

Edison Elementary CSC Meeting Agenda & Minutes April 4, 2019

Vision:

“Edison Elementary is committed to being an **inclusive, 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 **diversity, 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

Members will share ideas openly, but try to stay on topic

Everyone puts ideas on the table

Respect other perspectives

Listen with respect

Focus on needs of the school and community, respect confidentiality

Assume positive intentions

Time keeper, try to keep to one hour

We work to represent our stakeholders

Ask clarifying questions

Commit to our values

Attendance: Sally Whitelock, Benita Cervantes, Allison Graham, Andrea Salzberg, Megan Hiltner, Cindie Tomcho,
Non CSC Members:

Welcome by CSC Chair Allison Graham

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

Budget, Staffing and Projections update

- Projections indicate that numbers will be high in 3rd and 4th grade next year
 - Large enrollment for 3rd and 4th grade
 - Reviewed budget with DPS budget partner and can add a teacher
 - Proposal
 - Hire an additional 3rd grade teacher for next year, put in current music room, move music to current intervention room, move all sped & intervention & GT teachers to Tomcho’s room, put TLs and PBIS coordinator in Team Lead’s office
 - Use interventions paras in 4th grade during reading core, small group reading and math to increase student-teacher/para ratio during these times
 - Suggestions/Questions:
 - Impact of advanced kindergarten and high enrolment numbers enrolment HGT and GT clusters – too early to made a conclusion. Admin will follow this,
 - Hiring of another 3rd grade teacher is approved
- Staffing changes for 2019-20 school year
 - Aylene Strebeck is now a permanent hire in Kindergarten. Mrs. Rosenthal is not returning.
 - Jackie Novak has resigned – We have hired Andrew McConnell (current ESL/Intervention teacher) into this position
 - Jenna Radwanski (current MI-A teacher) is moving to full time Special Education Mild/Moderate teacher next year

- Cindie Tomcho (current PBIS Coordinator/Special Education teacher) is moving to MI-A teacher next year
- Amanda Swift (current 3rd grade teacher) is moving to PBIS Coordinator/Intervention teacher next year
- Two 4th/5th grade Literacy teachers have resigned due to moving/career change – we are currently interviewing/hiring for these positions
- We are interviewing/hiring for the open 3rd grade position
- We are interviewing/hiring for an open half-time intervention teacher position

Analysis of current Improvement Strategies

- See slides below.
- Opportunities for improvement/next steps;
 - Problem based learning- communication with parents regarding projects and connection with goal setting; teacher establish a clear expectation for parents when they come to exhibitions
 - Goal setting – lots of room to improvement because this seems inconsistent across the school; Consider including goal setting as part of the homework- will this help connect the teacher/parent/kid?
 - Differentiation- continue to give teachers strategies to help with continued differentiation particularly in settings like reading core.
 - Learning Plans – Connect parent/child and learning plans to kid into home visit.

Open up meeting

- Question: Are kids looping with teachers in 4/5? This has not been discussed. Admin will talk to SLT and 4/5 teachers about benefits and concerns with this.

Next meeting date:

May 2 at 4:30 in the conference room.

Agenda items – Principal evaluation by the CSC (this is a closed meeting/not open to public)

Review votes for new CSC parent members

Slides from discussion regarding Major Improvement Strategies:

Aspiration, Current Problem, AIM

ASPIRATION

In three years, we will increase equity through innovation, opportunities and accountability. We will ensure our school prepares all students to be well adjusted socially, emotionally and academically in order to independently think critically.

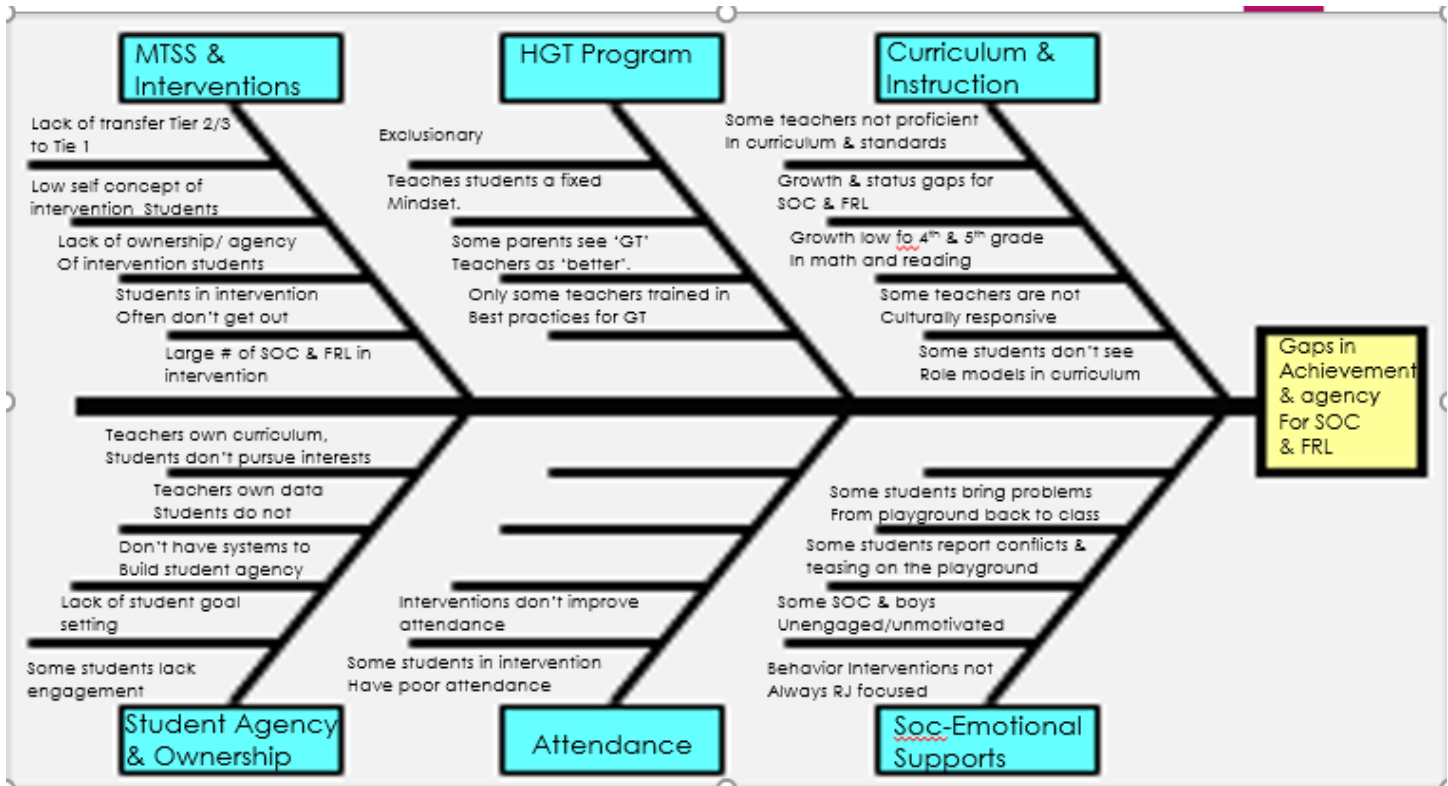
PROBLEM

There is a large achievement gap in reading & math between students of color and students who are white, and between students who receive FRL and those who do not.

Students who are below grade level demonstrate low agency, ownership of learning and engagement in their learning.

AIM

- 1) We will increase the % of students of color and student who receive free-reduced lunch who are at grade level.
- 2) We will raise MGP to above 50th percentile for all students in reading and math.
- 3) We will increase student agency, authentic engagement and student ownership of their learning for students of color.



Theory of Improvement AND Measurements (M)

AIM	Primary Drivers	Secondary Drivers	Change Ideas
AIM: 1) We will increase the % of students of color and student who receive free-reduced lunch who are at grade level. 2) We will raise MGP to above 50 th percentile for all students in reading and math. 3) We will increase student agency, authentic engagement and student ownership of their learning for students of color.	Teacher and student goal setting and progress monitoring	Teacher goal setting & Progress Monitoring (Data Teams) Student Learning Profiles & Personal Learning Plans Student goal setting	If teachers facilitate <u>goal setting</u> conferences (students reflect on strengths & areas of growth & set authentic goals) then students will have increased ownership of learning & achievement.
	Student Engagement	Project-based learning	If teachers use PBL, students will be more engaged & have increased achievement.
	Intervention & differentiation systems	Integrated HGT model	If teachers receive training in differentiation, GT, equity, students will be more engaged & have higher achievement growth.
	Social-emotional supports	Co-teaching model	If intervention teachers co-teach & differentiate in the regular classroom, students will have increased self-concept & achievement.
	Teacher plan with deep knowledge of standards, instruction & data	Playworks and RJ playground structures Platooning in Grades 4 & 5 School leader facilitated standards-based planning w/teachers	If a PBIS coordinator oversees a structured, problem-solving focused recess, students will report positive peer interactions & be better able to learn.
		If teachers deeply understand their content/ standards & effectively plan for engaging, equitable, differentiated, instruction, then students will have authentic engagement & increased achievement.	