

Edison Elementary CSC Meeting Agenda April 3, 2025

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:

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Parents: Kristen Ingram - panteenk@aim.com , Beth Tomsic - thomsic@gmail.com , Jarred Frank - jarred.frank@gmail.com

PTA representative - Tara Littell - taramlittell@gmail.com

Teachers: Erin Anderson - Erin_Anderson@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 , Samantha Aragon - Samantha_Aragon@dpsk12.org

Attendance: Jarred Frank, Tara Littell, Erin Anderson, Lisa Meeks, Leah Watson, Sally Whitelock, Samantha Armijo

Not in attendance: Kristen Ingram and Beth Tomsic

Non-Members:

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.
- Sally and Samantha meet with the district budget team tomorrow and they will communicate next steps in approving the budget
- CSC started by reviewing how we will wrap up this year
 - Consider the chair-person has a larger role communicating the role of CSC and what we are doing at these meetings - perhaps a summary in the monthly newsletter
 - May meeting will discuss feedback for Sally and Samantha and CSC as a whole
 - Sally and Samantha will continue to figure out who is returning to CSC next year and who is leaving as well as checking nominations

2024-25 UIP Major Improvement Strategies - Reflection and Recommendations for next year

- School leaders share current data trend areas of concern:
 - See Below

- Review UIP MISs below that were implemented this year:

1. **Data Driven Instruction:**

- 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.
- Teams will fully complete the DDI protocol monthly with a focus on SOC who are below grade level. Teams will review summative data & student work samples. Teams will implement remediation and acceleration activities in response to student data. This will lead to increased growth and higher numbers of students mastering grade level expectations.

2. **Coaching/Observation-Feedback:**

- Instructional coaching is a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is information provided to teachers about student learning in their classrooms and/or their performance toward professional goals. Effective coaching and feedback results in changes to teacher practice and student achievement. Coaching at our school will include: roles, systems, structures and training; foundational elements and common practices of effective coaching; data analysis to inform coaching; and cycles of effective feedback.
- Coaches will collaborate with teachers to improve differentiation skills so that teachers effectively support students with grade level instruction while also building independent learners. This will lead to higher numbers of students of Color mastering grade level expectations.

3. **Attendance Intervention:**

- An Attendance Intervention System is a comprehensive, school-wide system that models and promotes school attendance while supporting students and families through a layered continuum of interventions. While the Attendance Intervention System is a subset of the Multi-Tiered System of Supports (MTSS), this strategy guide focuses specifically on processes, data and interventions around attendance.
- Staff will interact with students and their family members regularly in ways that prevent or decrease absences and tardies, as well as intervene successfully to improve student attendance and tardies. This will lead to improved school-wide attendance and student experiences at school.

- Analysis and suggestions for next year:

- Wonderings:

- What is our school wide homework policy? Can we figure out a way to connect with families to do homework at home to catch up?
- Do we have a rigorous opportunity for extra practice for students who are academically behind?
- Are we preparing students for middle school with the routine of having homework? What are the key skills students need to be able to do prior to MS?
- Are students experiencing testing fatigue?
- Will attendance improve with the new bus system in 25-26?
- What are the gaps in math attributed to? What are the lower percentages attributed to?
 - Are the students who are below grade level in reading also below grade level in math?
- Can an interventionist push in for math intervention?
- Can we do a co-teaching model for support? What would this look like?
- Can we do more professional development around how to do math remediation/intervention?
- What are the scope and sequence of math skills and determine where to intervene?

- Celebrations:

- Chronic attendance rates has improved
- We are having thoughtful conversations around data and the population we serve

- Suggestions:

- Develop a more rigorous school wide policy for homework as well as opportunities for practice
- Problem solve ways to better prepare students for middle school and the heightened responsibilities
 - Teaching students to communicate with their families what is happening at school

- Use of planners and agendas for older kids
- Give students an opportunity to have a space/support to do homework
- Giving parents more knowledge of tools: Ex. Khan Academy
- Connect with Discovery Link on how we can streamline support from school to after school
- Survey to chronically absent/tardy students' families on if they were offered free transportation, would that help them get to school on time/more frequently?
- More intense focus on PD in math
- Intervention for math- push in to classrooms
- Tutoring in math-reading one day and math another day or add a third day of tutoring
- Weekly Mathnasium club, teacher math club for students who need additional practice (2 groups: approaching grade level/below grade level)
- Next steps:
 - Sally and Samantha will synthesize the above suggestions and ideas
 - We will take this to our next SLT meeting on April 7th and review the suggestions/ideas and then get SLT's celebrations, wonderings, and suggestions
 - Sally and Samantha will review CSC membership to follow-up before the May meeting

Next meeting date: May 1 at 4:30 - in person at Hops and Pie- Principal evaluation and feedback

*** Only CSC members are invited to this meeting

March 2025 School Data Update

Reading:

DIBELS - % at/above Benchmark

Date	Sept 2024		Jan 2025	
	All students	SOC	All students	SOC
Kinder	56%	50% (14/28)	86% (81/95)	70% (19/27)
1st	75%	62% (15/24)	85% (81/96)	70% (17/24)
2nd	79%	60% (12/20)	84% (81/97)	71% (15/21)
3rd	59%	59% (20/34)	75% (61/81)	61% (21/34)
4th	60%	69% (18/24)	81% (67/82)	70% (19/27)
5th	61%	65% (17/26)	76% (60/79)	70% (18/26)

Literacy Interim - % On track

Date	Spring 2024		Oct 2024		Feb 2025	
	All students	SOC	All students	Hispanic	All students	SOC
3rd	48%	36%	81%	54.5% (24 Sts)	50.6%	48.7% (25 students)
4th	70%	48%	74.40%	42% (12 Sts)	51.90%	49.4% (14 students)
5th	63%	33%	84.10%	49.8% (16 Sts)	57.80%	53% (16 students)

STAR Reading - % above 50th percentile

Date	Spring 2024		Sept 2024		Jan 2025		May 2025	
	All students	SOC	All students	SOC	All students	SOC	All students	SOC
Kinder	89%	79%	79%	74% (20/27 Sts)	85%	73% (21/29 sts)	82%	64% (18/28 sts)
1st	89%	87%	73%	76% (12/16 Sts)	80%	82% (15/21 sts)	85%	80% (16/20 sts)
2nd	80%	55%	84%	70% (14/20 Sts)	86%	81% (15/21 sts)	88%	82% (13/16 sts)
3rd	78%	58%	74%	56% (18/32 Sts)	74%	53% (17/32 sts)	80%	66% (19/29 sts)
4th	80%	64%	83%	63% (19/26 Sts)	87%	77% (20/36 sts)	83%	64% (16/25 sts)
5th	79%	43%	82%	73% (19/26 Sts)	81%	73% (19/26 sts)	81%	67% (16/24 sts)

Math:

Math Interim - % On track						
Date	Spring 2024		Oct 2024		Feb 2025	
	All students	SOC	All students	Hispanic	All students	SOC
3rd	55%	33%	73.70%	31% (22 Sts)	82.50%	42.9% (24 students)
4th	86%	72%	79.50%	32.6% (16 Sts)	74.40%	39.3% (14 students)
5th	59%	33%	86.30%	34.4% (16 Sts)	65.50%	32% (17 students)

STAR Math - % above 50th percentile									
Date	Spring 2024		Sept 2024		Jan 2025		May 2025		
	All students	SOC	All students	SOC	All students	SOC	All students	SOC	A
1st	97%	94%	77%	59% (14/24 Sts)	84%	62% (15/24 sts)	85%	59% (14/24 sts)	
2nd	79%	56%	82%	62% (13/21 Sts)	83%	76% (16/21 sts)	82%	62% (13/21 sts)	
3rd	75%	52%	75%	58% (20/35 Sts)	67%	49% (17/35 sts)	70%	45% (16/35 sts)	
4th	81%	68%	77%	56% (15/27 Sts)	76%	59% (16/27 sts)	74%	54% (14/26 sts)	
5th	81%	52%	74%	77% (20/26 Sts)	76%	65% (17/26 sts)	77%	62% (16/26 sts)	

Attendance:

Attendance				
	May 2024	Nov 2024	Jan 2025	
Chronic Absent	14%	12%	10%	27% Hispanic, 38% Black
	79 students		61 students	
Average daily	94%	96%	95%	