Edison School
SSC Minutes
April 26, 2022
Zoom Link

Members Present: *Mark with X*

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

AGENDA ITEMS	DETAILS	PERSON	TIME
Logistics and Framing Deck	● Call to Order / Roll Call / Guests ● Ice Breaker: One memorable spring break event/highlight of break? ● Approve March Minutes - Minutes reviewed and approved Today we WILL… - Review draft SPSA Goals and Actions aligned to LCAP Goal 4. Greg reviewed Goal intent and 3 actions developed to support it - Provide feedback to inform revisions.	Greg	5
Constructivist Tuning Protocol	1. **Presentation:** 10 minute presentation of current SPSA plan aligned to LCAP Goal 4. 2. **Clarifying Questions**: 3 minutes to ask yes/no questions to clarify. 3. **Reflection**: Participants take 2 minutes to review notes and reflect on feedback that would be most helpful to the presenter (option to reference pgs. 16-17 in SPSA). 4. **Warm/Cool Feedback**: 10 minutes of positive and/or critical feedback. Presenters listen and take notes. 5. **Presenter's Response**: 5 minutes for presenters to respond to comments and questions. Presentation of plan with thorough discussion on	Amy & Greg	30 - 40

relevance of assessments and associated data for all students.

Presenter Notes: From Discussion
- ☐ .ELAC-specific outreach - calling families individually.
- ☐ What is meant by "greater continuity" (All GLs give the same data)?
- ☐ Establish baseline for Special Ed goal
- ☐ What should families be expecting about what is happening in class, and how is it communicated? How to provide "BTSN" info without the in-room experience. Strategies parents can be informed about and how to support at home. What is "normal" in a student's week in school?
- ☐ Clear lines of communication open between parents and teachers, "partnerships in communication"
- ☐ Baseline of information to be communicated (weekly schedule, communication mode, the "basics" of school, etc…)
- ☐ How to supplement what families have missed by not being able to be in classrooms this year?
- ☐ Enable, remind families of where information is, through frequent, repeated communication.
- ☐ Framing, encouragement of how to engage and reach out to grow comfort level.
- ☐ Define "student success" in communications, Literacy & Math nights
- ☐ Possible delivery methods: BTSN, P-T conferences, Math/Literacy nights, class newsletters,
- ☐ Survey parents on what is important to you (beginning of year, ongoing information)

Greg to reflect and digest feedback and incorporate for pre review of the next meeting in May. Final review and approval at next meeting.

Next meeting will potentially be held outdoors in person.

| Logistics and Reminders | **SSC Meetings** (3rd Tuesday of month)
● **September 21st** - framing and purpose of SSC, review of grounding documents (site plan, ELOG funds, etc.)
● **October 19th** - Street Data, Satellite and Map Data analysis
● **November 16th** - Stamp focus for Street Data collection, finalize Street Data process and questions
● **December 14th** - *meeting not held*
● **January 18th** - Initial analysis of Teacher Survey
● **February 15th** - Secondary Analysis of qualitative reading data alongside teacher survey data. Reflect/Consider opportunities.
● **March 15th** - Feedback on LCAP goal 2
● **April 19th** - Final input on School Site Plan
● **May 17th** - Considerations for SSC next year, including focal students study | Amy | 5 |
| Adjourn | *Feedback: What worked/what didn't?* | Amy | 2 |

Meeting Notes in blue

"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*