

## **Centennial's Collaborative School Committee (CSC)**

### Purposes and Scope of CSC:

- To enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.
- To provide strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP). The UIP, with the school's program design, should serve as the strategic plan for the school.
- To be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.
- Meetings of the CSC will be open to the public. Notice of the meetings will be posted in appropriate public places. A copy of the agenda will be publicly posted and made available one working day before the meeting and the minutes from the meeting will also be posted and made available.

### **The collaborative school committee will:**

- Work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;
- Focus on the UIP as its primary responsibility at the school;
- Use Multiple Measures and align resources to support the SIP and the school's program design;
- Provide guidance, evaluation and approval for the SIP;
- Provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design;
- Act as the School Improvement and Accountability Council (SIAC) for the building;
- Establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;
- Provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues;
- Participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent;
- Participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;
- Review, and when appropriate, approve discipline and safety procedures;

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**The collaborative school committee will not:**

- Participate in the day-to-day operations of the school;
- Be involved in issues relating to individuals (staff, students, or parents) within the school;
- Be involved in personnel issues (School Personnel Committee will stand alone in the current DPS/DCTA contract)

**CSC Membership**

Selection for membership should be through volunteers. Elections should be held as needed every year. The composition of the CSC committee should be, at a minimum, as follows:

- Four (4) parent representatives, may be nominated by anyone, including self, and are chosen by the vote of their peers
- Four (4) teacher representatives, may be nominated by anyone, including self, and are chosen by the vote of their peers
- One (1) classified employee representative, may be nominated by anyone, including self, and are chosen by the vote of their peers
- One (1) business/employer or community representative from the local community; is nominated by a member of the CSC and approved by the other members of the CSC committee
- The school principal

*There shall be no more than two parents or teachers representing any one grade or program.*

*There must be an equal number of certificated staff and parents on the committee.*

**Member Diversity**

The diversity of the school population should be represented in the CSC committee membership.

**Terms**

CSC committee members are elected to a one or two-year term. Members may be elected to no more than three (3) successive terms. Staggered terms may be used to promote continuity.

## **Centennial's Academic Achievement and Climate and Culture Goals**

### **Major Improvement Strategies from the 2013-2015 UIP:**

1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.
2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.
3. Utilize structures, systems and processes to allow relationship building, academic progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.
4. Engage Centennial families in our school community and the overall education of their students in order to support their success both at home and in school

### **Goals from the Expeditionary Learning Work Plan:**

#### **2013-14**

1. Students will consistently use learning targets and habits of scholarship to take responsibility for their learning and create high quality work.
2. Implement crew systems and structures for knowing students well in service of fostering character development, academic learning, and relationship building.

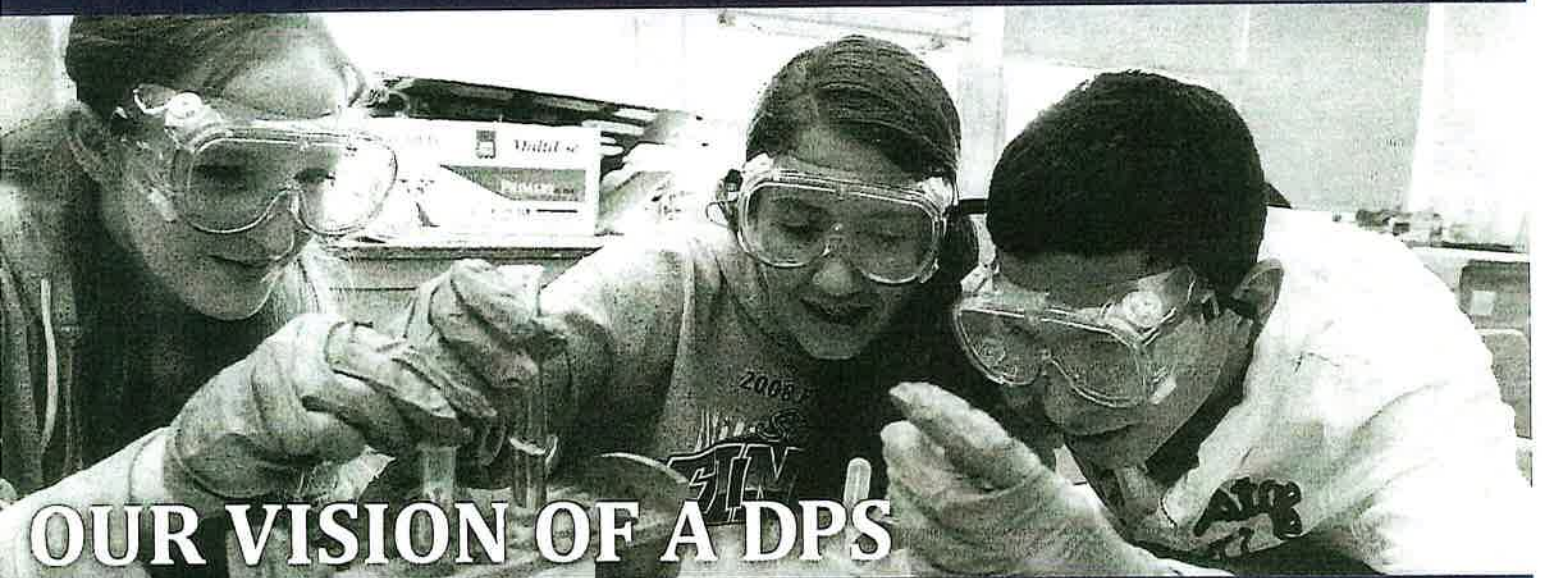
#### **2014-15**

1. All classrooms will use Assessment for Learning strategies daily to promote a growth mindset and high quality, authentic student work.
2. I can foster a community wide understanding of crew and its impacts on academics and relational character

#### **2015-16**

1. All Centennial teachers create and lead effective and engaging lessons that promote student ownership of academic achievement.
2. At Centennial we will build deep and sustaining relationships with students and families, in order to promote equity and engagement.





OUR VISION OF A DPS

# CLASSROOM

## *Joyful. Rigorous. Personalized.*

These three words describe the common vision for excellence for every DPS classroom. In our vision, DPS classrooms:

- Excite students to explore, think deeply, solve problems, create and have fun.
- Engage students in active discussions, rich debates, and deep learning about math, literature, science, social studies, the arts and other compelling areas of study.
- Individualize content and instruction to meet the needs of each learner.
- Celebrate the diversity of our students.
- Ensure every student is known and appreciated for the gifts she/he brings.
- Empower students to own their learning and challenge them to achieve goals they never dreamed possible.
- Ignite a passion for learning.



*“Teachers now play a critical-evolving role in creating a joyful, rigorous and personalized classroom... they are stepping out of the spotlight and becoming facilitators to our students, or learners, as the learners navigate their way along an educational journey.”*

— Jeffrey McMahon, Sabin World School

***Joyful: Learning is fun! At DPS, we nurture the joy that comes from engaging in challenging content and mastering new skills.***

***Rigorous: Our world is changing fast. At DPS, we engage students in rigorous curriculum designed to prepare them for success in this new world.***

***Personalized: Every child is unique. At DPS, we tailor the learning experience to meet the backgrounds, interests, assets and needs of every learner.***





OUR VISION OF A DPS

GRADUATE



We believe that all students, from the very first day they walk into a DPS early childhood learning center and into our care, can and will achieve at the highest levels. Regardless of where a student lives, his or her native language, race, ethnicity, learning needs or areas of strength and growth, *every* student will proudly cross the DPS graduation stage prepared to succeed in a globally connected, knowledge-based economy.

We want to ensure that *every* DPS graduate can state with confidence:

- I think critically to understand and effectively respond to complex issues.
- I creatively solve challenging problems, working independently and collaboratively with others.
- I am passionate about new ideas, accessing, synthesizing and applying new knowledge and seeking new experiences to learn and grow.
- I use my native language and culture as an asset.
- I value and embrace cultural and linguistic diversity.
- I am open-minded, listen attentively with a critical ear and share my thoughts with passion and elegance; I can communicate with impact.
- I strive to understand the perspective of others.
- I am self-driven and persevere when confronted with unexpected challenges.
- I am self-aware, dependable, hold myself accountable to high standards and serve as a role model in my school and community.
- I value and nurture my physical health.

*We are committed to ensuring every student is a successful DPS graduate.*