

Edison Elementary
CSC Meeting Agenda & Minutes
April 8, 2021

Vision:

Edison Elementary is committed to being a collaborative community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

Values:

Students First, Community, Fun, Respect, Integrity, Collaboration, Equity, and Accountability

Meeting Norms:

Aim for consensus	Assume positive intentions
Members will share ideas openly, but try to stay on topic	Time keeper, try to keep to one hour
Everyone puts ideas on the table	We work to represent our stakeholders
Respect other perspectives	Ask clarifying questions
Listen with respect	Commit to our values
Focus on needs of the school and community, respect confidentiality	

CSC Chair person: Kathy Senft

Attendance: CSC members: Sally Whitelock, Benita Cervantes, Jane Reimer, Hannah Koski, Catherine Salguero, Andrew Crossley, Lisa Meeks, Julie Puglisi,; Krysten Kamps

Non-CSC member:

Call to order by CSC Chairperson

- Meeting procedure-Work session will follow the agenda. Floor will open up at end of meeting for other issues/discussions if necessary.

Small change to bell schedule and instructional day for the 2021-22 school year

- DPS communication and decision making
 - DPS transportation department has made the decision to make the bus schedules more systematized due to: 1) Shortage of bus drivers, 2) Budget, 3) Discussion by the board to move MS and HS to later start times.
 - Next year, Edison's bell times will be adjusted slightly - AM start time: 8:35 and PM release time at 3:25
 - It is possible that Edison's bell time will be moved to 7:30ish for the 2022-23 school year depending on the board resolution regarding HS & MS and transportation needs
- Discussion:
 - CSC members are concerned that stakeholders (parents, teachers, school leaders, students) don't have a voice in the decision making. Wondering how it will impact parents and teachers with children. How will this impact sleeping needs of young children.
 - The CSC would like to have a goal to engage our parent community and staff actively involved in decision making. Influence the process and provide opportunities for voice for all stakeholders.
 - Andrew is going to draft an email to our board member, Brad Laurvick, to share our concerns and ask to be part of the process.

Evaluation of this year and draft goals for next year

- Online vs In person learning

- Strengths/what went well this year:
 - Edison provided additional support (paras and assigned teacher) to support students who chose online learning.
 - Edison ensured that students who were online and students who were in person had the same curriculum, assignments, pacing, etc.
 - Communication with the community has been very strong - this is very helpful.
 - When students were in person, they appeared to have strong relationships with peers - this was likely due to the efforts of the teacher to build the community and relationships.
 - No homework took a lot of stress off parents during this time.
 - Professional development to support online learning and instruction with social distancing.
- Next steps if we continue online next year:
 - Being prepared - what worked well this year, so we can switch if needed.
 - Live streaming is VERY difficult on teachers (on line and in person at the same time).
 - If necessary, teachers would probably prefer an online grade level split over a live streaming situation. If this has to happen, para support for the grade level split teacher (online) would be beneficial.
 - Academics are important in elementary school, but kids also need the social interactions and cooperation.
 - Specials at home and remote is difficult and then often not done by a lot of kids.

- **UIP goals for this year**

- Teachers will ensure equitably high achievement through planning for and implementing high impact, culturally responsive instructional practices including: intentional monitoring, descriptive feedback, goal setting and differentiation within an in-person or a remote setting.
 - 100% of teachers will participate in Professional Development to improve lesson planning with culturally responsive instructional practices (including intentional monitoring, descriptive feedback, goal setting, conferencing and student collaboration) resulting in differentiated and rigorous lesson plans.
 - In 9/10 observations, during independent work time, teachers will consistently use intentional monitoring and provide clear feedback to students (prompt for success & provide constructive feedback). Instructional coaches and lab classrooms will support teachers.
 - 100% of teachers will plan for and implement quality remote lessons to include: live lessons, small group live lessons, independent practice and monitoring of student learning & engagement.
 - In 9/10 observations, teachers will differentiate instruction by engaging students in discourse, student-to-student coaching, small group instruction and student goal setting, as seen in ILT walkthroughs & documented in LEAP I6 & I8. Teachers will be supported through modeling in the lab classrooms and coaching,
 - Parents will be engaged in student reflection and goal setting by supporting students on Seesaw and during parent/student/teacher conferences.
- Teachers will equitably and consistently develop nurturing relationships and have unwavering high expectations with every student in their classroom (in-person or remotely) in order to support the whole child in becoming engaged and independent learners.
 - 100% of Teachers will participate in Professional Development to address biases and improve knowledge of culturally responsive practices (relationships, warm demander, class meetings, home visits, restorative justice, trauma informed practices).
 - In 9/10 observations, teachers will demonstrate strong relationships with students and a culturally responsive classroom culture, as evidenced by the Warm Demander 'look fors',

LE4 (inclusive classroom environment), and unwavering high expectations for all students (LE 2 & 3), supported through modeling in the lab classrooms and coaching.

- Edison will actively engage parents, students and instructional staff through : Home Visits; 1-2 Science/Social studies exhibitions/year/grade level; Parent-teacher conferences; 1-2 parent education seminars; culture night, passions day, back-to-school night, Fall festival, pastries with parents, volunteer training & opportunities, CSC and PTA.
- 100% of teachers will facilitate classroom meetings daily within their classrooms to support a positive classroom community
- In 9 out of 10 observations, teachers are engaging all students as independent learners who own/lead learning activities and structures and engage in rigorous tasks, as evidenced by LEAP I8, supported through modeling in the lab classrooms and coaching.

Some goals for next year:

- To actively engage our parent community and staff in order to be involved in and have a voice in decision making at the district and school level. Influence the process and provide opportunities for voice for all stakeholders.
- Evaluate homework policies and practices.

CSC Membership for 2021-22 update

- Hannah Koski and Catherine Salguero will continue as CSC parent representatives next year.
- We will have 2 parent openings. Sally put out a request for nominations in April newsletter. If we have more than 2 nominations, we will put out a ballot for a parent vote.
- Teacher and para new openings will be determined/voted on in August.
- Update: Currently we do not have any nominations. Sally will email a request for nominations again tomorrow.

Open floor for additional discussion items:

- None.

Next meeting date:

May 6 at 4:30 - Agenda items: CSC principal evaluation/feedback