

Edison Elementary
CSC Meeting Agenda & Minutes
October 7, 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

Members will share ideas openly, but try to stay on topic

Everyone puts ideas on the table

Respect other perspectives

Listen with respect

Focus on needs of the school and community, respect confidentiality

Assume positive intentions

Time keeper, try to keep to one hour

We work to represent our stakeholders

Ask clarifying questions

Commit to our values

CSC Members: Chair persons - Cat and Hannah

Parents: Petra Popiel - petrapopiel@gmail.com, Megan McNamee - mcnamemk@gmail.com, Hannah Koski - hann11007@yahoo.com, Catherine Salguero - catsalguero@yahoo.com,

Teachers: Bayleigh Arey - Bayleigh_Arey@dpsk12.org, Gabi Lucero - Gabriela_GonzalesLucero@dpsk12.org, Lauren Samaras - Lauren_Johnson@dpsk12.org

Non-certified staff: Lisa Meeks - lisa_meeks@dpsk12.org

Admin: Sally Whitelock - sally_whitelock@dpsk12.org, Megan Bohanan - megan_bohanan@dpsk12.org

Attendance: Sally Whitelock, Bayleigh Arey, Lauren Samara, Gabi Lucero, Megan Bohanan, Megan McNamee, Catherine Salguero, Petra Popie, Hannah Koski

Welcome by principal and introduction of CSC members

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

UIP - Review and Approve

- SLT reviewed the current school data and draft UIP
 - See UIP slide show
 - Root Causes
 - We do not consistently implement culturally responsive practice to include: build trusting, whole child relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color, Students with Disabilities and Students identified as Gifted/Talented.
 - We do not effectively plan for instruction using rigorous grade level expectations and consistently monitor student learning and misconceptions in order to differentiate instruction effectively.
 - Major Improvement Strategies

- Teachers will plan deeply for lessons using a lesson internalization protocol to ensure equitable, culturally responsive instructional practices to include: rigorous tasks, intentional monitoring with a focus on misconceptions, descriptive feedback, student collaboration, goal setting, differentiation and direct instruction of early literacy foundational skills.
- Teachers will equitably and consistently develop nurturing relationships and have unwavering high expectations with every student in their classroom in order to support the whole child in becoming independent learners.
- Suggested changes:

Discipline Policy

- Review Policy from Teacher manual
- What is working well?
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- What needs to improve?
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- Next Steps:
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Next meeting date:

November 4 at 4:30:

Agenda items for next meeting:

