

Edison Elementary
CSC Meeting Agenda & Minutes
March 1, 2018

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: Sally Whitelock, Joan Wieser, LeighAnn McSherry, Kristi Guinn, Sydney Thomas, Ann Spires DeLong, Megan Hiltner, Elizabeth Mathews, Allison Graham
Non-CSC members: Darlene LeDoux, Robyn Green, Jessica Key, Steve Smith

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.

Strength-based Programming changes for 2018-19 school year:

- Presentation of Strength-based programming
 - School-wide initiatives that brought us to suggested changes:
 - New and more rigorous math and reading curriculum have been adopted
 - Personalized Learning: Student choice, cooperative learning, Project based learning
 - Learning Profiles and Personal Learning Plans
 - Proposed changes:
 - See slides below
- Parent feedback:
 - **We are excited to see:**
 - The real world application of working with diverse kids, no more smart class.
 - I like that my child will be with other students that may not have the same social and personality traits.
 - This idea is led by teachers and appreciate the teachers thought process.
 - Teachers has a lot of training with Personalized Learning Plans- learning plans look different in all classrooms.

- Value with a growth mindset within the classroom. Provide opportunities for students to grapple.
- We need to program for all students and provide differentiation.
- **We are concerned about:**
 - Are students being challenged and learning without the GT environment.
 - I wonder if the social and personality traits would stand out more within a heterogeneous classroom. Possible social pariah issue.
 - Want parent input on Personalized Learning Plans/Learning Profile. What would that look like?
 - The curriculum could be watered down- we are a HGT magnet and need to uphold that.
 - Will this create more work for the teacher?
 - Want to make sure that they are PM, rigorous academics, and have social peers. What is the PM for GT students?
 - Training plan for all teachers to be trained with GT/HGT best practices. Don't want my kid to get bored – don't want to create behavior issues.
 - What will teachers do differently to identify HGT students---DPS screens for Gifted and Talented traits
 - What will teachers do differently to differentiate for students?
 - Not always going to see GT students always be strong in academics to recognize the specific needs for them (engagement, depth, and quick learners).
 - Parents want the GT programing and moved here for the program....the choice process should considered.
- **Next Steps:**
 - Provide a feedback look for less vocal parents so they can provide feedback in a safe environment.
 - Sally and Joan reaching out to HGT/magnet families prior to final decisions being made.
 - Parent Information and feedback meeting – March 8 at 6:00 PM, March 9 at 8:00 AM
 - Feedback will be brought back to SLT and CSC for further discussion and recommendations

Opened to the floor to questions:

- A parent suggested that we talk to the SLT about the possible use of Schoology to support communication with parents. He suggested that the PTA might be able to pay administration/teachers stipends to create Schoology accounts (like Facebook- CSC, PTA, Classroom pages, and resources available). This could help with communication.
- PTA discussed ways to create more communication between school and parents

Next meeting date:

April 5 at 4:30 PM

Agenda to include:-

- 1) Follow up on Strength-based program changes proposal
- 2) Personalized Learning Plans/Learning Profile



Edison serves a diverse population of students

- o 580 students (ECE-5) attend Edison
- o Ethnicity: 60% White, 30% Hispanic, 6% Multiple races, 2% Black
- o 30% of students receive Free/Reduced lunch (about 170 students)
- o 18 English Language Learners
- o 60 students with Gifted/Talented needs (HGT, magnet & GT)
- o 43 students with special education needs (10 in Autism program)

Why now....

- In the last 3 years at Edison we have focused on:
- o School values - Growth Mindset and Character Education
 - o Rigorous and engaging instruction for all students
 - o Implementing new curriculum for math and reading
 - o Instructional strategies – cooperative learning, student feedback
 - o Personalized Learning and Project Based Learning initiatives

Strengths with current programming



- o High percent of students at/above grade level on assessments (reading, math & science)
- o More students of color above grade level than DPS overall
- o High academic growth for white students and advanced students
- o Positive school culture with growth mindset, character education, and high levels of engagement
- o Differentiate/challenge/accelerate for struggling students & advanced students
- o Peer group for all students, including HGT students
- o Some families like the idea of advanced classrooms
- o Personalized Learning and Project Based Learning

Challenges with current programming



- o All Edison learners do not have the opportunity to develop relationships with and interact with students of diverse abilities and experience.
- o Difficulty separating behavior and social difficulties in classrooms
- o Lack of balance of academically strong peers across classrooms
- o Classes feel and look segregated and lack of diversity in some classrooms.
- o Lower academic achievement & growth for students of color & FRL (gaps)
- o Some students believe they are not in the 'smart' class

Proposed Strength Based programming...

The biggest risk one can take is to not take one
- Anonymous

Current	New design
<ul style="list-style-type: none"> o Identified students have "Individual Education Plans" (IEPs) or "Advanced Learning Plans" (ALPs) 	<ul style="list-style-type: none"> o Identified students will continue to have IEPs or ALPs as required by state/federal laws -- Continue o Teachers will support all students through developing individual "Learning Profiles" and "Personal Learning Plans" to describe their learning strengths, preferences, passions and goals. -- 3 year process
<ul style="list-style-type: none"> o Classrooms set up for Personalized Learning to include: student choice & voice, students working collaboratively with peers, students pursuing passions through research and projects. 	<ul style="list-style-type: none"> o Classrooms set up for Personalized Learning to include: student choice & voice, students working collaboratively with peers, students pursuing passions through research and projects. -- Continue

Proposed Strength Based programming...

The biggest risk one can take is to not take one
- Anonymous

Current	New design
<ul style="list-style-type: none"> o Students currently placed in homogeneous "Advanced" or "Traditional" classrooms based on HGT testing, GT testing and reading testing. o HGT magnet school – Cluster group of students in classrooms in 1st grade; Advanced classroom for grades 2-5 with all HGT students (and high achievers) in one classroom. 	<ul style="list-style-type: none"> o Students will be placed in heterogeneous homeroom classrooms for specials, writing, core reading, science and social studies. o HGT magnet school – Hybrid Model – cluster group all identified HGT/GT/magnet students in one or more homeroom classrooms at all grade levels.
<ul style="list-style-type: none"> o Students placed in advanced math, advanced reading, grade level math, grade level reading, math intervention or reading intervention based on assessment data. (flooding model) 	<ul style="list-style-type: none"> o Students placed in advanced math, advanced reading, grade level math, grade level reading, math intervention or reading intervention based on assessment data. (flooding model) o -- Continue

Proposed Strength Based programming...

The biggest risk one can take is to not take one
- Anonymous

Current	New design
<ul style="list-style-type: none"> o Teachers in Advanced classrooms trained in best instructional practices for H/GT. 	<ul style="list-style-type: none"> o Teachers in all classrooms trained in best instructional practices for H/GT.
<ul style="list-style-type: none"> o All students receive instruction with the same curriculum for specials, writing, core reading, science & social studies with differentiated supports. 	<ul style="list-style-type: none"> o All students receive instruction with the same curriculum for specials, writing, core reading, science & social studies with differentiated supports. -- Continue
<ul style="list-style-type: none"> o Flooding model- "Flood" each grade level with 2 additional teachers (intervention & special education) during guided reading and math instruction, thus decreasing class sizes during these times. 	<ul style="list-style-type: none"> o Flooding model- "Flood" each grade level with 2 additional teachers (intervention & special education) during guided reading and math instruction, thus decreasing class sizes during these times. -- Continue

Proposed programming for 4th and 5th grade "Platooning"

Grade 4				Grade 5			
Time	Teacher 1	Teacher 2	Teacher 3	Time	Teacher 4	Teacher 5	Teacher 6
Sch Start 8:45							
8:50-9:40	Science/SS HR1	Science/SS HR2	Science/SS HR3	8:50-9:30	Specials HR4	Specials HR5	Specials HR6
9:40-10:20	Specials HR1	Specials HR3	Specials HR3	9:30-10:20	Core Rdg HR4	Core Rdg HR5	Core Rdg HR6
10:20-11:10	Writing HR1	Writing HR2	Writing HR3	10:20-11:10	Writing HR4	Writing HR5	Writing HR6
11:10-12:20	Math 1	Math 2	Math 4 - Adv	11:10-12:20	Guided Rdg 4	Guided Rdg 5	Guided Rdg 6 adv
12:20-12:43	Lunch	Lunch	Lunch	12:20-12:43	Recess	Recess	Recess
12:43-1:05	Recess	Recess	Recess	12:43-1:05	Lunch	Lunch	Lunch
5 min transition							
1:10-2:00	Teacher 4	Teacher 5	Teacher 6	1:10-2:00	Teacher 1	Teacher 2	Teacher 3
2:00-3:10	Core Rdg HR1	Core Rdg HR2	Core Rdg HR3	2:00-3:10	Science/SS HR4	Science/SS HR5	Science/SS HR6
3:10-3:30	Guided Rdg 1	Guided Rdg 2	Guided Rdg 3 Adv	3:10-3:30	Math 4	Math 5	Math 6 - Adv
	Class Mting HR1 & Planners	Class Mting HR2 & Planners	Class Mting HR3 & Planners		Class Mting HR4 & Planners	Class Mting HR5 & Planners	Class Mting HR6 & Planners

Example: child 1 schedule



3rd Grade student: Identified HGT with an identified strength area in literacy, reading 3 years above grade level, on grade level for math, perfectionistic

- o In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - o Small group instruction and 1-1 feedback to challenge student
 - o Cluster grouped (with 4-6 students also identified HGT) to have social and cognitive peers
 - o Project based learning projects to support passions and engagement
- o Advanced instruction for guided reading and grouped with like level readers/thinkers
- o On-grade level class for math with differentiated instruction
- o Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals AND Advanced Learning Plan (ALP)

Example: child 2 schedule



4th Grade student: Identified GT with strengths areas in literacy & math, reading 2 years above grade level, above grade level for math

- o In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - o Small group instruction and 1-1 feedback to challenge student
 - o Cluster grouped (with 4-6 students also identified GT or high achievers) to have social and cognitive peers
 - o Project based learning projects to support passions and engagement
- o Advanced instruction for guided reading and grouped with like level readers/thinkers
- o Advanced class for math
- o Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals AND Advanced Learning Plan (ALP)

Example: child 3 schedule



2nd Grade student: below grade level for reading, on grade level for math

- o In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - o Small group instruction and 1-1 feedback to challenge student
 - o Project based learning projects to support passions and engagement
- o Intervention class for guided reading
- o On-grade level class for math
- o Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals

Example: child 4 schedule



3rd Grade student: English Language Learner, below grade level for reading, on grade level for math

- o In a heterogeneous homeroom class (mixed levels) for science, social studies, writing, reading core and specials.
 - o Small group instruction and 1-1 feedback to challenge student
 - o Cluster grouped (with other English Language Learners) for social and language support
 - o Project based learning projects to support passions and engagement
- o ESL, small group pull out as needed based on language needs
- o Intervention class for guided reading
- o On-grade level class for math
- o Learning Profile and Personal Learning Plan to describe strengths, areas for growth, passions and goals

Next Steps



- o **Before we leave tonight, we will get your feedback and input.**
- o **School Leadership Team**
 - o All information from the discussion tonight will be shared with the teacher leaders
 - o Teacher leaders will review feedback
- o **Collaborative School Committee**
 - o All information from the discussion tonight and SLT discussion will be shared with the CSC members
 - o CSC members will review feedback and make final recommendation on programming changes
- o **Collaboration with district experts (GT department, ELA department, etc)**
- o **Communication to community through newsletter in April and May**