

**Edison Elementary**  
**CSC Meeting Agenda & Minutes**  
**October 6, 2022**

**Vision:**

Edison Elementary is committed to being a collaborative 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

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

**CSC Members:** Parents: Petra Popiel - [petrapopiel@gmail.com](mailto:petrapopiel@gmail.com), Megan McNamee - [mcnamemk@gmail.com](mailto:mcnamemk@gmail.com), Maria Keyani - [mkeyani@gmail.com](mailto:mkeyani@gmail.com), Sara Lewandowski - [saralewandowski16@yahoo.com](mailto:saralewandowski16@yahoo.com), Teachers: Bayleigh Arey - [Bayleigh\\_Arey@dpsk12.org](mailto:Bayleigh_Arey@dpsk12.org), Gabi Lucero - [Gabriela\\_GonzalesLucero@dpsk12.org](mailto:Gabriela_GonzalesLucero@dpsk12.org), Justine McWhorter - [Justine\\_McWhorter@dpsk12.org](mailto:Justine_McWhorter@dpsk12.org) Non-certified staff: Lisa Meeks - [lisa\\_meeks@dpsk12.org](mailto:lisa_meeks@dpsk12.org) Admin: Sally Whitelock - [sally\\_whitelock@dpsk12.org](mailto:sally_whitelock@dpsk12.org), Megan Bohanan - [megan\\_bohanan@dpsk12.org](mailto:megan_bohanan@dpsk12.org)

**Attendance:** Sally Whitelock, Megan Bohanan, Gabi Lucero, Bayleigh Arey, Lisa Meeks, Maria Keyani, Sara Lewandowski, Petra Popiel

Not in attendance: Megan McNamee, Justine McWhorter

Non-Members: Kelsey Snavely

Welcome by principal and introduction of CSC members

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

UIP draft, feedback and approval

- Explain UIP requirements
- Edison 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.
- Review of 2021-22 data (see below)
  - Celebrations:
    - Overall, achievement is strong or increasing across grade levels.
    - There are some grade levels that have closed gaps between whitel and BIPOC students on STAR math and reading
  - Wonderings:

- Is there generally a dip in math in 5th grade?
  - What are the reasons for lower % of 5th graders performing at grade level in math?
  - Why are gaps closing in some areas and not in others?
- Areas for growth:
  - There is an obvious gap between white and BIPOC students in many areas
  - 5th grade math is a concern compared to other grades.
- Present Priority Performance challenges
- Present draft Root Causes
  - Lack of differentiation that ensures appropriate scaffolds and productive struggle for students not yet at grade level
  - Lack of differentiation that ensures appropriate scaffolds and productive struggle for students who are less engaged or dependent learners.
  - Lack of social emotional learning that supports all students in becoming independent learners
- Present draft UIP Major Improvement Strategies and Action Steps (see below)
- Present draft Black Excellence Plan (see below)
- Questions, feedback and suggestions:
  - Is there something different in the literacy strategy from last year? Yes - all teachers took a science of reading PD and we have adopted a new K-2 curriculum this year with a stronger focus on Phonemic Awareness and Phonics.
  - What does it mean that we are 'implementing culturally responsive practices'? Teachers have done work to improve their skills in culturally responsive practices (Zaretta Hammond). We don't have a 'curriculum' we are using, but we are using professional development from researchers and authors with expertise in this area.
  - Is using real time data to differentiate instruction something new?
  - How are we monitoring that all of these things are happening? Sally, Megan and our instructional coaches, during observations, are looking for these moves and coaching teachers in relation to that, as well as, providing professional development and opportunities for teachers to plan in relation to the action steps.
  - Teachers shared that an intentional focus on a variety of texts and engagement activities in really beneficial for students and students are responding in positive ways.
  - Why do we have to have a Black Excellence Plan? We shared the commitment of DPS and Edison to work towards being anti-racist.

Next meeting date: November 3 at 4:30: Agenda Items: 1) Review UIP Action Steps and approve UIP, 2) After School Enrichment feedback

## UIP Information

### Student Data:

- School population:
  - % Free and Reduced Lunch - 18.8%
  - % English Language Learners - 2%
  - % Special Education supports - 6.6%
  - % Gifted and Talented supports - 13%
  - % Students of Color - 31.4%
    - 69% White, 21% Hispanic, 5% Multiple races, 3% Black, 3% Asian

## Literacy

- STAR Reading - % of students above 50th %ile
  - Kinder - 2022: 84% BIPOC: 66%
  - 1st Grade - 2020: 85%, 2021: 72% 2022: 84% BIPOC: 92%
  - 2nd Grade - 2020: 85%, 2021: 87% 2022: 83% BIPOC: 68%
  - 3rd Grade - 2020: 77%, 2021: 78% 2022: 83% BIPOC: 53%
  - 4th Grade - 2020: 73%, 2021: 77% 2022: 83% BIPOC: 67%
  - 5th Grade - 2020: 71%, 2021: 63% 2022: 72% BIPOC: 50%
- STAR Reading - MGP
  - Kinder: 2022: 84 BIPOC: 61
  - 1<sup>st</sup> grade: 2020: 77, 2021: 72 2022: 78 BIPOC: 64
  - 2<sup>nd</sup> grade: 2020: 85, 2021: 86 2022: 76 BIPOC: 58
  - 3<sup>rd</sup> grade: 2020: 52, 2021: 67 2022: 56 BIPOC: 50
  - 4<sup>th</sup> grade: 2020: 65, 2021: 62 2022: 57 BIPOC: 64
  - 5<sup>th</sup> grade: 2020: 49, 2021: 51 2022: 50 BIPOC: 71
- ELA CMAS
  - School wide: Meets/Exceeds: 2021: 70%, 2022: 77%
    - 2022 Meets/Exceeds: White: 88%, BIPOC: 50%
      - (DPS: White: 72%, SOC: 27%)
  - 3<sup>rd</sup> grade: Meets/Exceeds: 2022: 76% (Exceed - 18%)
  - 4<sup>th</sup> grade: Meets/Exceeds: 2022: 77% (Exceed - 32%)
  - 5<sup>th</sup> grade: Meets/Exceeds: 2021: 70% 2022: 73% (Exceed- 14%)

## Math

- STAR Math - % above the 50th %ile
  - 1st Grade - 2020: 94%, 2021: 88% 2022: 93% BIPOC: 94%
  - 2nd Grade - 2020: 88%, 2021: 89% 2022: 88% BIPOC: 76%
  - 3rd Grade - 2020: 82%, 2021: 63% 2022: 89% BIPOC: 59%
  - 4th Grade - 2020: 74%, 2021: 77% 2022: 87% BIPOC: 74%
  - 5th Grade - 2020: 66%, 2021: 65% 2022: 76% BIPOC: 68%
- STAR Math MGP
  - 1<sup>st</sup> grade: 2020: 68, 2021: 56 2022: 69 BIPOC: 58
  - 2<sup>nd</sup> grade: 2020: 68, 2021: 69 2022: 71 BIPOC: 64
  - 3<sup>rd</sup> grade: 2020: 53, 2021: 50 2022: 64 BIPOC: 51
  - 4<sup>th</sup> grade: 2020: 44, 2021: 60 2022: 70 BIPOC: 71
  - 5<sup>th</sup> grade: 2020: 49, 2021: 48 2022: 66 BIPOC: 54
- CMAS Math
  - School wide: Meets/Exceeds: 2022: 60%
    - 2022 Meets/Exceeds: White: 70%, BIPOC: 36%
      - (DPS: White: 62%, SOC: 17%)
  - 3<sup>rd</sup> grade: Meets/Exceeds: 2022: 74 % (Exceed - 24%)
  - 4<sup>th</sup> grade: Meets/Exceeds: 2022: 63% (Exceed - 11%)
  - 5<sup>th</sup> grade: Meets/Exceeds: 2022: 44% (Exceed - 10%)

**UIP MIS & Action Steps:**

MIS 1- Reading: Teachers will facilitate reading instruction with grade level texts and engaging tasks which include explicit instruction of the science of reading including: phonemic awareness, phonics, fluency, comprehension & vocabulary skills to ensure all students become grade level readers and enjoy reading.

Action Steps
100% of K-2 teachers will participate in CKLA professional development
K-2 teachers will collaboratively plan whole group reading units/lessons with a focus on: instructional moves, the science of reading, love of reading, engagement/cooperative structures, a balance of teacher/student talk and rigorous tasks, using the CKLA curriculum.
In order to improve small group reading instruction, teachers in grades K-5 will participate in small group reading PD on the following topics: text-first planning, read-write-discuss model, rigorous tasks and differentiation.
Teachers in grades 3-5 will collaboratively reflect on and revise the EL curriculum with a focus on vocabulary, student collaboration, rigor, enjoyment, and access for all students.
Teachers in grades K-5 will plan for differentiated small reading groups with a focus on: text first planning, word work, read-write-discuss and rigorous comprehension discussions.
Teachers in grades ECE-5 will provide daily phonemic awareness, phonics and spelling instruction using CKLA, Words Their Way.
The ILT will facilitate collaborative planning meetings, observe teachers, provide feedback to teachers and model lessons to support strong instruction in every classroom.
Teachers will partner with caregivers regarding reading instruction. We will send home reading strategy resources for parents, send intervention parent letters and conference w/100% of parents 2x/year.

MIS 2 - Culturally Responsive Instruction: Teachers will use culturally responsive practices and real time checks for understanding to effectively differentiate instruction and ensure productive struggle for all students.

Action Steps
100% of Edison teachers will actively engage in professional development on intentional monitoring, descriptive feedback and differentiation.
100% of teachers will plan for enjoyment of reading and use cooperative learning structures and PBL to ensure active engagement of all students.
Teachers will plan for and teach science & SS with a focus on: tier 2/3 vocabulary, reading text aloud, videos, multimedia and hands on learning, to ensure that students are engaged and become critical thinkers.
Classroom teachers will list and evaluate texts/books in the taught curriculum and classroom libraries and use this to increase the number of culturally inclusive texts.
Teachers will reflect on instructional moves in relation to equity (feedback to SOC vs. White students) and culturally responsive practices.
Monthly, ILT and teachers will use the data team protocol to identify students not yet at grade level, analyze data and identify differentiated action steps to increase achievement and close the achievement gap.
ILT will observe and provide teachers feedback regarding equity (feedback to SOC vs. White students) and culturally responsive practices.
Edison staff will share culturally inclusive text lists with the community and ask for community feedback 2 times/year.

MIS 3 - Student Culture: Teachers will provide students with opportunities to become positive members of the community, learn to positively solve problems, cope w/ emotions, fight biases, and celebrate themselves and their culture.

Action Steps
100% of Edison teachers will actively engage in professional development on culturally responsive environments, crisis intervention and allyship.
Monthly, teachers will engage in deep discussions with colleagues regarding race, students who struggle in school, etc - in order increase awareness, understand biases, improve skills and effectively use restorative practices in order to improve outcomes for all students.
Edison's ILT will facilitate 'circles' 2-4 times during the school year to support adult culture and emotional health and model this
Edison's teachers will lead daily morning meetings with a focus on community culture, social emotional learning, restoring relationships and social advocacy.
Edison's PBIS coach and school psychologist will teach social-emotional and social advocacy lessons to students during morning meetings weekly.
Edison's PBIS coach and school psychologist will create a bank of SEL and social advocacy resources for teachers to use during morning meetings.
Teachers will intentionally form authentic relationships with caregivers, with a focus on caregivers of Black and students of color, through monthly home visits/positive communication monthly with caregivers.
Edison, with the support of the PTA and CSC, will provide 2-4 parent training to partner with caregivers and share resources regarding restorative practices and social advocacy.

### Black Excellence Plan

<i>Edison teachers will engage in monthly learning and discussion in order to deepen their <b>awareness</b> of race, systems of oppression and biases.</i>
<i>Teachers will intentionally form authentic relationships with <b>Black caregivers</b> through monthly home visits/positive communication with caregivers.</i>
<i>Teachers will intentionally form <b>authentic relationships with Black students</b> by getting to know students passions and interests, becoming an ally and providing opportunities for productive struggle.</i>
<i>Using an internalization protocol, teachers will plan for '<b>windows and mirrors</b>' by planning SS &amp; ELA lessons that are culturally-responsive with literature &amp; tasks that are culturally inclusive.</i>
<i>During monthly <b>data team</b> meetings, in reading and math, teachers wil track students who are not yet at grade level, paying close attention to students who are Black and SOC, set differentiation goals and plan for academic growth.</i>
<i>Admin and teachers will track <b>attendance</b> monthly and provide interventions when students are absent more than 7 days in the school year.</i>

→ Thoughts, Suggestions, Feedback: