

**Edison Elementary School
Collaborative School Committee Meeting
December 10, 2008**

Call to Order: 4:40 p.m.

Members Present: Ann Christy, Principal; Larry Nelson, Assistant Principal; Robert Hudnall, Teacher; Joanne Stroud, Teacher; Lesley Turner, Teacher; Marcia Mason, Paraprofessional; Bret Hann, Parent; Tina Martinez, Parent; Suzanne Leff, Parent.

Guests: Susan Hennessey, Parent.

I. New CSC Members

Assistant Principal Larry Nelson, first grade teacher Joanne Stroud, and special education teacher Lesley Turner all joined the CSC and introduced themselves to the other CSC members.

Action Item: Add the new CSC members' e-mail addresses to the Google e-mail list.

II. CSC Binders

Marcia Mason prepared binders for the CSC members to use throughout the school year. The binders include DPS information about Collaborative School Committees, Edison test data, meeting agendas, and note paper. The Committee members thanked Ms. Mason for preparing the notebooks.

Action Item: Make copies of the School Improvement Plan (SIP) for inclusion in the CSC binders.

III. Assistant Principal

A. Introduction

The CSC welcomed Larry Nelson, the new Assistant Principal, to Edison. Mr. Nelson comes to Edison from another DPS school where he was serving as a Principal's Assistant.

B. Review of Job Duties

Ms. Christy distributed a list of Mr. Nelson's job duties. The list includes the following:

- Share playground duty to build relationships with children and parents; create playground routines for the students to follow.
- Share discipline to build relationships with children and parents.
- Observe and monitor classroom instruction as it relates to instruction.
- Attend and participate in weekly data team meetings.
- Assist teachers with classroom management.
- Lead Character Education Committee, which includes research and implementation of Positive Behavior Support, and attend committee meetings every two weeks.
- Lead Accelerated Reader (AR) implementation, which includes labeling the school library books with AR reading levels on December 19th and a January 6th professional development training for teachers.
- Supervise paraprofessionals and complete evaluations of all paraprofessional staff by February.
- Monitor after school programs to make sure they are running smoothly, in coordination with Michele Kilen, the enrichment program organizer, and Ms. Rommelman, who will remain on-site from 3:30 to 4:30 p.m. each day to supervise enrichment activities.
- Meet daily with the principal to discuss issues/solutions.

IV. Baseline Data for SIP Goals

All of the goals stated in the SIP require measurements to show attainment. The goals must state baseline data to determine whether growth occurs during the school year. The Committee reviewed 3rd, 4th, and 5th grade Benchmark reading test scores from the beginning of the school year. This testing data does not offer a complete data set for determination of the baseline because the goal relates to kindergarten through 5th grade students, not just 3rd through 5th graders. The CSC discussed the proper assessment tool for obtaining the baseline data. The SIP requires DRA2, which covers all grade levels.

The Committee discussed the difference between what AIMSWEB progress monitoring identifies and what other diagnostics can tell teachers about individual students' learning. AIMSWEB measures oral reading fluency and offers minimal utility as a diagnostic tool for identification of specific problem areas. Committee members determined that CORE Phonics may work better as a diagnostic tool for students in kindergarten through 2nd grade and recommended that teachers with students above 2nd grade who score below grade level on the Benchmark assessment should consult with the Student Intervention Team (SIT) on proper diagnostic tools. The Committee further agreed that, to support the overarching principle of consistency in instruction, teachers should select from a list of diagnostic tools prepared by the SIT.

Ms. Christy and Mr. Nelson will review data from each classroom to see how students are performing in reading, writing and math and will then work with the teachers to identify interventions that the students need. Ms. Christy will direct each grade level to post data on hallway bulletin boards each month so that parents and other teachers can see how students are performing.

Action Item: Gather baseline data for presentation to CSC and inclusion in SIP (Ms. Christy and Mr. Nelson); create list of diagnostic tools (SIT, Ms. Christy and Mr. Nelson); communicate expectation about posting data to teachers (Ms. Christy); revise SIP Milestone for reading to a generic "oral reading fluency weekly progress monitoring" rather than "AIMSWEB weekly progress monitoring"?

V. Tracking of SIP Action Items

Data Teams. Weekly data team meetings serve as a recurring Action Item in the SIP. Data teams consist of instructors and support specialists who work with the students, analyze test scores and evaluate instructional approaches with an eye toward improving student learning. Edison teachers meet with their fellow grade level teachers in data teams. Not all Edison teachers currently participate in data teams. This non-participation does not align with the SIP's focus on consistent instruction across grade levels. The Committee discussed the need for communication with the teachers about participation in data teams. In addition, data team meetings should address students at all levels and identify ways to show growth for all students. Finally, data team meetings provide an opportunity for teachers to collaborate on enrichment activities that they use in the classroom. The Committee discussed the need for a data team meeting template that accounts for four to six week unit plans and other work that the team members do together. This template would also include a weekly report that the team must submit to the Humanities Facilitator, Lauren Stewart Berdofe.

Action Items: Communicate data team participation expectations to staff (Ms. Christy); prepare data team meeting template, with weekly report, for use by data teams (Ms. Christy and Ms. Stewart Berdofe).

VI. Community Meeting to Review the SIP

The Committee began planning a presentation of the SIP to the Edison community. The Committee decided to make its presentation after the February PTA meeting and to coordinate the scheduling with PTA. The CSC members felt that the SIP presentation should occur after a PTA meeting and not during the PTA time slot to help delineate the distinct, yet complimentary, purposes of the two groups. Joanne Stroud offered to facilitate communication with the PTA.

Action Items: Coordinate SIP presentation with PTA; communicate presentation date and time to Edison community; prepare presentation and handouts (CSC Parent Members, Ms. Stroud, and other Committee volunteers).

Meeting Adjourned: 6:20 p.m.