

Edison Elementary
CSC Meeting—Oct. 7, 2010—Minutes

Attendance: Sally Whitelock (Principal), Nadine Ritchotte (AP), Lesley Turner (Teacher), Lauren Stewart (Teacher), Amy Okimoto (Teacher), LeighAnn McSherry (Teacher), Suzanne Leff (parent, out-going CSC member/chair), Tina Martinez (CSC member and new chair/parent), Mary Klute (CSC member/parent), Kristi Shevin (CSC member/parent). Additional parent/community members in attendance.

- *Procedures for determining classroom assignments of students:*
 - Suzanne Leff presented an updated version of this document. Her revisions were based on discussion at the September CSC meeting.
 - Suzanne's revisions including reorganizing the document so that the discussion of procedures for general education classrooms is first, followed by the specifics related to Advanced Learning/Enrichment Classrooms.
 - Suzanne identified two issues she felt were still unresolved in this revised draft:
 - First was the question of whether parents could request specific teachers. The consensus was that parents could identify their children's specific learning needs and these would be considered in making classroom assignments, but that parents would not be able to request specific teachers by name.
 - Second, for Advanced Learning/Enrichment Classrooms, the document outlines several criteria for determining which students who are not officially identified as HGT should be placed in these classrooms if space is available. Suzanne raised the question of whether we should identify the weight that is given to each of these criteria.
 - One criterion listed is GT identification. Amy Okimoto explained the process for GT Identification. It relies heavily on scores on assessments, some of which are administered as part of the HGT identification process. A child needs at least 3 indicators to be identified as GT. At least two of these need to be "hard" indicators (i.e., test scores). One can be a "soft indicator" (i.e., a recommendation).
 - Sally suggested that she, the Assistant Principal, the previous grade level teaching team, and Lauren would discuss, based on data, which students would be most likely to be successful in the Advanced Learning/Enrichment Classrooms. The decision would be based on data, but they would like to maintain latitude in determining the weight of the different indicators for particular children when making the decision.
 - This is typically less of an issue in the upper grades (3-5) because more older children are actually identified as HGT.
 - Parents won't get class assignments for children until they turn in paperwork for their children in August. This is useful because:
 - it helps keep class sizes even (sometimes last minute shuffling of classroom assignments is necessary) and
 - it ensures that we have important emergency contact information for every enrolled child.
 - Next steps:
 - Suzanne will revise the document based on the discussion and circulate it to the CSC.
 - Someone will need to draft a parent input form. We will obtain feedback from parents on the form to ensure that we are asking the right questions.
- *Approval of the minutes of the September CSC meeting.*
 - Parent volunteers/background checks:
 - Suzanne identified one point that was not included in the summary of the discussion of parent volunteers. Namely, we had discussed at the September meeting that there would be options for those parents who either do not want to consent to or have difficulty passing a background check to volunteer. These would be volunteer opportunities that do not involve direct contact with children or responsibility for money.
 - Also, anyone can come and visit their child at school without first passing a background check, as long as they are not alone with other children.
 - Typically the time frame for the background checks is 2 weeks. However, we sent in over 300, so it is taking a little longer.
 - Locked doors:
 - Some parents at the meeting asked about teachers coming outside 10 minutes before the bell. Sally said she encouraged teachers to do so, but she cannot require it. Nadine pointed out that she has seen teachers outside until nearly 4 each day. Kindergarten parents reported that they did not see teachers out and reiterated that they felt it was important. Kindergarten parents will come back with ideas in writing that the CSC can respond to. We will add this to an agenda for a future meeting.
- *Classroom Space*
 - Our school is currently at 105% capacity. Sally met with Mr. Ashley who does planning for the district to discuss options.
 - This is not a problem for this year, but will be an issue next year.
 - Currently, 53% of current students choiced in to Edison. 47% of children in our neighborhood choice into other schools (most popular: Valdez, Brown and Sandoval).
 - Three options for next year:
 - Go to 4 classrooms per grade level and get a modular (probably on the parking lot, but the district would make that decision). The modular would likely house 5th grade students. The leadership team prefers this option. If we think we want to pursue this option, we need to make the request now. Making a request does not guarantee that we would get a modular.
 - Move to 3 classes per grade level.
 - Create a bubble (i.e., some grade levels larger than others).
 - The second two options would be managed by reducing the size of kindergarten and turning away choice students. Children who have already choiced in definitely get to stay.
 - The leadership team thought the first option was best because they felt it wouldn't be a good idea to turn away families that want to come to our school, a larger enrollment means more resources, and options 2 and 3 have a bigger impact on kindergarten teachers.

- If we get a modular, it is unlikely to be taken away by the district. We should consider it permanent.
 - Even if we don't fill the extra space with students, it would be useful to have the space (e.g., for a computer lab).
 - Our school's enrollment has been pretty stable over time, but we could accept more students if we got a modular (it adds two classroom spaces).
 - Tina asked whether we would have the extra funds to work with when we did the budget or if we would have to wait until October Count. Sally said that there were ways for us to be able to include those funds in the budget up front.
 - There is no cost to Edison for the modular itself. Sally is looking into who pays for outfitting the space with furniture, etc.
 - The committee decided to go ahead with the request for the modular.
- *School Performance Framework*
 - Schools are classified into four categories: exceeds expectations, meets expectations, approaching expectations, and does not meet expectations.
 - This determination is based on student growth, student status, student engagement, re-enrollment, and parent satisfaction. The most weight is placed on growth. Student engagement and parent satisfaction are based on the prior two years of data.
 - We moved from approaching to meets expectations.
 - Meaning of some terms on the SPF:
 - Median growth percentile: a child's score is compared to a group of children who scored similarly to that child on CSAP in the previous year.
 - Similar schools: looks at how our school compares to other schools with similar demographics (e.g., % free/reduced lunch).
 - Catch-up growth: for children who were at U or PP on the prior year's CSAP. Looks at whether they moved to proficient.
 - Keep-up growth: looks at the extent to which children who were P or A in the prior year stayed there.
 - Gaps: compares white and Asian students in DPS to other minority groups, ELLs, and special education students.
 - CELA is a test in English for students for ELL children.
 - We got no points for parent satisfaction last year. Parent satisfaction includes both parents' ratings of the school and the response rate for the survey. Parents' ratings get 6 points. To get the points, ratings needed to be at 85%. We were at 82%. The response rate gets 2 points. We had a 20% response rate last year. This area always includes the prior two years of data. It will be impossible for us to meet expectations this year, but we can move this to approaching, if all goes well.
 - After the staff reviewed the SPF, they concluded that there are ways that they can improve upon efforts to meet every student where they are & challenge all students. This is outlined in the UIP.
 - Ideas for how to share this information with parents were discussed (e.g., State of the School Letter, PTA presentation).
- *Review & discuss Unified Improvement Plan for Edison Elementary*
 - There are changes from last draft due to additional training and newly provided data
 - New data reflected:
Achievement expectations met: Reading, Math, Writing; Approaching in Science
Growth expectations met: Reading & Writing; Approaching in Math
 - Reflection on process: Staff looked at various data and identified trends and needs
 - Areas considered: status, growth, gaps
 - Through this process, writing was identified as a major need in consistency of instruction and growth
 - Science was added as an academic area targeted, but focused on in grade 5 since this is the only year that science is assessed by CSAP
 - Growth goals: gaps between Hispanic vs. White/Asian students
 - Suzanne Leff asked about teacher buy-in about the plan. Amy Okimoto, teacher, stated that though the teachers all participated in data analysis, identification of priority needs, root cause analysis and the Professional Development plan, the entire staff had not had the opportunity to work on the UIP, just the leadership team had. The writing focus was specifically noted, and it was reported that while a majority of teachers voted to adopt Writing Alive, all teachers committed to implement the curriculum. It was stated that some teachers will need to differentiate to meet student needs in writing.
 - The PCK (Pedagogical Content Knowledge) is also an action step in the UIP. It is a professional development opportunity offered by DPS to guide collaborative planning and instruction design. This process incorporates the concepts of backward design, 21st Century skills and college readiness with a focus on analytical writing.
 - Data teams are another goal within the UIP. The teachers explained how data teams have changed since last year. Significant changes noted include: more structure, more detail, and more specific focus. Last year was more like collaborative planning, while this year narrows the focus with SMART goal creation.
 - Suzanne Leff revisits Parent Engagement piece: "How can parents best support growth?" Suggestions: State of the School letter; IC email (which is not operating correctly but we will work with DOTS to get fixed)
- *Parents attending the meeting share concerns about parents feeling unwelcome*
 - Concern about personal touch from teachers toward parents
 - Need to find options to improve parent relationships
 - There needs to be opportunities for community discussions/input beyond CSC and PTA
 - Important concept: Recognize that parent involvement varies and looks different from parent to parent. Some parents can support students through homework, e-mail communication, etc.
 - Tina Martinez stated that the need to discuss parent engagement may need to happen at a different forum. She suggested the creation of small action committee to target parent/teacher relations, possibly inclusion of communication in the improvement plan
 - A suggestion was made for a parent volunteer coordinator to organize class parents, focused on addressing parent volunteers in the classroom.
 - A parent communicated the concern that paraprofessional hours were cut for Kindergarten. It was explained that paraprofessional decisions are a budget decision. According to district policy, full day kindergarten receives 3 hours of para support with a 12.5 to 1 ratio; currently 45

minutes of para time daily in dedicated to lunch and recess duty. Some prior years at Edison there were up to 6 hours of para support for full day kindergarten.

- A parent also mentioned lunch timing concerns for Kindergarteners.
- Next steps:
 - Tina Martinez will meet with Kindergarten parents to problem solve.
 - Sally and Nadine will organize a community meeting, perhaps with the support of the family liaison.

7:20 Adjournment