

Edison Elementary CSC Meeting Agenda September 3, 2015

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: S. Whitelock, J. Wieser, A. Swift, A. Lahner, A. Larson, E. Bisceglia, M. Klute, L. Lastowka, P. Witulski, A. Spires-Delong

Welcome by CSC chair

Introductions of members

Meeting Norms

Sally Whitelock

- Reviewed with team
- Team agreed on the norms of CSC (see above)

CSC Roles

Sally Whitelock

- Oversees big decisions of the school (budget, staffing positions, analyze current data, UIP goals, impacts on professional development)
- Represent the parent community (parent members)
- Represent the teacher community (teacher members)
- Discussed the need for a community member- Jennifer from Kaleidoscope will be representing the community.

Review of Edison's current data

Sally Whitelock

- **Reviewed current data- 2014-15 EOY data**
 - Population: 13% HGT, 4.9% ESL, 34 % FRL, Demographics (60% White, 36% Hispanic, 2% Black, 1% American Indian, 1% Asian), 6.3% SpEd., 95% Attendance rate, Suspensions 18,
 - Gaps: Hispanic/poverty with academics and boys with behavioral

- **Academics: Reading P/A**
 - Kinder 94%
 - 1st DRA 83% STAR 82%
 - 2nd DRA 90% STAR 83%
 - 3rd DRA 91% STAR 81%
 - 4th DRA 93% STAR 82%
 - 5th STAR 80%
- **Academics: Math P/A**
 - Kinder Interim 91%
 - 1st STAR 87%
 - 2nd STAR 85%
 - 3rd STAR 84%
 - 4th STAR 92%
 - 5th STAR 78%
- Reasons for success: Teachers began to teach to a level of mastery of the standards. Teachers created formative assessments to gauge student mastery. Teachers backwards designed units to the standards using the curriculum as a guide with the focus on student data. Teachers are using the data to support instructional decisions.
- Number of kids stay here versus students who leave- What does the data look like at intermediate grades?
- How do Edison's scores rank when compared to other schools?
- 100% of students below grade level are Latino with 40% of the population is Latino
- CMAS: Edison ranked 6th out of 85 schools on the Social Studies assessment (Colorado Content Standards)
- CMAS: Edison ranked 15th out of 85 schools on the CMAS Science assessment (Colorado Content Standards)

Suggestions for UIP that could improve student achievement

- Data is used to support two Improvement Strategies and action steps
- Teachers collaborated to support developing the two areas of focus
- In math, teachers has spent 2 years understanding the rigor of the CCSS, formative assessments and specific lesson planning to address rigor of EDM curriculum and supplement with Expeditionary Learning Curriculum
- In literacy, teachers using standards to guide instructional decisions and using curriculum to support mastery of the standards.
 - **ECE-3rd**: determining and planning rigorous lesson plans following CCSS.
 - 3rd grade will be purchasing the Frog Unit from Expeditionary Learning
 - **4th – 5th** : District adopted Expeditionary Learning curriculum, teachers are using this curriculum to address mastery of the CCSS and the level of rigor.
- District gave school sites more flexibility with curricular decisions and assessment choices as long as we follow State mandates
- 1 focuses on reading/1 focuses on math
- **Come next month with suggestions**

Differentiated Roles

- Sally explained the purpose of Differentiated Roles
 - Colleague observing and providing feedback as a coach to peers

Sally Whitelock

Next meeting date:

October 1 at 4:30 in the conference room

- **Come prepared to share suggestions to improve our UIP and student achievement**
- **Will have discussion about teacher and student needs**
- **Sharing perspective on Differentiated Roles**