

Edison Elementary CSC Meeting Agenda September 4, 2014

Vision:

Edison Elementary is committed to being a collaborative learning community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

Values:

Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability

Meeting Norms:

Aim for consensus
Assume positive intentions
Members will share ideas openly, but try to stay on topic
Time keeper, try to keep to one hour
Everyone puts ideas on the table
We work to represent our stakeholders
Respect other perspectives
Ask clarifying questions
Listen with respect
Commit to our values
Focus on needs of the school and community, respect confidentiality

Attendance:

Eric Hamilton, Sally Whitelock, Elise Edwards, Mary Klute, Lynda Lastowka, Brooke Bushong, Cindy Stroschein, Joan Wieser, Amanda Martin

Welcome by CSC chair Edwards

Elise

- Meeting procedure-Work session will follow the agenda. Floor will open up at end of meeting for other issues/ discussions if necessary.

Introductions of members

Meeting Norms

Hamilton

- The team reviewed and committed to the norms listed above.

Eric

CSC Roles

Whitelock

- We reviewed to role of the CSC.

Sally

Review of Edison's current data

Hamilton

- **STAR reading data:** In May 2014, 90% of Kindergarten students were Proficient/Advanced, 77% of 1st grade students were Proficient/Advanced, 71% of 2nd grade students were Proficient/

Eric

Advanced, 75% of 3rd grade students were P/A, 82% of 4th grade students were P/A, 77% of 5th grade students were P/A

- **TCAP reading data:** In Spring 2014, Overall: 76 % P/A, 3rd grade: 83% P/A, 4th grade: 71%P/A, 5th grade: 76 % P/A
- **STAR math data:** In May 2014, 84% of 1st grade students were P/A, 83% of 2nd graders were P/A, 74% of 3rd graders were P/A, 76% of 4th graders were P/A, 64% of 5th graders were P/A
- **TCAP math data:** In Spring 2014, Overall: 67%P/A, 3rd grade: 71%P/A, 4th grade: 74% P/A, 5th grade: 55% P/A
- **TCAP writing data:** In Spring 2014, Overall: 55% P/A, 3rd grade:54 % P/A, 4th grade: 52% P/A, 5th grade: 58% P/A
- We have a large **achievement gap** with our students who are Hispanic in all content areas.

Suggestions for UIP that could improve student achievement

- How can we provide tutoring or a little more support to students who are not at grade level?
- We need to focus on ECE and K to catch students before they fall behind.
- How are we carefully planning for mathematical reasoning in intermediate grades?
- We need to provide more opportunities to support parents with supporting their students at home, especially with math.
- Could we create a homework help, homework hotline? Support for parents and students.
- What additional resources can we provide to parents - could technology help?
- Using formative assessment to guide data driven instruction.
- Using Kagan Cooperative structures to ensure engagement of all students.

Preview - Differentiated Roles pilot

Sally

Whitelock

- The School Leadership Team is discussing applying for the Differentiated Roles pilot next year. This model would have teachers who are still in classrooms coaching other teachers. We need to discuss what could go wrong so that we design.

Next meeting date:

October 2 at 4:30 in the conference room