

Edison Elementary
CSC Meeting Agenda & Minutes
April 4, 2024

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: Maria Keyani - mkeyani@gmail.com Sara Lewandowski - saralewandowski16@yahoo.com Jarred Frank - jarred.frank@gmail.com

Teacher: 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: S. Whitelock, M. Bohanan, M. Keyani, L. Meeks, B. Arey, J. Frank, S. Lewandowski, L. Watson

Not in attendance -

4:30 Welcome by principal and introduction of CSC members

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

2023-24 UIP Major Improvement Strategies - Reflection and Recommendations for next year

- School leaders share current data trend areas of concern:
 - Edison continues to have a gap between % of White students at/above grade level expectations and SOC at/above grade level expectations in both reading and math. Though we have more SOC at/above grade level than many students and gaps are closing in some grade levels, this continues to be a concern.
 - Wonderings:
 - Do we see gaps increase in August again because SOC have 'summer slide' or new students or both or is there another reason?
 - Which students go to Summer Connections? Is it academic or fun? (It is both academic and fun).
 - Edison has strong Average Daily Attendance, however, 20% (about 100 students) are considered 'Chronically Absent' (absent 10% or more of the time, based on minutes = 18 days by end of year). Though 20% is low compared to most DPS schools, this is a large number of students who have missed a lot of school.

- Wonderings
 - This is hard because parents are responsible for getting kids to school. You can't hold students accountable.
 - How do we incentivize parents? How do we support parents?
 - Is it a transportation issue for some kids/how many? Can we do a 'walking bus/group'?
 - If families choose into Edison but live far away and also have transportation issues, could they enroll their student in a closer school? Where is the disconnect?
 - Does the classroom teacher have a point of contact? Do they communicate with the caregiver and ask what the needs are?
 - It is interesting that some families think it is okay to take vacation during primary years.
 - It is important to acknowledge that 'going skiing for a week' is different than 'visiting family in Mexico and this is important to our family.'
 - What percent of students who are Chronically Absent are also below grade level? (about half) Also, many of the students receiving intervention are missing a lot of school.
 - Potential action steps:
 - At the beginning of the year, teachers communicate days off, need for good attendance and being to school on-time.
 - Communication between teachers and caregivers is very important. – Home Visits, reaching out to caregivers when students miss 7+ days of school,
 - School could reach out to the community more to support with transportation needs. Carpool app.
 - A few times per year (beginning of year, October) - send a reminder about attendance and planning vacations when school is not in session (campaign). Continue talking about it because it is important.
 - Review UIP MISs and Action Steps below that were implemented this year
 - See below)
 - Discussion and Recommendations for next steps for next year
 - MIS1:
 - Teachers think we are focusing on the right thing.
 - Professional Development focuses on the needs of teachers and students.
 - MIS2:
 - Wondering if there is a common thread between culturally responsive practices and attendance of some students
 - Professional development regarding culturally responsive practices is beneficial for teachers. Teachers are constantly checking their own biases and considering awareness and needs of students.
 - Anecdotally, parents hear the difference between teachers and subs in how they work with kids.
 - Additional thoughts/suggestions/potential next steps:
 - See above regarding attendance data
 - We don't know if we are communicating our professional learning with our community very well. We could do this better.

UIP MIS's and Action Steps:

- **Major Improvement Strategy 1:** 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 (daily, weekly, etc). DDI at our school will include intentional assessment of student learning, data analysis structures and routines, and instructional practices informed by data analysis. DDI differs from Professional Learning Communities (PLCs) in that DDI starts with data to determine the strategy needed to improve the data, whereas PLCs start with a strategy to determine the impact on students.
 - At Edison, this will look like: *For Edison, success looks like all ECE-5th grade teachers effectively monitoring formative and summative 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, and responsible parties and opportunities to grapple and become independent learners.

- **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.

- **Major Improvement Strategy 2:** 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.

- *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.*

- **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 be empowered to revise and supplement lessons to ensure that lessons are culturally responsive and inclusive.

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.

Open Forum

Next meeting date: Next meeting date - April 30 at 4:00 in person (CSC members only)

Agenda:

- CSC principal feedback evaluation form
- Only CSC members will be invited to attend this meeting