

**Edison Elementary**  
**CSC Meeting Agenda & Minutes**  
**September 7, 2017**

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. Lahner, M. Mohr, Lala Wing, Anne Spires-Delong, Kristi Guinn, Megan Hiltner, Allison Graham Non-CSC members: Quintin Galt, Amy Ventura

Welcome by CSC chair

Anne Spires-Delong

- 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

CSC Roles and Responsibilities

Anne Spires-Delong

- Review the roles and responsibilities of the CSC
- Review of CSC bi-laws (see bilaws on Edison website)
- Explanation of the decision making committees at Edison – CSC, School Leadership Team, Engagement Committee, Equity Committee, Personnel Committee

Budget and enrollment update:

Sally Whitelock

- Projections and enrollment: Edison is currently above projections
- Impact on budget: Increase of funds which will be voted on next meeting- possible hold on money to ensure we don't have to pay the district back if projections are not what was indicated

Review of Edison's current data

Sally Whitelock

- Student population- FRL is 30% decreasing, 60% white, 30 Hispanic (3% of ELL's), 12% of students are identified as HGT, 8% of students receive Special Education support
- Attendance- 95% for several years, suspensions: 10 in school (5 students of color, 1 girl), 9 out of school (all white males)

- Achievement data (STAR, DRA2, CMAS):
  - Goal 90% of students proficient in Reading
  - Kinder 96% of students proficient with DRA
  - 1<sup>st</sup> Grade- 92% of students proficient with DRA/86% proficient on STAR Reading Assessment
  - 2<sup>nd</sup> Grade- 92% of students proficient with DRA/85% proficient on STAR Reading Assessment
  - 3<sup>rd</sup> Grade- 86% of students proficient with DRA/73% proficient on STAR Reading Assessment
  - 4<sup>th</sup> Grade- 87% of students proficient with DRA/66% proficient on STAR Reading Assessment
  - 5<sup>th</sup> Grade- 74% proficient on STAR Reading Assessment
- STAR MGP: (Medium Growth Percentile) anything above 50 is moderate growth/ above 60 high growth
  - Kinder 57
  - 1<sup>st</sup> 79
  - 2<sup>nd</sup> 73
  - 3<sup>rd</sup> 62
  - 4<sup>th</sup> 60
  - 5<sup>th</sup> 60
- MGP on CMAS (Medium Growth Percentile) anything above 50 is moderate growth/ above 60 high growth (4<sup>th</sup> and 5<sup>th</sup> grade scores used only)
  - Literacy: overall 55.6 (up 2% from last year)
    - 4<sup>th</sup> Grade is 53
    - 5<sup>th</sup> is 45.5 (up 12 points from last year)
  - Literacy Gaps: significant gaps with FRL/SOC (FRL students are scoring proficient at 35%- non FRL is 70%) (Students of color are scoring proficient at -SOC 35% non-students of color is 72%)
- Math MGP: overall 47%
  - 4<sup>th</sup> Grade is 46
  - 5<sup>th</sup> Grade is 49 (up 7% last year)
- Math Gaps: significant gaps with FRL/SOC (FRL students are scoring proficient at 25%- non FRL is 65%) (Students of color are scoring proficient at -SOC 32% non-students of color is 70%)
  - Goal 90% of students proficient in Math
  - 1st Grade- 84% proficient on STAR Math Assessment
  - 2nd Grade- 92% proficient on STAR Math Assessment
  - 3rd Grade- 79% proficient on STAR Math Assessment
  - 4th Grade- 66% proficient on STAR Math Assessment
  - 5th Grade- 74% proficient on STAR Math Assessment
- CMAS Science (5<sup>th</sup> grade)- 61% of students scored proficient
- Parent Satisfaction Survey:
  - Need: parent classes, cultural barriers, making decisions about the school
- Student Satisfaction Survey:
  - Need: supporting students with conflicts
- Suggestions/wonderings
  - Cultural Relevancy
  - Achievement data breakdown of boys and girls

Please see attachment – Edison 2017-2018 Instructional Priorities

Playworks update Move to next meeting

Next meeting date:

October 4 at 4:30 in the conference room

Agenda items for next meeting: 1) Develop UIP and school PD plan 2) Playworks

## DRAFT --- Edison 2017-18 Instructional Priorities

- 1) **Literacy** – Teachers will utilize key understanding of the text AND text-dependent questions/ discussions/ exemplars as a tool to aggressively monitor student comprehension and standards mastery both orally and in writing.

Strategies we should continue doing...	Strategies we should add/start doing...
<ul style="list-style-type: none"> <li>• Cooperative Learning/Kagan</li> <li>• Text dependent questions</li> <li>• Practice/exposure to multiple choice and provide reasons</li> <li>• High Expectations for all</li> <li>• High level questions</li> <li>• Students use text evidence</li> <li>• Make connections between GR and Reading Core</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen capacity for aggressive monitoring</li> <li>• Provide feedback</li> <li>• Intentional text complexity</li> <li>• Exemplars to support TDQ's</li> <li>• Read Alouds/Novel studies</li> <li>• Intentional Student Choice</li> <li>• Use of cooperative learning to increase</li> <li>• Meaningful constructive feedback from peers</li> <li>• Daily 5</li> <li>• Student choice</li> </ul>

- 2) **Math** – Teachers will utilize the essentials questions and coherence tasks to meet the rigor of the standards through prompting and requiring students to share, discuss, and critique each other's thinking both orally and through writing.

Strategies we should continue doing...	Strategies we should add/start doing...
<ul style="list-style-type: none"> <li>• Flooding</li> <li>• Using multiple data points</li> <li>• Intentional/explicit peer feedback</li> <li>• Multiple solutions/strategies</li> <li>• Exit tickets</li> <li>• Explaining and writing their thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Students getting it wrong and working through the problem to understand</li> <li>• More hands on</li> <li>• Students receive instruction at their level</li> <li>• Using supplements to help close the gap</li> <li>• Differentiation</li> </ul>

<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Students doing the thinking and working</li> <li>• Using IXL to enhance, connect instruction</li> <li>• Editing/picking lessons that support student learning</li> <li>• Students explain their process verbally and in writing</li> <li>• Student centered</li> <li>• Stamp the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple strategies</li> <li>• Real life experience</li> <li>• Math fact fluency</li> <li>• Written explanations</li> <li>• Content vs strategy</li> <li>• Whole class instruction</li> <li>• PBL opportunities</li> <li>• Math games-MFiaF</li> <li>• Student/peer modeling</li> </ul>
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3) **Personalized Learning** – Teachers will use Growth Mindset, Learning Profiles, and Project Based Learning to engage all students as motivated learners.

Strategies we should continue doing...	Strategies we should add/start doing...
<ul style="list-style-type: none"> <li>• Teaching science units consecutively</li> <li>• Kagan strategies</li> <li>• Modeling, being consistent with growth mindset language</li> <li>• Integrate science/SS into all subject areas</li> <li>• First Fridays—Eagle Eyes</li> <li>• PBL-student voice/choice</li> <li>• Flexible seating</li> <li>• Integrate science/SS into all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meetings</li> <li>• Intentional brain breaks</li> <li>• Personalized learning/choice</li> <li>• Learner Profiles</li> <li>• Quality and product of PBL</li> <li>• Utilize PBIS coordinator</li> <li>• Increase student voice/choice</li> <li>• Student connections on playground (positive peer influence)</li> </ul>