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	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	

CSC Members:
 Parents: Maria Keyani - mkeyani@gmail.com Sara Lewandowski - saralewandowski16@yahoo.com Jarred Frank - jarred.frank@gmail.com
 Teachers: Bayleigh Arey - Bayleigh_Arey@dpsk12.org
 Non-certified staff: Lisa Meeks - lisa_meeks@dpsk12.org
Community Member: Leah Watson - leah@hopsandpie.com
 Admin: Sally Whitelock - sally_whitelock@dpsk12.org ,   Megan Bohanan - megan_bohanan@dpsk12.org

Attendance: Sarah Lewandowski, Jarred Frank, Maria Keyani , Bayleigh Arey, Lisa Meeks,
Non-member - Carrie Browning,

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.

Enrollment and Class sizes:
- We are currently 29 students above projections which is about $183,000
  - 2nd grade teacher: We hired a 2nd grade teacher in May which was NOT budgeted. We got approval to do this based on choice applications, but will now have to budget it - $108,000 that was not in the budget.
  - We hired a new Social Worker and 1 day/week psychologist over the summer, as our previous psychologist left Edison.
  - Left over to budget - $75,000. We voted to put this in a reserve to support a likely shortfall next year.
- ECE: 15, 16
- Kindergarten: 24, 24, 24, 25
- 1st: 24, 24, 24, 25
- 2nd: 20, 21, 21, 21

- 3rd: 27, 28, 29
- 4th: 27, 28, 29
- 5th: 24, 25, 26

<u>UIP draft, feedback and approval</u>
- 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.

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

<u>Literacy</u>
- STAR Reading – % of students above 50th %ile
  - Kinder –   2022: 84% BIPOC: 66%   2023: 92% BIPOC: 77%
  - 1st Grade –   2021: 72%   2022: 84% BIPOC: 92%   2023: 86% BIPOC: 61%
  - 2nd Grade – 2021: 87%   2022: 83% BIPOC: 68%   2023: 80% BIPOC: 65%
  - 3rd Grade – 2021: 78%   2022: 83% BIPOC: 53%   2023: 83% BIPOC: 64%
  - 4th Grade – 2021: 77%   2022: 83% BIPOC: 67%   2023: 83% BIPOC: 47%
  - 5th Grade – 2021: 63%   2022: 72% BIPOC: 50%   2023: 75% BIPOC: 55%
- STAR Reading – MGP
  - Kinder: 2022: 84 BIPOC: 61   2023: 81   BIPOC: 62
  - 1st grade: 2021: 72   2022: 78 BIPOC: 64   2023: 78   BIPOC: 74   (SEL-SR 37   BIPOC-35)
  - 2nd grade: 2021: 86   2022: 76 BIPOC: 58   2023: 77   BIPOC: 75
  - 3rd grade: 2021: 67   2022: 56 BIPOC: 50   2023: 46   BIPOC: 38
  - 4th grade: 2021: 62   2022: 57 BIPOC: 64   2023: 55   BIPOC: 50
  - 5th grade: 2021: 51   2022: 50 BIPOC: 71   2023: 51   BIPOC: 43
- ELA CMAS
  - School wide: Meets/Exceeds: 2021: 70%,   2022: 77%   2023: 80%
  - 2022 Meets/Exceeds: White: 88%, BIPOC: 50% (DPS: White: 72%, BIPOC: 27%)
  - 2023 Meets/Exceeds: White: 91%   BIPOC: 57% (DPS: White: 73%, BIPOC: 28%)
  - 3rd grade: Meets/Exceeds: 2022: 76% (Exceed – 18%)   2023: 73% (Exceeds – 21%)
  - 4th grade: Meets/Exceeds: 2022: 77% (Exceed – 32%)   2023: 83% (Exceed – 30%)
  - 5th grade: Meets/Exceeds: 2021: 70% 2022: 73% (Exceed– 14%)   2023: 84% (Exceed – 26%)
- ELA CMAS Growth
  - School wide: 64.5 White: 67   SOC: 55.5   Gap: 11.5
    4th grade: 67   5th grade: 58

<u>Math</u>
- STAR Math – % above the 50th %ile
  - 1st Grade –   2021: 88%   2022: 93% BIPOC: 94%   2023: 83% BIPOC: 59%
  - 2nd Grade – 2021: 89%   2022: 88% BIPOC: 76%   2023: 72% BIPOC: 43%
  - 3rd Grade – 2021: 63%   2022: 89% BIPOC: 59%   2023: 83% BIPOC: 72%
  - 4th Grade – 2021: 77%   2022: 87% BIPOC: 74%   2023: 82% BIPOC: 53%
  - 5th Grade – 2021: 65%   2022: 76% BIPOC: 68%   2023: 74% BIPOC: 50%
- STAR Math MGP

- - 1st grade: 2021: 56 | 2022: 69 BIPOC: 58 | 2023: 60 BIPOC: 45
  - 2nd grade: 2021: 69 | 2022: 71 BIPOC: 64 | 2023: 65 BIPOC: 55
  - 3rd grade: 2021: 50 | 2022: 64 BIPOC: 51 | 2023: 67 BIPOC: 64
  - 4th grade: 2021: 60 | 2022: 70 BIPOC: 71 | 2023: 68 BIPOC: 31
  - 5th grade: 2021: 48 | 2022: 66 BIPOC: 54 | 2023: 66 BIPOC: 50
- **CMAS Math**
  - School wide: Meets/Exceeds: 2022: 60% 2023: 68%
  - 2022 Meets/Exceeds: White: 70%, BIPOC: 36% (DPS: White: 62%, BIPOC: 17%)
  - 2023 Meets/Exceeds: White: 79% BIPOC: 45% (DPS: White: 64% BIPOC: 19%)
  - 3rd grade: Meets/Exceeds: 2022: 74 % (Exceed – 24%) 2023: 76% (Exceed – 31%)
  - 4th grade: Meets/Exceeds: 2022: 63% (Exceed – 11%) 2023: 72% (Exceed – 14%)
  - 5th grade: Meets/Exceeds: 2022: 44% (Exceed – 10%) 2023: 56% (Exceed – 14%)
- **CMAS Growth**
  - School wide: 62
  - White: 68   SOC: 51   Gap: 17
    - 4th grade: 73   5th grade: 44

➔ Noticings/Wonderings:
  - ◆ Gap between white students and SOC
  - ◆ Growth is increasing- celebration!
  - ◆ Bayleigh- literacy curriculum is a celebration, with strong results. We will, hopefully, continue to see this growth as they age up.
  - ◆ Are students enjoying reading?
    - Bayleigh- yes, through changes in AR. Supports with Carmel Hill have been positive
  - ◆ Role/impact of math homework?
  - ◆ Math through literacy?

Priority Challenges

1- Although a high percentage of SOC (& FRL) are at/above grade level in literacy, compared to the district, a higher percent of non-SOC are at/above grade level than their SOC peers across all assessment domains, K-5. For example, according to CMAS 2023 Literacy data 91% of 3-5 Non-SOC are performing at grade level or above compared to 57% SOC. This is an achievement gap of 34%. Additionally, according to 2023 STAR EL/Reading data 91% of Non-SOC students were at/above grade level compared to 61% of SOC. This is an achievement gap of 30% in reading.

2- Although a high percentage of SOC are at/above grade level in math, compared to the district, a higher percent of non-SOC are at/above grade level than their SOC peers across all assessment domains, K-5. For example, according to CMAS 2023 Math data 79% of 3-5 Non-SOC are performing at grade level or above compared to 45% SOC. This is an achievement gap of 34%. Additionally, according to 2023 STAR math data 91% of Non-SOC students were at/above grade level compared to 55% of SOC. This is an achievement gap of 36% in math.

➔ Thoughts, Suggestions, Feedback:
  - ◆ N/A

Major Improvement Strategies and Action Steps

- **MIS 1- Specific School Priority within the Strategy:** Data-Informed Instruction is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles. DDI at our school will include intentional assessment of student learning, data analysis structures and routines and intentional practices informed by data analysis.
  - ***What will success look like at our school:*** *For Edison, success looks like all ECE-5th grade teachers effectively monitoring formal and informal assessment data at a lesson and unit level, analyzing the data effectively and consistently differentiating to accelerate learning. Teachers will monitor student learning daily and differentiate through feedback, reteaching and small group instruction. Teachers will target Students of Color who are below grade level to ensure that they master literacy foundational skills and math concepts. Teachers will provide students opportunities to practice accurately and correct misconceptions in real time. Teachers will prompt students to explain their thinking. Teachers will monitor over scaffolding. Classroom and intervention/sped teachers will collaboratively plan for current S achievement/goals, next step action plan to include responsible parties and opportunities to grapple and become independent learners.*

- ○ **Implementation Benchmarks**

85% of data teams by December and 90% of teams by March will be consistently engaging in the Data Analysis Protocol with a clear focus on targeting acceleration of learning for SOC who are below grade level, as evidenced by team notes.
30/35 teachers will score 5 or higher when observed using the LEAP framework in 'Differentiation' by the end of T2, 35/35 teachers by the end of T3.

- ○ **Action Steps**

All ECE-5th grade and intervention teachers will participate in **professional learning** regarding differentiation practices that accelerate learning for SOC who are below grade level in reading (5 components of reading, accurate practice, decodable texts, intentional monitoring and feedback, additional 'at bats', etc).
All ECE-5th grade and intervention teachers will participate in **professional learning** regarding differentiation practices that accelerate learning for SOC who are below grade level in math (conceptual understanding, accurate practice, math trajectories, concrete models, intentional monitoring and feedback, etc)
All instructional paraprofessionals will receive monthly **professional learning** in order to improve intervention supports in reading and math.
All ECE-5th grade teachers will **collaboratively plan** for rigorous direct instruction, accurate student practice, and teacher monitoring of reading foundational skills.
All ECE-5th grade teachers will **collaboratively plan** for rigorous first instruction, monitoring of learning, and differentiation strategies that intentionally accelerate learning of SOC who are not yet at grade level in math.
Monthly, the ILT will facilitate a **data analysis and differentiation planning meeting** in order to identify SOC who are below grade level in reading and/or math in order to develop specific action plans to accelerate learning.
Monthly, the ILT will facilitate a **data analysis and differentiation planning meeting** in which classroom teachers collaborate with intervention & special education teachers and paraprofessionals to ensure a consistent focus for remediation and acceleration of learning.
Daily, classroom teachers will use **intentional monitoring to identify students for targeted** reteaching, through flexible small groups or descriptive feedback, providing additional scaffolds, accurate practice and opportunities to explain thinking.
All Edison teachers will intentionally **partner with parents** of SOC who are not yet at grade level to provide resources and strategies to support learning at home and school through home visits and family-teacher conferences.
Edison's ILT will **observe** intentional monitoring of understanding and differentiation/acceleration in all literacy and math classes and provide teachers **coaching** support to implement best practices that accelerate learning.

➔ Thoughts, Suggestions, Feedback:
- ◆ Maria- what is informal data? How are teachers monitoring over-scaffolding?
- ◆

- **MIS 2 - Specific School Priority within the Strategy:** Culturally responsive education involves a form of teaching that calls for engaging learners whose experiences and cultures are traditionally excluded from mainstream settings. It allows students to be fully seen, supported and affirmed in their unique identities and experiences. It centers and values students' cultures and identities; uses rigorous and relevant curriculum and anti-oppressive teaching practices; build strong, positive relationships between students, families and school staff; and supports students to develop the knowledge, skills and vision to transform the world towards equity and social justice.
  - ○ *What will success look like at our school: For Edison, success looks like all ECE-5th grade teachers providing culturally responsive, explicit grade level instruction with grade level texts and tasks. Additionally, it looks like teachers developing strong relationships with all students in order to become allies in their learning. Teachers will ensure that all students feel seen and see themselves in the curriculum. Teachers will ensure that all students are challenged & actively engaged in learning through cooperative structures, engaging lessons/tasks and opportunities*

for leadership in the classroom. Teachers will support students in becoming confident. independent learners through praise, success and challenging activities. Teachers will provide students who are below grade level, especially SOC, with additional at-bats.

- ○ **Implementation Benchmarks**

75% of staff by December and 85% by March will interact with students using culturally-responsive/inclusive language as evidenced by classroom walkthroughs.
30/35 teachers will score 5 or higher when observed using the LEAP framework in 'Student Collaboration' by the end of T1, 35/35 teachers by the end of T2.

- ○ **Action Steps**

100% of classroom teachers will facilitate **morning meetings** daily to include: community building activities, restorative discussions, SEL lessons weekly with Harmony curriculum, and allyship activities.
All Edison teachers will participate in **professional learning** regarding understanding CRE and in order to promote individual staff members' self-awareness and increase culturally responsive practices in the classroom.
All Edison teachers will participate in **professional learning** regarding student collaboration and how to plan effectively for student collaboration that actively engages all students.
Teachers will **collaboratively plan** for engaging, cooperative learning activities, enrichment experiences, and project-based learning during science and social studies.
Teachers will work to develop **positive relationships with caregivers**, with a focus on SOC, students with a history of poor attendance, and students who are not yet at grade level. in order to partner for the educational success of their children (through home visits, positive communication home, conferences, etc)
Edison's ILT will **observe** teachers intentionally challenging and providing additional at-bats for SOC who are below grade level and provide teachers **coaching** support to implement best practices.

➔ Thoughts, Suggestions, Feedback:
  ◆ Connections to BEP

Black Excellence Plan

1. Edison staff and teachers will develop a strong understanding of culturally responsive practices and become aware of their own biases by continuing to participate in PD and deep discussions about culture, race, culturally responsive teaching practices, biases, the pursuit of dismantling and reversing persistent and enduring systems of oppression.

2. Classroom, specials and intervention teachers will **intentionally form authentic relationships with Black and SOC caregivers** through: partnering on educational goals, positive communication monthly, and/or home/community visits.

3. Classroom, specials and intervention teachers will intentionally form authentic relationships with Black students by getting to know students' passions and interests, becoming an ally and providing opportunities for productive struggle.

4. ILT and classroom teachers will provide all students with 'windows and mirrors' and multiple perspectives by planning social studies and morning meeting lessons that are culturally-responsive with literature & tasks that are culturally inclusive.

5. During monthly data team meetings, in reading and math, Edison classroom, intervention and sped teachers, will 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.

6. Edison staff will work to increase enrichment opportunities for Black students and SOC. For example, we will work with Edison's PTA to provide after school enrichment opportunities, we will work with Edison's PTA to increase diversity within school events, free after school tutoring, provide food at events to encourage participation.

➔ Thoughts, Suggestions, Feedback:
  ◆ …

Thoughts/wonderings:

- math software for homework?
- representation matters- caregiver involvement, volunteer opportunities, community members
- Can gains in literacy be applied to math?

<u>Next meeting date:</u> November 2 at 4:30 - in person
- We will discuss the MIS Action Steps, BEP, ensure connection between BEP and MIS