

Date: March 12, 2019

Time: 5-6:30pm

Location: Hamilton Conference Room

**Present:** Dr. Christian Sawyer, Trista Fussner, Heather Wilson, Robyn DiFalco, Martha Gomez**Absent:** Carolyn Leahy (on leave), Natasha Forrest, Martha**Guest presenters:** Amber Shearer, Gwen Victor, Assistant Principals of Hamilton

Agenda:

1. **Grounding our Work in our Norms** - review, reflect, share
2. **Review Mission Statement**
3. **Agenda Review**
4. **Principal update**
  - **Reflections on the Strike**
  - **Update on Budget Outcomes & Reductions** -- had to reduce one of 3 FTE Restorative Justice coordinators, 0.4 PE teacher, and Contract instructors
  - **Enrollment update / First Choice #s** are low BUT there are possible reasons such as parents didn't know or didn't remember.
  - **Attendance** -- chronic absenteeism: trying to mobilize more whole child supports. A list has been sent to "Truancy court" which is mostly a way to give more family support to make sure kids get to school. Question about whether we're talking about missing the whole day or kids who are "ditching" a couple periods during the day. Dr Sawyer clarified that mostly it's an issue of missing the whole day and not an issue of ditching. Discussed perspectives on whether school culture is promoting the importance of attendance. (One parent says that 6th grader got the attendance message loud and clear from day 1!)
  - **Start Time Proposal** is still "under evaluation" -- all other schools were denied but the fact that Hamilton is still "under consideration" may be a positive sign.
  - **CMAS Testing Update** -- big shift this year. In the past, Literacy was before spring break, then a week after spring break, then math, then social studies then science over 8 weeks... and the kids were so worn down that it impacted their motivation and negatively impacted teaching instruction during that period. This year we're changing: all in April, doing it all in one week, back to back, get it all over with in a short span of time. So we tried this with the 3rd Term Interims. Literacy and Math data indicated no impact on this change, based on the Interims results. Still gathering student input on whether they prefer this and most said they want to get it over with but they were really worn out at the end of the testing day.
  - **National History Day** -- huge celebration. Some really impressive student projects! Even kids who are in the AN class or the ELLs. Originally NHD was only for the "magnet track" kids and we opened it now to ALL students. The social studies team is reviewing how best to do it going forward.

- **Task Force on African American Equity updates** -- surveyed students and teachers: "How do you experience being black at Hamilton?" Last teacher staff meeting, those results were shared. AA students feel they are being more often punished, picked on, not given opportunities. Started the Black Student Alliance. Had the Black Heritage Assembly in the Auditorium for Black History Month in February. Three lessons in Family Reads about this. African American Parent Advisory Council meeting. We're now doing the hard work of digging into this. There's a lot still to be done.
  - **Retention & Hiring Update** -- We're hiring for 1 science STL, 1 Science, 1 Mild Mod, 1 MI, 1 Literacy, 1 Math. The good news is that our retention rate is better this year than last year and last year was better than the year before.
5. **Progress update on MYP** -- Eileen's webcast update to be shared with all CSC members over email. [\[include link here\]](#)
6. **Progress update on Design Advisory Council (DAG)** -- *did not have time for this update*
7. **UIP (Unified Improvement Plan) Review & Collaboration** -- **presented by Amber Shearer & Gwen Victor**
- **Academic update** (teacher support, interim scores) --
    - **Eng Lang Arts (ELA) testing:** scholars took 3 tests this year in Oct, Dec, and March. Interim tests are used as a mid-year assessment and mimics the CMAS testing to give them familiarity. 65% took the tests.
    - 39% of 6th graders showed upward movement, 18% growth at mastery level
    - 24% of 7th graders showed upward movement
    - 39% of 8th graders showed upward movement, 15% growth in overall mastery of standards
    - Literacy teachers using guided discourse to re-teach off their findings.
    - **Global Review Goals:**
      - i. Goal 1 was 65% mastery -- we didn't meet this goal but we had huge gains in 6th and 8th grade; but why did 7th grade not do as well?
      - ii. Goal 2 was 55% of AA scholars to move 1 performance band -- 34% grew 1 or more
      - iii. Goal 3 was 55% of EL scholars to move 1 performance band -- 48% grew 1 or more
    - **Math** - same schedule of 3 tests in Oct, Dec, March. Goal was to improve scores to 55% met/exceed. Also served as mid-year assessments, mimic CMAS, etc.
    - Teachers took ownership of Hamilton Addendum (an additional test created) and critically analyzed questions and how effectively they measured success for standards being taught
    - 6th grade with 70% success
    - 7th grade upward movement 33%
    - 8th grade 50% proficient/advanced
    - Equity markers for AA students are decrease 4% in all grade levels (need to double-check this was but we believe this is the performance gap between AA students compared to their peers.
    - MIS 3 (Major Improv Strategy 3): Develop Instructional Leadership Team
      - i. Focus was on pacing/planning and differentiation.

- ii. Senior Team Leads worked with teachers to employ research based instructional strategies to improve practice
- iii. Two ways to re-engage: modeling vs guided discourse. This is so we're not just gathering data and moving on; we're gathering data and then using it to re-teach in the classroom.

o **Whole Child update (MTSS, discipline, whole child)** -- presented by Gwen Victor

- This team includes 3 Deans, 3 Restorative Justice Coordinators, Social Workers, Counselors, Psychologist, Nurse, Prevention Specialist.
- Identify students who may be using drugs, vaping or other substances, the prevention specialist would intervene
- School-wide Expectations (new this year): hallway procedures and expectations, classroom entry procedures, large transitions procedures, classroom procedures. Zone zero volume. No headphone on, no cell phones in class or in cafeteria. No running hallway, walking to the right, lining up outside classrooms. Exit ticket at end of class to verify learning.
- MIS 2 (Major Improvement Strategy 2) = Multi-Tiered Systems of Support: Tuesday Scholar Success Meetings weekly on Tuesdays. On/off Track letters to parents showing Academic, Behavior, Attendance (have to be on track with all 3). Make-up opportunities to get back "on track". If on track, earn incentive like field trip. Whole Child meetings weekly too for Tier 3 students who need additional supports. Attendance meetings weekly to review reports, looking for 95% or higher for all students. DPS goal is for 50% or more to be 95% or better. If we don't reach this goal, we'll drop to Red on the SPF. On Call Response System -- teachers submit google form for immediate assistance.
- Restorative Justice data shows reduction in fighting for example. We've see slight increase in "under the influence". Overall, most categories are lower. Everything goes into Infinite Campus which means it goes home to parents, and a resolution is needed. Each incident is a "violation" of the DPS code of conduct.
- Working on "disproportionality" issues, where some segments of students get suspended at a higher rate than other populations. This year only 11 incidents referred to Law Enforcement. ISS = In School Suspension which is dif from In School Intervention (ISIR). OSS = Out of School Suspension.

Adjourned at 6:35pm.

I approve - Heather Wilson