

**Palmer SAC Minutes**  
**April 12, 2018 7 – 8:00 am**  
**in the Palmer Community Room**

Parent Members		School Members		Community & Student Members	
Kathy Solomon (chair)	x	Lara Disney	x	Robin Hammitt	x
Sara Kennedy (secretary)	x	Dan Geiser	x	Ashanti Cameron	
Deirdre Aden-Smith	x	Kandy Claybaugh	x	Michelle Elstun	
Carl Schueler (DAC)	x	Michael Chamberlain	x		
Tom Remick	x				
Amber Appleton	x				
Mark Valkonen	x				

1. The meeting was called to order at 7 a.m.
2. Graduation gown input: SAC reviewed district choices for rentals and gowns for purchase from four vendors. On the whole, the group preferred rental gowns with less sheen. There was a limited discussion about having all gowns one color in the future.
3. Welcome and introductions: welcome to the new parents attending: Mark and Amber.
4. Agenda approved.
5. Minutes from last meeting approved with edits.
6. District Accountability Committee (DAC) report: Carl and Deirdre attended the April SAC training.
  - This SAC training featured choices of topics. RtI (Response to Intervention) and Multi-tiered System of Support (MTSS) was one topic presented by Jeremy Koselak. The model shown is a triangle, with the students at the top of the triangle needing the most support. (Some of us felt like the triangle should look more like a pillar, with more students needing support.)
  - ICAP was a topic particular to high schools with Naviance showcased. Naviance is looking for a parent mentor to help share information about Naviance and ICAP so that parents understand all the different options related to transition much sooner. Next year DAC may limit topics to three to give each topic more time. Handouts are available for each topic shared on the district website.
7. AVID: Advancement for Individual Determination: This is a program focused on students who have the ability in math and language arts to earn a college degree but benefit

from additional support to attend college. Students might be the first in their families to attend college or need additional organizational support. The program features an elective class with tutors the district provides; students dig deep into the curriculum and receive additional support in planning/study skills, notetaking, hands-on instructional tools for teachers. Palmer's program is well-recognized; we may be a demonstration site at some point with the growth of this program.

We have had great interest from other teachers in AVID strategies. The goal is to go school-wide with AVID. It does work well with MYP. Teachers will be trained in AVID strategies and we'll have a strong presence of the AVID instructional strategies embedded in coursework. An additional class would not be required. WICOR is an acronym to demonstrate the evidence-based learning supports: Writing, Inquiry, Collaboration, Organization, and Reading. An interactive notebook is one example of a structured template of how to organize notes, keeping questions in mind, and it helps to guide what types of tutorials a student needs. Students in AVID have a lot of training in how to work with their notebooks. Students make a table of contents as they receive handouts and keep notes. Palmer has supported binders/notebooks for AVID.

Our department chairs have talked about how we make assumptions about what kids know; AVID strategies provide a framework to teach organizational skills (how do you make an outline, take notes, etc.) to support independent learning. The elective course is intended for students who have made an individual determination that they want the coursework leading to college. A student has to apply including an essay portion and participating in an interview. D11 is expanding the number of middle schools participating in AVID. Mann was not originally included but now is as one of our feeder schools.

8. Advanced Learning Plan (ALP): Michael Chamberlain: Colorado has a mandate to provide gifted programming. All identified gifted students have an ALP that focuses on goals for that student and serves as accountability to CDE. We are using Naviance at Palmer to input ALPs, embedded in ICAP, the college and career readiness profile, to further align with direction from CDE. Goals can be included in academic content areas but also in leadership, performing arts of all types, etc. If a student wants to go to MIT, what kinds of steps and coursework does the student need to master? If a student wants to pursue leadership, what kinds of involvement might be helpful to gain those skills? Goals could also focus on personal goals, such as working with perfectionism, social/friendship or sports goals. These yearly plans are created in the beginning of the year for completion towards the end of the year. Parent involvement is included but access for parents into Naviance isn't quite ready. Follow up works through updating the goal section. At the high school level, we have over 200 identified gifted kids. We have a GT Coordinator at each building. We are focusing on different means to address supporting

these students with mentors and other teachers to support these ALP goals. These students face a variety of challenges; the ALP paperwork takes second place to supporting students in social adjustment and social-emotional needs.

9. Instructional supports for RTI Tier 2 and Tier 3 students (including GT and ELL): Michael Chamberlain: GT students also need instructional supports and should be included in these discussions about MTSS. Rtl has been in process for us since 2007 when Jeremy Koselak started in our Tutoring Center. The Tutoring Center is a great example of Tier 1 and Tier 2 supports for math, language arts and science. We disbanded the "freshmen academy" which was FTE heavy, and moved toward the tutoring center idea with great success starting in 9<sup>th</sup> grade. Those first 9<sup>th</sup> graders wanted to come back as 10<sup>th</sup> graders and upperclassmen. (MTSS is the "new and improved" name for Rtl.) Tier 1 instruction serves about 80% of students. We continually ensure that tutoring is effective over the school year and over given units.

Tier One is so much different now from ten years ago; teachers are working hard to meet the needs of our diverse student body. We know if students get behind in freshman year, they are less likely to graduate, and with the Tutoring Center, we have seen higher graduation rates. The Problem-Solving Team discusses small groups of students. We are targeting 10<sup>th</sup> grade credit deficient students and reaching out to them with more targeted support. There is a 7<sup>th</sup> period study skills class is struggling with a group of kids using marijuana and facing suspension for both that and skipping school. A counselor is joining that class for additional support. Aspenpointe is working in the district with our counseling office to pull students who need additional social-emotional support. Our counselors recommend students for this.

The cost of credit recovery courses in the summer is about 160.00, but there are also opportunities during the year that are an option. Digital school or blended K-12 can be a nice model with a little more social support vs. the fairly independent study nature of summer school. A co-teaching model with two teachers in one section may be an option to allow for more in-class support for students who are struggling.

ELL: Chris Duval is retiring; Chris Hawkinson will be taking over next year and will be building on the prior success of this program. Our students need to take the SAT even if they are still learning English.

10. Progress toward Graduation Requirements, Palmer Historical Matriculation Rate, Palmer Historical Rate for Continuing College (include breakdowns for each for ethnic subgroup and gender): Mrs. Disney has 76 pages worth of data; the high school principals have really dug into this. We have 60% graduation rates. 65.2% was our high year along with other high 2011. Last year was 59%. We can break this up by gender. Our girls tend to graduate at a much higher rate. Nationwide, that is not typical. Discrepancies between

white students and other races is less than other districts, but it is still significant. Our Hispanic male students are our toughest group and the trend is going down over the last three years. African-American rates are much higher than nationally and districtwide. We had 100% of African-American students graduating. Ms. Parence is an influential part of our staff who is African-American. She gives students very blunt feedback. Debra Brown, an AP, also has that type of relationship with students.

The demographics of our staff don't match the demographics of our students. Our dropout coordinator also connects well with students. Our rates for smaller groups of demographics (pacific islands) goes up and down depending on the population. 55-60% go to college; but 85% stay once they get to college. ELL students and SPED students don't tend to attend college. We have data on low income students as well.

11. Participation Rates & Opt-Out Rates for testing. We started CMAS Science last week. We were around 80%. We need to get to 95%. This is the "lone wolf" test on the computer. We hosted this test through the science teachers. Our students have to have 3 years of science and this is given at the end of the junior year, so telling them that we use this for updating instruction is not as effective. Opt-outs were low and two were SPED students. We won't know for sure about students who missed this week until we try to bring them in to make up the tests.

90% PSAT 9: these students may need more education about why this is important.

94.8 % PSAT 10. Some students came who were ill so we sent them home. We should achieve the 95% easily.

SAT 94%. There is only one make-up day for SATs.

Rates are markedly improved. Students report that SAT prep helped them feel confident. AVID has also focused on test-taking strategies that have been successful according to students. Teachers give opportunities for students to practice what they need to show on assessment. Khan Academy and Naviance also has college test prep. Students can sign into their Naviance account and link to free test and study prep especially through math classes. SAT and AP courses align well with Khan Academy. Palmer can track what students are doing in these courses.

12. Protest on 3/14 – We had about 65% of students and staff participating. A community group passed out signs. Protestors observed one minute of silence at 10:16 and went back into school. Our students' intent was to show support and solidarity with the students in Parkland. We emphasized mutual respect and not disrupting the school day. There was some anxiety among students since this was a national event. We had additional security and police presence nearby on alert.

13. Palmer UIP changes (if any) – final UIP due 4/16 to CDE. There have been no changes; the final draft will be posted on the website shortly.

#### 14. Principal's Report

- **Good News:** Last night we recognized our 5A Academic women's swim team based on collective GPA. We celebrated Mrs. Miner, 5A Athletic Director of the year. Palmer had 11 applicants recognized for Best and Brightest (last year was 5). Michelle (Micha) and Katherine(Koco) Cummel will head to Pittsburgh in May to participate in the National Science Fair. Micha was also a Boettcher candidate (and National Merit Scholar) who withdrew her name to attend school out of state. The Forensics team has a member, Alex Fix, going to the national competition in Ft. Lauderdale in June. Samantha Tobin Greeman earned a Daniels Scholarship. Summer Wilson earned a full ride academic scholarship. The Rotary Diamond winner is Todd Hegert, a 10-12 grade English teacher in IB. Special Impact Rotary Award this year will honor Chris Duval for his work in ELL. Students are reporting on scholarships and sharing where they are heading next in Counseling.
- **Upcoming Events:** The Spring Musical *The Pajama Game* begins tonight with three days of performances.
- **Other Updates:** Seniors' last day is May 16 with the alumni breakfast on the 17<sup>th</sup>. The Superintendent search is in process. The Board met last Wednesday and came up with their desired profile for candidates. The contracted company guarantees 12 candidates by the end of April. The goal is to have the new person by June 1. Dr. Thurman is also retiring.

15. Alumni Report: Robin Hammitt: We had 20 scholarship applications. We made monetary donations toward speech and debate, toward needy students for graduation, and girls going to the American Legion conference. We are paying for 50% of tuition to allow more students to go. In April, we will meet with David Alvarez and recognize Rob Vereline who works with the homeless population. We had a brainstorming session at the Penrose House to envision the future of our association with about 15 members. We want to emphasize the students and the school vs. the alumni in our giving.

16. StuCO Report: Ashanti Cameron was unavailable today.

Upcoming SAC Dates: 5/10.

The meeting adjourned at 8:35 a.m. The next Palmer SAC Meeting is scheduled for May 10.