Edison School
SSC Minutes
November 30, 2021
Zoom Link

Members Present: *Mark with X*

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

AGENDA ITEMS	DETAILS	PERSON	TIME
Logistics PPT	• Call to Order / Roll Call / Guests • Introductions: Toolbox Icebreaker • Approve October Minutes Icebreaker on Thanksgiving Indulgence Minutes approval was moved by Sarah H and seconded by Amy Y	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 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. Discussion of intent on early literacy application/meaning by grade level and focus on small group instruction. Suggestions of asking more open questions based on the different approaches used to reading learning by different teachers at different levels. Give context of data and what perspective or insights drove the data collection. Greg to discuss intent, context and background at staff session 12/2	Greg	6-7
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 window	Greg	5

	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 -		
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?
	Framing: data indicated ___ from the global perspective. How does this jive from what you're seeing?
	- *What are you observing? What are you doing to address this?*
	
	- *What's working in your reading instruction? How do you know?*
	  - *Decoding: foundational skills*
	  - *Comprehension: key ideas and details, craft and structure, integration of ideas?*
	  - *Critical thinking skills*
	- *What is challenging with your reading instruction? How do you know?*
	  - *Decoding: foundational skills*
	  - *Comprehension: key ideas and details, craft and structure, integration of ideas*
	  - *Critical thinking skills*
	- *What materials or instructional strategies are you using for your reading instruction?*
	- *What are you observing about student*

	reading behaviors that are different than in prior years?
	Follow up questions - *Aggregate report card data?*
	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*