ELC School Site Council Meeting

March 6, 2026

Team Builder

Introductions - Name and Spring Favorites

- **Alex Rock, Principal**
- **Rebecca Martin, Teacher**
- **Danielle Reilly, Teacher**
- **Becky Tso, Parent**
- **Julie Demusz, Parent**

Agenda

1. School Site Council Meeting 11/20/25 Follow-up
2. Mid-year Data Update on SIP implementation
3. Discussion
4. Next Steps

Next meeting dates:

- March 26, 2026 (6:00-7:30pm, Virtual)
  - District-wide SSC
- April 16, 2026 (1:00-2:00pm, ELC)
  - ELC SIP Development for Next Year
- May 31, 2026
  - Review of Budget & SIP

School Site Council Meeting 11/20/25 Follow-up (1/2)

- Create opportunities for caregivers to engage with the school
  - What is developmentally appropriate?
    - **DESE Standards Handout - PreK**
      - The Commonwealth of Massachusetts sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help caregivers understand those standards and partner with teachers to support your child's learning during pre-kindergarten.
  - How caregivers can help support their child be more prepared for Kindergarten?
    - Supporting Your Preschooler at Home (Differentiated)
      - Version 1
      - Version 2
      - Version 3
    - Social-Emotional Learning in Preschool: A Guide for Families
  - How caregivers can create a network to support each other and develop relationships?

School Site Council Meeting 11/20/25 Follow-up (2/2)

- Communicating SIP Goals
  - Explain why the goals benefit students
  - Make accessible to audience with limited amount of time and might not work in education
- Co-chair: Julie Demusz

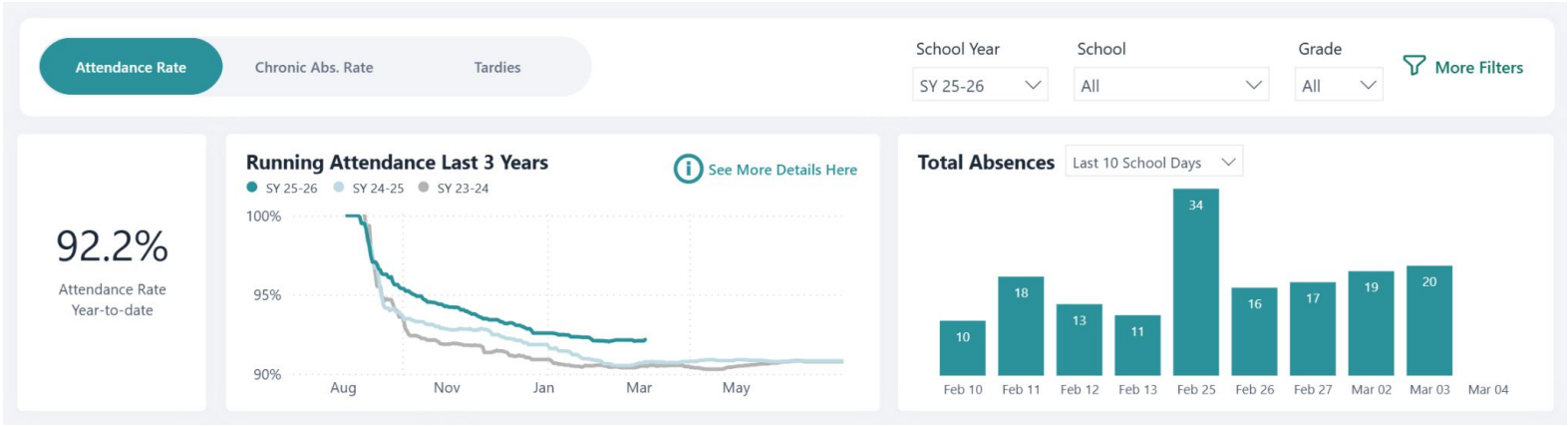
April 16, SSC Meeting
ELC SIP Development
SY26-27

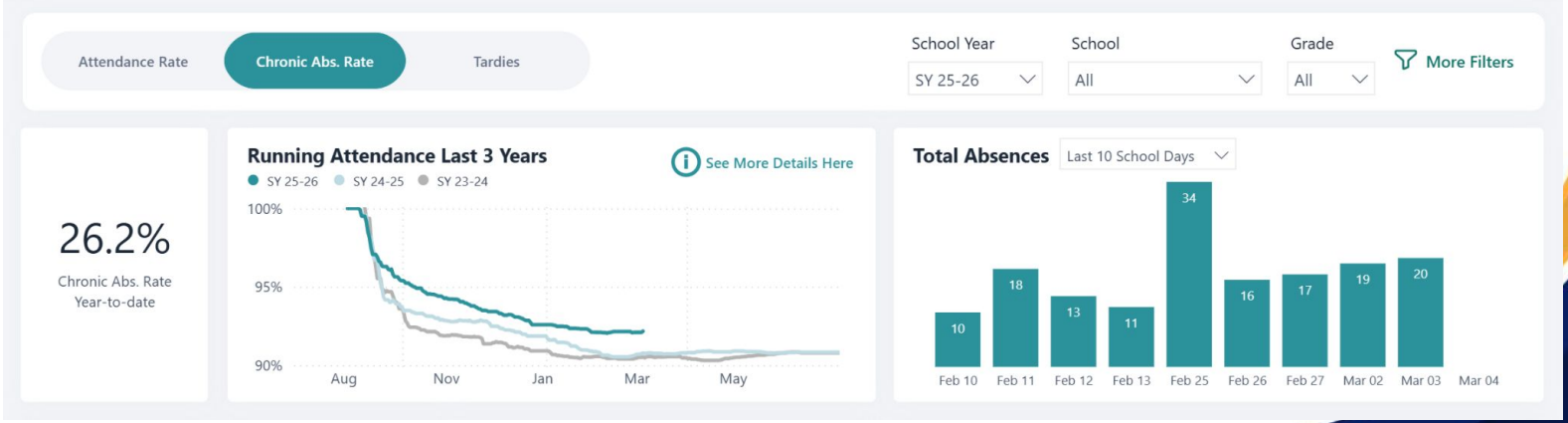
***Attendance**: The ELC will work collaboratively with families to maintain an average daily attendance rate of 95%.*

The ELC will proactively collaborate with families that express barriers to regular attendance. We will take a data informed approach to intentionally reach out to families that have struggled to consistently attend school. The ELC will engage in collaborative problem solving with families to help identify solutions to attendance barriers.



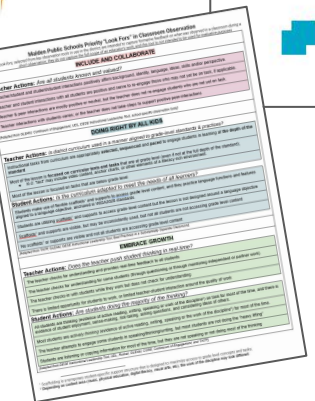
Chronic Absence & Attendance - ELC (year to date)



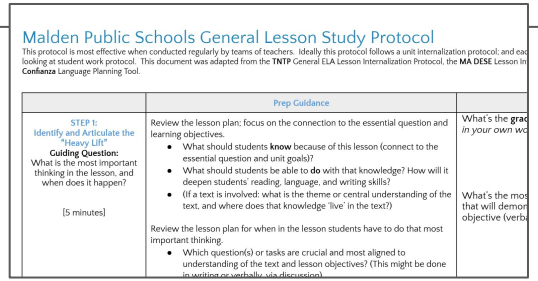


Breakthrough student learning takes place when…

- The expectations of effective teaching are clearly defined at my school.
- Teachers at my school share a common vision of what effective teaching looks like.
- My school is committed to improving my instructional practice.







Malden Public Schools General Lesson Study Protocol

This protocol is most effective when conducted regularly by teams of teachers. Ideally this protocol follows a unit internalization protocol; and eac looking at student work protocol. This document was adapted from the **TNTP** General ELA Lesson Internalization Protocol, the **MA DESE** Lesson In **Confianza** Language Planning Tool.

	Prep Guidance	
STEP 1: Identify and Articulate the "Heavy Lift" **Guiding Question:** What is the most important thinking in the lesson, and when does it happen? [5 minutes]	Review the lesson plan; focus on the connection to the essential question and learning objectives. • What should students **know** because of this lesson (connect to the essential question and unit goals)? • What should students be able to **do** with that knowledge? How will it deepen students' reading, language, and writing skills? • (If a text is involved: what is the theme or central understanding of the text, and where does that knowledge 'live' in the text?) Review the lesson plan for when in the lesson students have to do that most important thinking. • Which question(s) or tasks are crucial and most aligned to understanding of the text and lesson objectives? (This might be done in writing or verbally via discussion)	What's the grad *in your own wo* What's the mos that will demon objective (verb

Source: TNTP insight survey - research link HERE

At the ELC we strive to create learning environments where…

Students are **known, valued and feel that they belong.**

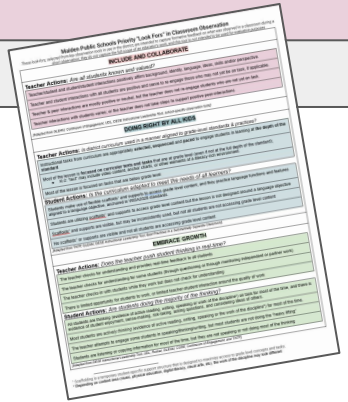
Include and collaborate

Students engage in **grade level** work with the **right level of support**

Do Right By All Kids

Students **work together** to do **heavy lifting:** they enjoy, sense-make, take risks, ask questions, consider ideas of others**.**

Embrace Growth

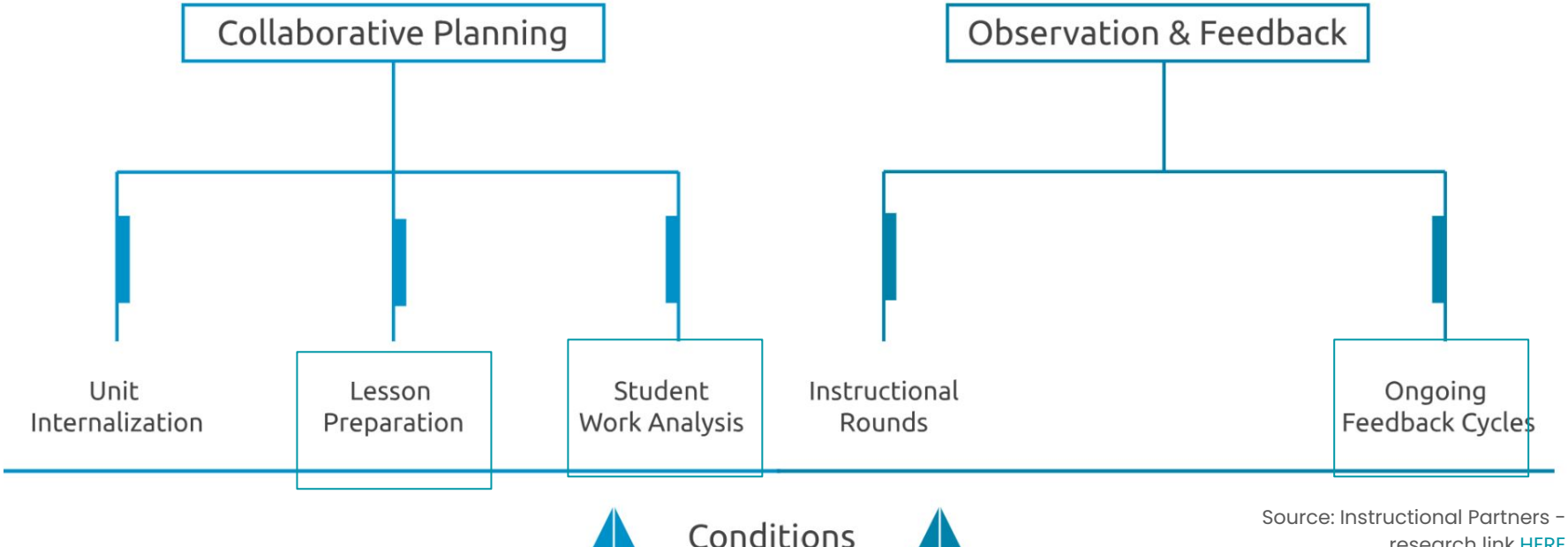

Maine Public Schools Priority "Look Fors" in Classroom Observation

INCLUDE AND COLLABORATE

DOING RIGHT BY ALL KIDS

EMBRACE GROWTH

“Instructional leadership is… utilizing these *evidence-based high leverage practices* that meaningfully raise the level of instruction for students…”



Source: Instructional Partners - research link HERE

Academic: *100% of students will show significant progress towards Kindergarten readiness determined by pre and post screening tool. 80% of students from the ELC will be Kindergarten ready upon transitioning to their K-8 school.*

Teacher Actions	Instructional Leaders & Teachers Actions
• Collaborate with colleagues to improve instructional practices, engage with student data and develop curriculum coherence. • Develop in collaboration with students an inclusive learning environment that positively affirm each other's background, identity, language, ideas, skills and/or perspective. (Include and Collaborate) • Appropriately select, sequence and pace instructional tasks from curriculum to engage students in learning at the depth of the standard. (Doing Right by All Kids) • Check for student understanding and provide real-time feedback to all students. (Embrace Growth) • Take a language focused approach to support Multilingual Learners.	• Engage in regular classroom observations both at the ELC and in receiving Kindergarten classrooms. They will utilize the Malden Public Schools Priority “Look Fors” in classroom observations. • Meet consistently in admin-guided professional development time to support educators in lesson planning. • Collaborate during professional development days to norm on instructional practices and enhance pedagogy to meet the needs of each individual student. • Utilize a portion of monthly building faculty meetings to review progress towards School Improvement Plan (SIP).

Discussion

What instructional focus would have the greatest impact on students?

- Learning through play
  - Sharing with families the collaborative skills that are being developed through play. How it can be reinforced at home. Example: play between siblings, cousins, neighbors, etc.
- Diversity, Equity and Inclusion
  - Empowering children to talk about difference
  - Creating more opportunities for students to engage with each other

What would we need to take into consideration in order for this to happen?

- Partnering with families.
  - Sharing curriculum maps a unit or monthly calendar at a time. Suggestion to have a “reading list” or topic to explore.
  - Exchange identified student strength at school with caregivers. Highlights of what is going well earlier in the year.
- Staff collaboration:
  - Time to discuss student needs and plan to create a more inclusive learning environment

Next Steps

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