %	18.9 %	18.5 %	19.0 %



Five Year Choice Out Trend by Ethnicity

Current Choice Out

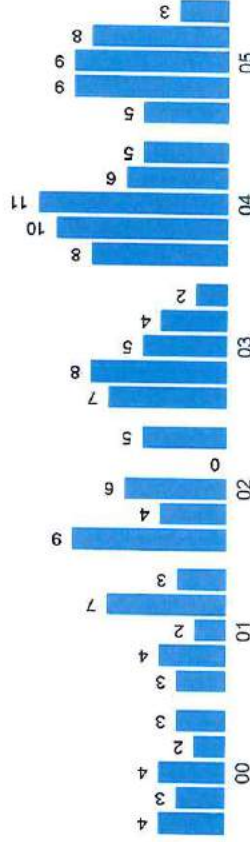
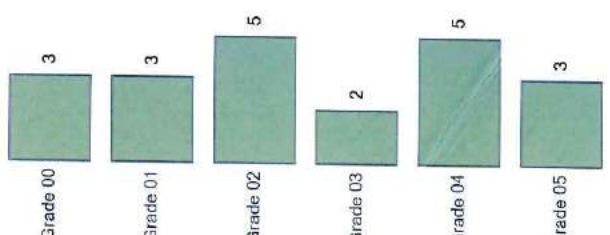
Choice Out Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska...					
Asian	0	0	0	0	0
Black (Not Hispanic)	1	2	0		1
Hispanic	7	8	5	5	3
Multiple races	4	4	2	0	0
White, not Hispanic	24	24	30	22	17



Five Year Trend Choice Out by Grade

Current Choice Out

Choice Out by Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 00	4	3	4	2	3
Grade 01	3	4	2	7	3
Grade 02	9	4	6	0	5
Grade 03	7	8	5	4	2
Grade 04	8	10	11	6	5
Grade 05	5	9	9	8	3





# Grade Matriculation

For last year's 5th graders, where are they attending 6th grade?

Out of District	16
DSST: Byers MS	9
McAuliffe International School	6
Hill Campus of Arts and Sciences	5
McAuliffe Manual MS	4
Denver School of Arts MS	4
Girls Athletic Leadership MS	3
Morey Middle School	2

## Choice Round 1 Waitlist for the 2018-19 School Year

Grade	Round 1 Waitlist
00	91
01	16
02	11
03	7
04	2
05	0
EC	51

Round 1 waitlist totals include all applicants



**Living our Values!**

**Students who are Brave:**

- Stand up for what is right!
- Make mistakes and learn from them
- Take risks
- Persevere, especially when things get hard!

**Students who are Imaginative:**

- Think outside the box
- Problem solve
- Use their strengths to support their learning
- Set the skies as their limit.

**Students who are Compassionate:**

- Inclusive of everyone
- Understand & celebrate each other's differences
- Show empathy
- See other's perspectives

**Students who are Joyful:**

- Love learning
- Confident in themselves
- Balance hard work and play
- Communicate their strengths and needs

**Students who are ALL IN!**

- Committed to their learning
  - Participate with a positive attitude
  - Respect everyone
  - Always Living the Values!
-

**Positive Behavior Intervention Support Program: PAWS** At Bromwell Elementary, we define student behavior expectations with a positive, asset based approach. Positive Behavior Intervention Support (PBIS) Systems at Bromwell include a Whole Child Task Force and Restorative Practices Cohort to support teachers and staff in promoting positive student behaviors and to problem solve with teachers to support students in the classroom. The PBIS Team supports teachers, students and parents to correct negative student behavior in the following ways:

1. Identify the expected student behaviors and desired outcomes
2. Teach, model and practice what those behaviors look like, sound like and feel like
3. Specifically praise appropriate behavior with private or public acknowledgement
4. Collect data to determine successes and barriers to reaching the desired goals

**Positive Behavior Expectations for all areas of the school include:**

**PAWS in the Classroom**

- Eyes Watching
- Ears Listening
- Voice Quiet
- Body Still

**PAWS in the Auditorium**

- P-Place hands in lap
- A-Applaud appropriately
- W-Watch the speaker
- S- Show our Values!

**PAWS in the Bathroom**

- P-Privacy please and voices quiet
- A-Always flush
- W-Wash your hands
- S-Show our Values!

**PAWS in the Cafeteria**

- P-Pick up after yourself
- A-Accept new friends
- W-When the lights are off, voices quiet
- S- Show our Values!

**PAWS in the Hallway**

- P-Place hands securely
- A-Attention ahead
- W-Walk quietly
- S-Show our Values!

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### **PAWS on the Playground**

P-Play safe

A-Accept all friends

W-Walk on blacktop

S-Show our Values!



**Bromwell Draft Preliminary Projections 2020-2021 SY**

Grade	Student Count 2020-2021	+/- 19-20
Kindergarten	52 <i>29</i>	-1
First	52	-2
Second	52	-3
Third	52	0
Fourth	51	+1
Fifth	51	+3

**Current Staffing Model 19-21**

**\*\*FTE: Full Time Employee**

<b>Office</b>				
Principal 1 FTE	Office Support III 8 hrs	Office I 4 hrs	Nurse 2 Days	Psychologist 1 FTE
<b>ECE</b>				
Teacher 1 FTE	ECE Para 8 hrs			
<b>Kindergarten</b>				
Teacher 1 FTE	General Assignment I Para 7 hours			
Teacher 1 FTE	General Assignment I Para 7 hours			
<b>First Grade</b>				
Literacy Teacher 1 FTE	General Assignment I Para 7 hours			
Math Teacher 1 FTE				
<b>Second Grade</b>				
Literacy Teacher 1 FTE	General Assignment I Para 7 hours			
Math Teacher 1 FTE				

Third Grade				
Literacy Teacher 1 FTE				
Math Teacher 1 FTE				
Fourth Grade				
Literacy Teacher 1 FTE				
Math Teacher 1 FTE				
Fifth Grade				
Literacy Teacher 1 FTE				
Math Teacher 1 FTE				
3rd-5th Literacy General Assignment Para 7 hours				
3rd-5th Math General Assignment Para 7 hours				
Specials				
Gym 1 FTE	STEM/Technology 1 FTE	Music .5 FTE	Art .5 FTE	Library General Assignment II Para 4 hours
Small Group Support Staff				
RtI .34 FTE Intervention .09 FTE	Literacy .5 FTE (no cost)	Math .6 FTE	GT .25 FTE	SpEd 1 FTE SpEd Para 7 hrs
TLC Model				
Senior Team Lead .66 FTE	Senior Team Lead .66 FTE			