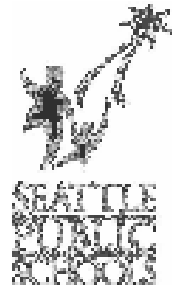


HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



WHO ARE WE? WHAT DO WE DO?

WHY DO WE DO IT THAT WAY? WHO ARE WE DOING IT FOR?

GROUP 1 – Exercise #1

1. WHO ARE WE?

- Parents
- Teachers
- Veterans
- New Teachers
- Community Members
- Admin
- Interns
- Multiple Roles
- BLT Members

2. WHAT DO WE DO AS A GROUP?

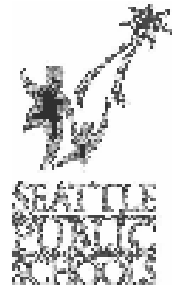
- Educators
- Interest as kids as whole human being – more than just strictly academic.
- Educating Kids to be members of society
- Create relationships with kids
- Coaches
- Open opportunities
- Responsible for vision
- Technology Coordinator
- Counseling
- Coaching in life skills
- Integrate community into school
- Educate students for global citizenship
- Building / Business / Community / International Partnerships
- Collaborate / Teams
- Work with Parents / Work with Teachers & Kids for better relationships
- Work to build a safer environment
- Mentors

3. WHY DO WE DO IT THE WAY WE DO?

- Tradition (not status quo).
- Demand-driven standards-based
- Kids unique needs
- Coz we care!
- We like Middle Schoolers
- The physical structure of building - limits

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



- Budget Constraints
 - Time Constraints
 - Busing Constraints: 5:00 AM wakeup way too early for middle schoolers – leads to student fatigue.
 - Busing increases diversity – positive aspect.
 - Technology Constraints
 - District Mandate
 - Resistance to change
 - Our abilities, passions, skills, personalities
 - Commitment to International Education
 - Because we have and value our diverse population
 - Improve academic achievement
 - Pride in the school
4. WHO BENEFITS FROM THE WAY WE DO THINGS?
- Society
 - Community
 - Business
 - Parents
 - Students
 - Staff
5. (RATIONALE FOR CHANGE)
- Elementary kids coming in
 - Middle School kids going to High School

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



WHO ARE WE? WHAT DO WE DO? WHY DO WE DO IT THAT WAY? WHO ARE WE DOING IT FOR? GROUP 2 – Exercise #1

Who Are We?

Parent, Community Member, Neighbor, Teachers of: International Arts & Crafts, P.E., Math, Coaches, Special Ed, Assistant Principal, BLT Members, Mentors, Site Council Member, PTSA Member

1. What Do We Do?

Internationally expose students to International Arts / Activities / Issues. Build relationships with students, families and the community, including relationships outside the classroom. Address social, health, physical, emotional and educational needs of students. Work collaboratively, as adults, to assess and meet student / family needs.

WE CARE !!!

2. Why Do We Do It the Way We Do?

We believe in educating the whole child. We have high expectations of ourselves and our students. We do the best we can with what we have (limited space, funding).

3. Who Benefits From the Way We Do Things?

Students from various backgrounds, (ELL, Spec. Ed, Economically Disadvantaged, Spectrum Students, "At Risk" Students).....ALL Kids! Parents like to see their kids happy and learning, The neighborhood – Kids are respectful. Hamilton Staff – Teachers feel supported and invested in the school. Administrators feel proud of "kid centered" teachers. People invested in international Ed. (or the idea of) EX. JSIS, UW, IB Programs, High School Language Teachers, Businesses / Employers.

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



WHO ARE WE? WHAT DO WE DO?

WHY DO WE DO IT THAT WAY? WHO ARE WE DOING IT FOR?

GROUP 3 – Exercise #1

What: Community Usage

- District Meetings
- District-wide school draw / interest
- International program / Project-based learning
- Collaboration with / UW / Norway Teacher Exchange
- Affiliations with / Outside Agencies
- Visiting Specialists
- Commitments to Arts
- Visiting (resident) Spanish Teacher
- Immersion
- Interdisciplinary Collaboration
- High Academic Expectations
- Project-based learning

Who: Parents who value International Programs

- International Arts educator / mentor
- School Counselor who likes diversity
- Central Office Staff Member also valuing diversity - "Communication Central"

Why: Prepare citizens of the world

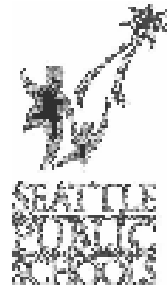
- Celebrate diversity in community
- Represent the community we serve
- Prepare students with a broad array of life skills
- Fulfilling commitment as the designated International Middle School
- Relating Curriculum to student's lives
- Constraints of budget and the physical plant
- Kid centered educational model.

Who Benefits:

- Students
- Parents
- Taxpayers
- Neighbors
- Other Middle Schools
- Receiving High Schools
- Providing Elementary Schools
- Staff

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



A DAY IN THE LIFE

Group #1 – Exercise # 2:

Jose Nakamuro boards rapid transit from South Seattle at 8:00am, to arrive at school at 8:30am, have time for breakfast and socializing before classes which start at 9:00am. The entryway is surrounded by native and international drought tolerant plants, identified by students and thematically linked to the International Curriculum. The entryway has covered and open areas to hang out, opening into the common area with cafe style food options (nutritious), games, books, tutoring, and easy access to the library/tech center.

During passing periods, a diverse, International collection (part of curriculum, chosen by students) of music is played. When the music stops, Jose has already arrived in his pod, having visited his locker, checked his “source” for assignments due, on the laptop. (Computers are provided (with wireless) smartboards in every classroom and assignments can be e-mailed in.)

His first class is Language Arts/Social Studies, where he has a video conference with the sister school in Costa Rica. In his pod, there is a well lit, inviting commons area with a kitchen, project tables, computer projector, comfortable seating, windows to outside and some from classroom for the teacher to keep an eye on Jose as he completes his group project.

At the end of his 80 minute LA/SS class Jose stops by the bathroom, gets a drink of GOOD water, and goes to his adjacent math class (in the same pod.)

The music starts, and Jose goes to lunch in The Commons where he chooses from a variety of nutritious choices. After eating his delicious meal at a circular table with friends, they went outside, since it was a beautiful day. Some of his friends stayed inside and sat on comfy chairs, played games, stopped by the teen health center, signed up for after-school activities, or checked in with an advisor.

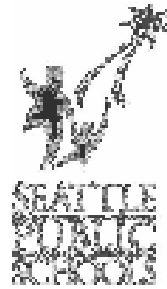
After lunch he had 2 more 80 minute classes. His classes include World Languages, Art, PE, Drama, and International Arts outside of his pod. This is the A day of the alternating day, 80-minute class schedule.

During the day his teachers met to discuss his amazing progress, (during common prep) and e-mailed his parents.

But the fun didn't stop there.....

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISES



A DAY IN THE LIFE

Group #2 – Exercise #2

More what do you see:

September 21, 2011

OMG! What a day, I almost missed the bus because I was still online looking up info about my virtual tour of the International museum I'm designing on my school issued laptop. Lucky 4 me the bus got me at school at 8:36am, still plenty of time B-4 1st bell at 8:55am. I met up with Dimitri (my BFF) in the sun drenched Atrium located beyond the great hall lined with beautiful artwork, pictures, plants, and aquariums. I grabbed a yogurt smoothie from the food court and off to 1st period (it was an A day).....

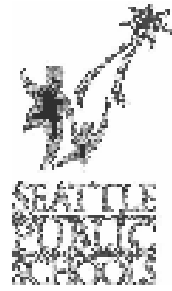
We're working on the 5th Annual Carnival Celebration in Mr. B's class (International Arts yeah!!) But every class contributes something, even Math and Science. Tomorrow is the big celebration. We're gonna WebCast with Middle Schools all around the world and the other International Elementary Schools in Seattle like T.T. Minor where I went last year. When I heard Vivaldi's Autumn over the surround-sound Bose speakers, I knew it was time to go to P.E. where we're learning ballet. Ms. Docter is soooooo good at it and she and Sparky are awesome. After that I met up with my H.R./Advisor Mr. Davis which was great because I had an issue to deal with (you know who☺) (*45 minute lunch w/ scheduled counselor/group sessions held at neutral location*). He also hooked me up with a UW tutor to help with Integrated 2 (Math – yuck!). At lunch it was hard to choose between the salad bar, soup, Essential Baking Co. and the Sizzling Wok aka "The Wok This Way". I had to go to the LRC to work on my photo journalism project. That place has EVERYTHING! It has Docking Stations, Video Editing Equipment, Listening Stations, Virtual Studios and Ms. Kipp knows all the cool books. I lover her "island" in the middle of the LRC. She looks like an angel bathed in all that natural light.

iHola! said Senora Sandler as I went to the Language Center where we are planning our Costa Rica trip. We're going to team up with Immersion Science to study eco-systems and indigenous art work. We had an all school assembly in the Performing Arts Center where we showed off our new flags (30 more!) and met the girls soccer team (I hope we win state AGAIN). After school I played Tuba in the school brass ensemble while the Glee Club practiced next door. Sylvester aka Sly has a solo (he is sooooo CUTE LOL) He's like a young Johnny Depp☺.

Olivia☺

HAMILTON INTERNATIONAL MIDDLE SCHOOL

SDT RETREAT GROUP EXERCISE #2



A DAY IN THE LIFE

Group #3 – Exercise #3

Hi, my name is Fatima Ali, 8th grade, lives in South Seattle. I've been in the United States for 2 years and lived in Germany for 5 years. I attended an International School. I was born in U.A.E. and speak fluent Arabic, German, and English. I've maintained a 3.7 GPA since attending Hamilton. School starts at 8:30am and I take the light rail and metro to get to school. When I arrive, it is breakfast time. I smell a variety of scents from the nutritious, diverse menu. I see students talking, and walking in our large commons area which displays flags from all countries, student work, trophies and an electronic board of the day's schedule and multi cultural events.

My friends and I are greeted by name from various staff members. My day begins at 8:30am with Advisory, which gives us a chance to check in, ask questions or solve any issues. My 1st class is International Arts. I'm learning cultural dances and oral traditions of Pacific Northwest Natives. My class will be presenting this at the Seattle Childs International Festival. My 2nd and 3rd period classes are Language Arts/Social Studies. I'm presenting my 8th grade project through collaboration with other Middle School students via internet. The project is developing the campaign to elect the 1st Arab American woman president. 4th period is Active Living (Health & PE) after this class I go to lunch. I have lots of choices for food; each day there is multi cultural music and silent presentations. I have friends from many countries. My best friend is Jose Nakamura. After I eat, there is a 20 minute Exploratorium. 5th period is Lab Science, mapping chromosomes. 6th period is Math (Advanced Geometry).

After math, my last class is Japanese. Our class is going to Japan over Spring Break. I stay 2 days after school for Ceramics and Instrumental Music. On these days my day ends at 4:45pm.