

Edison Elementary
CSC Meeting Minutes
December 1, 2016

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, A. Larson, E. Bisceglia, M. Mohr, A. Spires-Delong, K. Summer, J. Johnson

Welcome by CSC chair

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

State of the School Address feedback

- Review feedback from the community from the State of the School address (see attached)
 - There was feedback that parents wanted to feel more connected to teachers – The SLT decided that each teacher would have a personal contact with each parent in September and then in January/February. This could be a phone call, home visit, survey, 1-1 conversation, or email.
 - Many teachers are doing home visits, some have not done any, some have done a home visit with every student in the class. We are thinking that a lot of teachers will do these at the beginning of the year next year and before school starts. Scheduling is sometimes difficult.
 - State of the School Address meeting was more positive than it could have been. There was a good turnout of parents. There could have been more of ‘what does this mean as the parent of a younger child?’
 - Question – How is accelerating students in math working in math? We believe this is working well in 3rd and 4th, but are adjusting in 5th grade to continue to teach some deeper 5th grade standards for the ‘advanced math students’ while also teaching many 6th grade standards and providing some application problems. We think this balance will impact math growth in 5th grade advanced students.
 - Question – How can we close gaps with students with Free/Reduced Lunch and students of color? We believe our intervention model has great impact on closing gaps. Also, we believe growth mindset and personalized learning will have impact in closing gaps.

- Question – How do we engage all parents at the school to come to school events and meetings? This is an area that we need to continue to reflect on and improve. The more we use a growth mindset and welcome parents, the more parents will feel welcome and comfortable and actively engage.

UIP final review and approval

- Review
 - Note changes to pages: 13/14, 15/16 (Interim measures for 16/17), 18-23 (Action steps descriptions and Implementation Benchmarks)
- Suggested changes - None
- Approved

Teacher Leadership and Collaboration Application

- Sally, Megan and Ellen shared the TLC proposal for next year. The SLT recommended that we continue with two Team Leads who are half-time intervention teachers. DPS will continue to pay .35 of each of their positions and a stipend to each teacher. We will also continue to have 7 Teacher Specialists who support PD at the school, lead grade level data teams and collaborative planning, and sit on the SLT. We will continue to discuss how we can honor teachers' planning time while also providing quality observations and coaching cycles.
- Suggested changes - None
- Approved

Next meeting date:

January 12 – 5:00 PM – Agenda: Budget prioritization protocol

Edison – State of the School Address Feedback

Strengths

Values and culture

- Edison values
- Growth mindset
- Continue growth mindset discussions
- My son uses 'yet' in his language all the time – thank you!
- Inclusive

Academics and achievement

- Growth in challenged populations
- 80% of all kids AT and ABOVE grade level for reading
- Meeting or exceeding grade level in reading
- GT student achievement
- Monster math in the mornings is awesome
- Looks like with District Similar Schools in math we are doing better

Teachers/staff

- Teaching staff and ability to create curriculum
- Engaged teachers

Opportunities for Growth

Achievement Gaps

- Continue to work on reading the gap between FRL kids and paid
- How can we decrease the FRL and ethnicity gap?
- Achievement gap with FRL and ELL students
- Seems like closing the gap on kids of color and Hispanic to white paid be would be crucial
- Students of color
- 5th grade reading growth looked like was taking overall growth down, focus on that
- Close gap between GT and non-GT
- Achievement gap (Suggestion, break down by grade?)

Achievement (overall)

- It is frustrating to see so many children not meeting expectations, let alone exceeding them. I know I'm not saying anything you don't know.
- Average or At comparable levels with other DPS schools is not acceptable what is our plan to get better?
- Find a meaningful way to measure growth for kids already above grade level
- More story telling to illustrate what is happening in the data and the planning

Parent Engagement

- Engage in two way conversation
- I don't know how to do it, but I want to feel more connected to the teachers, classrooms, kids
- How do get more parents of color to attend meetings such as this?
- Inclusive cultural event, culture celebration day?

Suggestions

Instruction

- My children (K, 1) do not like tech class even though they like technology (learning new programs). Please adjust this course to make it relevant and exciting to go to.
- Remember that coherence in math is more appropriate at some times and less appropriate at other times.
- Have a teacher share an example of what they might do under the instructional priorities
- Apply oral/written critique practice to reading class
- Focus on reading achievement (growth) in 5th grade
- Continue the PTA funded tutoring as it is now – it is very beneficial. Continue offering it even to younger students.

Professional Development

- Partner with similar schools who are blue/green for best practices for growth

Student Engagement

- Take students seriously when the numbers show they worry about being bullied and that peers aren't always nice. Encourage kindness but enforce consequences too.
- Get kids out into community with walkable field trips

Parent Involvement

- How can parents support achievement gap?- Friday folder, newsletter, other
- Allow (encourage) teachers to poll the parents in their classroom about which type of contact the parents prefer before requiring teachers to utilize certain type of contact
- Increased communications which will work on strong with parents
- Schedule teacher office hours/playground time to improve opportunity for parent access
- Incorporate feedback
- Explanation of college preparedness at this level
- The parent survey had to many options – it was hard to express

- Reduce the number of fundraisers especially the ones where toy is involved and if there is a toy, do not present it in class
- Inclusive cultural event, cultural celebration day

Questions:

- Out of past 5 measures of overall student growth, how many times did Edison meet standards? ie “green”?
- Why does ELA PARCC MGP paint a different picture than the other representations of the PARCC data?
- How do we compare out PARCC scores to national numbers?
- Can you explain the benchmark? How is 50% good enough? What is the drop off between grades?
- How do our growth scores compare to comparable schools over past few years?
- What explanations for our low growth numbers?
- It looked like no students were above grade level in science – despite being the HGT magnet and having really smart kids. Any thoughts as to why? New curriculum? Unfamiliar with the test?
- What does personalized learning opportunities look like for students that have scored several years above grade level? In math? In reading?
- How can I learn more about after school tutoring for students below grade level?
- DPS – 29% meet and exceed in math? 27% meet and exceed in reading? It looks so low, is the district looking at how to improve as a whole? And is so, how?
- Can you please go into detail on the ‘does not meet’ categories in the SPF detail?
- What steps is the school taking to improve the number of underrepresented populations in GT?
- I want to know what Lisa Flores’s definition of ‘systemic racism’ in DPS. I did get to ask her this.
- Given CMAS/PARCC has limited value, especially for lower grade levels, can we ask DPS to start measuring/scoring STAR data? Seems like Edison is doing well there so good to get data to support.
- What are other school district response rates for parent satisfaction surveys?
- What does STAR impact is it a high stakes?
- Why are 5th grade growth scores low?