

Present: Dr. Christian Sawyer, Candace Lewis, Martha Gomez, Trista Fussner, Natasha Forrest, Heather Wilson, Carolyn Leahy, Robyn DiFalco

Absent: Shelley Stancer

1. Welcome & Gratitude Cards / Celebrations

- CSC members each shared who they wrote a thank you card to and why

2. Roles & Grounding ourselves in our norms

- Roles:
 - i. Facilitator: Candace Lewis
 - ii. Secretary: Robyn DiFalco
 - iii. Time-Keeper: Martha Gomez
 - iv. Norms-checker and observer: Natasha Forrest
- **Norms Review:** Scholars are our compass; Share the air, Presume positive intent; 24-hour rule, Begin and end on time; No monopoly of expertise
 - i. Suggestion to add a norm of attendance; it was noted that we have a member who has not attended the first or second meeting and what protocol is there for addressing this? Is this person not receiving the emails about the meetings? *Come back to Attendance - 5 minutes at the end*

3. Formatting our Public Input for Remainder of Year

- Suggestion to have all meetings open, except those that require a “closed session”. In the past, we have had some parents show up occasionally. Suggestion to offer comment opportunities at beginning or end. Suggestion to welcome people but provide guidelines on participation, closed sessions, etc. Suggestion to hold 2x annually “Open Forum” CSC meeting like a “State of the School” meeting. Another suggestion/example from an elementary school: doing 4 rotations on different subjects so you are in small groups and get to hear all topics.
- Dr Sawyer proposes that we have all meetings open for public comment at beginning & end AND twice per year, we have a more formal and in-depth format. And by next meeting, Dr Sawyer will bring a plan to the group for this format, consider input from the group and prepare a proposal. Suggestion to consider incorporating one of these open CSC meetings with our ELA-PAC community.
- The Group agreed to have Dr Sawyer come back with a proposal at next meeting.

4. Agenda Review and Approval of minutes from previous meeting (9/18/18).

- Discussed a process for reviewing notes digitally right after the meeting, so we can get them approved and posted ASAP.

5. Principal’s Report

- **Update on Personnel Decisions after Fall Adjustment -- Reduction in staffing**
 - i. IB Coordinator was reduced to 0.5 from 1.0FTE. We are planning to absorb the 0.5 into administrative leadership.
 - ii. Nurse was reduced from 5 to 4 days/week

- iii. We were granted budget adjustment to hire a 0.5 Mild Moderate Teacher to increase special education staffing. (Grant from the district.)
- iv. We were granted an In-School Intervention Teacher, but this has since fallen through.
- v. 8th Grade Social Studies: Ms. Doyle!
- vi. Drama Long Term Sub: Ms. Hoopman! (The Musical is being run by Ms. Lawhon)
- vii. 8th Grade Science: Very strong candidate found; in the hiring stages
- viii. Special Ed Professionals: Very hard to find but we are searching
- ix. Bookkeeper -- It was noted that from a community perspective, it's a big deal that we have our bookkeeping person available to families during regular hours for paying fees (such as athletic fees, etc.) This is a cost-neutral change, as it reduces the overtime to other office staff. Suggestion that the bookkeeper's hours be posted/communicated to families in the Husky Heads up, on the website, etc.

o **School Performance Framework & CMAS Data**

- i. Dr Sawyer passed out copies of the report. There is discussion throughout DPS about this SPF. What can we learn from this data?
- ii. What caused our "areas of progress" from your perspective? (Make sure we're still doing this.)
- iii. What can we do to address the areas that we need to improve? Or, what are we doing this year that you think will help us improve in the targeted areas?

iv. SPF Progress Celebrations

- Hamilton moved up from "orange" (priority school) to "yellow" (approaching expectations)
- Our "Equity/Academic Gaps" indicator remained yellow, when historically the school has been "red"
- Overall, our scholars grew faster in their literacy than their peers in Colorado
- Overall, our ELA students (30% of our kids) grew faster in their English Language than their peers in Colorado.
- Our students "met expectations" in mastering the standards in Science, Math, and English/Language Arts, when compared with our comparable schools in DPS (We are "green" in terms of mastering the standards this area.) Comparing various demographics including poverty, disabilities, students of color, ELA.
- Students "caught up" if they were behind in literacy in their growth
- Attendance improved to "approaching"
- Our parent satisfaction rate improved to "approaching" (We had good results but too few respondents.) This year we're looking to "go digital" because our families have a high-enough connectivity rate that it makes sense.

v. SPF Areas to Improve

- While our Math growth improved, it was still behind the State (MGP 40 → 43)
- Our % of students mastering math standards decreased (while still matching comparable schools, it is a concern)
- We must close the gaps among the following areas (some have reduced but not fast enough): Students in poverty, students of color, students with disabilities

- Our family and student satisfaction rates are not effective. We need 70% satisfaction rate from students; this is challenging at middle schools across the district.

vi. Turn to partner and discuss...

- When it comes to our ELA students, we have so many structures in place to support them, but we take all those supports when it comes to taking the test. Same thing happens in math, all the signs around the room are taken away during the test. They get some practice in CMAS before they take it. What's the right balance here? Gradually take away the supports as you get to testing season. When we're doing collaborative planning, looking ahead to CMAS, can we have our teachers planning to take away those supports.
- Discussion of how we support kids around the issue of test anxiety and how test results aren't a measure of your value or prediction of your success in life. We are doing this in interim testing, treating it like a mini-CMAS. We found that a lot of students didn't write an essay or didn't show their work in the interim testing, we're giving an incentive to students to do this and seeing huge results.
- Noted that poverty and students of color performing poorly on these tests is a national issue, across many schools -- so how do we address that? When we look at the correlation with attendance and performance, we see students who have transportation issues, or family obligations that cause them to miss class. Discussed what's being done to address that currently.
- Question about our gaps for math: who among our population needs the extra support? What grade? What population? Can we drill into the results and identify groups of students that need special kinds of support. Yes, we know our incoming 6th graders in particular brought down the overall score so how do we address their needs earlier in the school year?

6. Topics for next Agenda

- Come back to CSC member Attendance
- Mission - need to bring it back to the November meeting
- Unified Improvement Plan

Date of next meeting: November 13 from 5:00 - 6:30

Adjourned 6:40 pm

Reviewed & Approved by all members 11/13/18