Edison School
SSC Agenda
November 30, 2021
Zoom Link

Members Present: *Mark with X*

	Glenn Aitkens		Carl Randecker
	Misha Chellam		Greg Sahakian
	Regina delRosario		Tara Shelton
	Emily Grunt		Kim Weberg
	Sarah Hinds		Amy Youngman
			Public:

AGENDA ITEMS	DETAILS	PERSON	TIME
Logistics PPT	• Call to Order / Roll Call / Guests • Introductions: Toolbox Icebreaker • Approve October Minutes	Greg	5
Orienting to the Work	Summary of "October Agreement" *Team reviewed "Map Data", including Star Reading, Star Early Literacy and Star Math for this fall, including subgroups in EL designation and Ethnicity. Using the data, discussion was held on which area to use as the focal area.* *Team decided on getting street data related to early literacy by interviewing teachers about their small group instruction. Greg and Amy to draft questions and group to review and finalize during Nov. 16th SSC meeting.* Fist - to - Five Protocol	Amy	5
Framing the Street Data Purpose: Qualitative Data Survey	Why teachers? Why Early Literacy? - Pounding the pavement - teachers are close to the work - BOY data indicates potential gaps in early literacy - SPSA - commitments to small groups and early literacy	Greg	6-7

	What? - By surveying teachers, we hope to get a deeper understanding of what's working, where the pain points are, trends in materials/strategies being leveraged, overall systems/structures - We plan to use this information along with January reading assessment data to monitor effectiveness and make adjustments in response to the data.		
Revision and feedback on draft questions	Revision and Feedback Process: - Frame and review drafted questions (5 min) - Engage in breakout room feedback (10 min) - Whole group conversation (10 min)	Amy & Greg	25
Logistics and Reminders	Share survey during Dec. 2nd Professional Development: 15 minute minute window Upcoming SSC Meetings (3rd Tuesday of month) ● November 16th - Identify a Problem of Practice to interrogate, finalize data to collect. ● December 14th - Analyze Teacher Survey for trends, outliers, etc. ● January 18th - Analysis of STAR reading data with teacher survey data. ● February 15th - ● March 15h - ● April 19th - ● May 17th -	Greg	5
Adjourn	***Feedback**: What worked/what didn't?*	Amy	2

Meeting Notes in blue

Draft Questions for Teachers: 1. How frequently do you pull small groups for focused reading instruction? 2. How did you determine the size of student groupings and which students to group together? 3. What is working well in your reading small groups? 4. What is a pain point in your reading small groups? 5. What materials or instructional strategies are guiding plans for your reading small groups? (eg. strategies from Orton-Gillingham training?) 6. In what ways have you engaged families as partners in students' reading development?	*Group 1 Feedback* -
	Group 2 Feedback -
	Group 3 Feedback -

"**Street data** is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on the tenets of culturally responsive education by helping educators look for what's *right* in our students, schools, and communities instead of seeking out what's *wrong*.

Street data embodies both an ethos and a change methodology that will transform how we analyze, diagnose, and assess everything from student learning to district improvement to policy. It offers us a new way to think about, gather, and make meaning of data. It calls for what Paolo Freire deemed a pedagogy of liberation (Freire, 1970)."
--Shane Safir, *Street Data, A Next Generation Model for Equity, Pedagogy, and School Transformation*