

**BASE (SEL) Committee****December Meeting Date: December 14, 2022****Learning Targets -**

- ☒ Create Survey
- ☐ Create and share out plan for first day back from Winter Break for GROW expectations

**Attendance:** King, Bailey, Minnish, Willis, Siler, Ptasinski, Parrish, Jenkins, McAuley

What	How	Time	Who	Notes from dialogue
Icebreaker	Slides	5 min.	SIP Chair	
Create Survey	<p>Student Staff 2 Groups- Possible questions:</p> <ul style="list-style-type: none"> <li>- Rate the new documentation process?</li> <li>- Are you reteaching behaviors?</li> <li>- How often are you documenting referrals?</li> </ul> <p>Student question: <b>OLD survey</b></p> <p><a href="#">K-2 Climate Survey</a>  <a href="#">3-5 Climate Survey</a>  <a href="#">Staff Survey</a></p>	30 minutes	2 groups	<p><b>Action Item to ADDRESS</b></p> <ul style="list-style-type: none"> <li>- The BASE Committee will create, conduct, and analyze a mid-year student climate survey.</li> <li>- We discussed what areas are the most needed to review the GROW expectations when coming back from Winter break. Dana said Cafeteria, and Recess seem to have the greatest need.</li> <li>- <b>Have Scott/Anita review the GROW expectations in the cafeteria. This ensures consistency for students and adults alike. In terms of breakfast noise- is there a way</b></li> </ul>

				<p>(maybe next year) for children to get an additional recess time to exert some energy before entering the cafeteria.</p> <ul style="list-style-type: none"><li>- In discussion regarding the cafeteria behaviors and the appropriate logical consequences, it was brought to the attention that in certain grade levels, the IA coverage in the cafeteria is inconsistent and they aren't receiving feedback regarding behaviors. We discussed the stoplight again and wondered where we were in getting one for the cafeteria.</li><li>- First grade mentioned that on occasion the IA's are giving negative feedback but they are being observed standing around and conversing instead of walking around and monitoring the students.</li><li>- We would like to see more adult accountability in regards to building community, upholding expectations, and carrying out reteaching and logical consequences.</li><li>- We decided that the survey for staff would be spearheaded by</li></ul>
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				<p>the grade/department chairs and this would allow for authentic conversation and vulnerability in answers.</p> <ul style="list-style-type: none"> <li>- The Staff Survey has all open ended questions and will be done before Winter Break.</li> </ul>
First day back from winter break plan		20 minutes		

**Climate, Culture and Community Committee**  
**Dec. 14, 2022 Meeting**

**Indicator - E1.06:** The school will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

**Actions -**

- Teachers will increase family engagement through more direct contact with families.
- The Family Engagement Committee will collaborate with all school event coordinators to provide parent communication in order to increase family participation and track data to address the needs of families for learning opportunities.
- The Family Engagement Committee will provide engagement opportunities for students and families quarterly.

**Learning Targets -** Review Survey created by Mrs. Marlow

- Review survey questions from last year.

**Attendance:** Bruining, Dominowski, Marlow, Wood, Gozy, T. Jones, Sumrell, Jennings

What	How	Time	Who	Notes from dialogue
Icebreaker	Slides	5 min.	SIP Chair	
<b>Roles &amp; Responsibilities</b>				
<b>Survey Review</b>	<p>How is it going to be shared so that family engagement is maximized? (Digital, Paper, translated)  <a href="#">Digital Survey</a></p> <p><a href="#">Link to survey sent out in 2021/2022</a> and survey results.</p> <p>Distributed during Q2</p>			<ul style="list-style-type: none"> <li>- Looked at survey results from 21-22 school year</li> <li>- Reviewed survey created by Marlow that we plan to distribute</li> <li>- Looks good and we plan to send to admin for approval.</li> <li>- When we get the data from the survey, collaborate with PTA because they have the same goal as we do.</li> <li>- How often did other schools we previously worked at do parent events?</li> <li>- Wood-monthly</li> <li>- Bruining-monthly</li> <li>- Find some other ways to showcase our magnet theme. How can we show parents what we are doing for our magnet theme?</li> <li>- Expedition showcase?</li> <li>- How will this be distributed?</li> <li>- Paper form for those who need it. Talking Points for everyone else.</li> <li>- Distributed in January</li> </ul>

Create Yearly Calendar of Potential Events				<ul style="list-style-type: none"> <li>- Get PTA schedule and we can piggyback off of what they are doing to get more academic engagement.</li> <li>- What events would the PTA like to do yearly? Get their feedback</li> <li>- How can we work with other SIP committees to see what events they will like?</li> </ul>
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### Math Committee

December 14, 2022

#### Learning Targets -

- We will monitor and discuss Dreambox usage and grade level plans to implement Dreambox.
- We will discuss parent communication and education of grade level strategies and standards.

**Indicator** - A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. 2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

#### Actions -

- The Math Committee and grade-level teams will participate in Learning Rounds during core instruction to focus on implementation of mathematical practices. Teachers will use the walk-through tool to enhance their instructional strategies.
- The Math Committee will track Dreambox usage and analyze student growth.
- Math, Literacy and Science Committees will implement Environmental Connections Instructional Framework to guide integration into core instruction.

**Attendance:** D. Ryan, S.Lee (parent representative), Woodham, Williams, A.Jennings, Giro, Fields, Jackson

What	How	Time	Who	Notes from dialogue
Icebreaker	Slides	5 min.	SIP Chair	
Roles and Responsibilities	Share & Volunteer	10 min.	Whole group	Active Participant (All) Be all in! Time Keeper: Recorder: Bambule
1. Dreambox Update 2. Parent Concerns: How are we partnering with parents to improve math achievement? 3. Math vocabulary? 4. Adding to slides in cafeteria. 5. Math night	<div>☰ Teacher Usage Dec 2...</div> <div>☰ Nov. 16- Dec. 13 Usage</div> <div>📁 Kindergarten Math at ... h</div> <div>📁 1st Grade Math at a ... <a href="https://drive.google.c">https://drive.google.c</a></div> <div>📁 2nd Grade Math at a ...</div> <div>📁 3rd Grade Math at a ...</div> <div>📁 4th Grade Math at a ...</div> <div>📁 5th Grade Math at a ...</div> <p><i>How Should New Words Be Introduced?</i>  <b>(page 38-39, 41)</b>  <i>*Using LETRS (Vol. 2)</i>  <i>Step 1 - Pronounce it, write it, read it</i>  <i>2 - Talk about the word's meaning</i>  <i>3 - say more; give examples</i>  <i>4 - ask questions about meaning</i>  <i>5 - elicit word use by students</i></p>			<b>Discussed Agenda</b>  <b>Dreambox usage-</b> <ul style="list-style-type: none"> <li>- Noticing some classes are completing more lessons per week than others. Dreambox says 5 lessons but then telling some kids more than that to “catch up”</li> <li>- How can we support Kindergarten better. It is hard to login without computers and students need support to login.</li> <li>- Teacher usage versus student lessons completed. We are seeing that teachers are not logging in to see how students are doing.</li> <li>- Moving forward teachers need to start checking in Dreambox and using the assignment.</li> <li>- Dreambox team will start working to support teachers- Ryan, Jennings, Weaver. Brown.</li> </ul> <b>Parent support letters-</b>

				<ul style="list-style-type: none"> <li>- Are grade levels sending home parent support letters that include links</li> <li>- 3rd grade needs to get these letters home. We planned to start with the next unit but will go ahead and send it sooner.</li> <li>- Parent shared that they have not gotten anything from 2nd or 3rd. Will check in Brown.</li> </ul> <p><b>Math Night-</b></p> <ul style="list-style-type: none"> <li>- How would this look?</li> <li>- Students and parents or just parents?</li> <li>- Possibly drop kids at Fancy Dance and parents could go to classrooms.</li> <li>- How can we pull parents in? No money for food</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Slide show playing in the cafe during lunch. If grade level has current words we can add them.</li> </ul> <p><b>Next Steps-</b></p> <ul style="list-style-type: none"> <li>- Teacher engagement in Dreambox</li> <li>- Dreambox team can meet with PLC- support how to explain games</li> <li>- Dreambox as homework? How do we communicate that Parents can not help them?</li> <li>- Math Night</li> <li>- Vocabulary, slides and hallway, and classroom</li> </ul>
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				NCTools for Teachers is a great resource <a href="https://tools4ncteachers.com/">https://tools4ncteachers.com/</a>
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**Reading Committee**  
**December 14, 2022**

**Learning Targets -**

- We will review introducing a vocabulary word and look at practices that are effective from LETRS.
- We will explore myOn library, news, and projects.
- We will discuss ideas for our Literacy Night in March.

**Attendance: Logan, Tillery, Weaver, Williams, Ramsey, Dickerson, Russell, Hashey, Ryan**

What	How	Time	Who	Notes from dialogue
<b>Icebreaker</b>	Slides	<b>2-3</b>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>★ Introducing a Word Feedback</li> <li>★ What kinds of practices are effective? <ul style="list-style-type: none"> <li>○ LETRS Volume 2</li> </ul> </li> </ul>	<b>15</b>		<p>SIP Alignment with Math, Science, Parent Committee: Vocabulary</p> <p>Introducing new vocab...</p> <p><u>2nd grade</u> - intentional with math vocab &amp; EL (time &amp; arrays)</p> <p><u>4th gr</u> - mod question; students created frayer model &amp; posted in hall</p> <p><u>1st gr</u> - L-blend words ('club') and multiple meanings</p> <p><u>5th</u> - students using whiteboards; focus on science; very intentional with pointing out 'vocab' words &amp;</p>



				<p>importance of them; quizlets for science on GC</p> <p><u>K</u> - treasure words; read aloud had prior vocab words that excited students when they knew/recognized them; on lesson plans - added 'vocab focus' so entire team is on same page with what words to teach</p> <p><u>3rd</u> - frayer model; new words with game where some students give others clues to figure out what a new word is</p> <p><b>**</b>Logan passed out new LETRS manuals. Vol. 2; Unit 5; Pg. 43 - "Effective Practices" Intro - multiple exposure to words is needed for students to own the words; make connections between words; experiences should include speaking &amp; writing; "no word is an island"</p> <p>Antonyms - 2 types: gradable &amp; complementary; shades/dimensions of meanings; using prefixes often helps</p> <p>Multiple Meanings- The richer the network - they can pull the meanings of those meanings and use them in the correct context. This starts young with CVC words such as bat - it adds to their lexicon when they know the multiple meanings.</p> <p>Definitions - 2 parts for a good</p>
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				<p>definition: category or synonym &amp; attributes; modeling this for students gives them more knowledge to self-help in future</p> <p>School-wide activities - words should be significant to the classroom &amp; community; set the purpose - see it, hear it, use it. Ex: target word chart: 5-6 words for everyone to see; wear a word &amp; have student use it when talking to others; “words in action” assembly; “how well do I know it” bulletin board; celebrate word learning</p> <p>4-squares: draw picture, definition, examples, nonexamples</p> <p>Partner chatter - introduce new word; discuss; partner up &amp; try to use the new word. Choose a pair to then model.</p>
<b>myOn</b>	<b>Exploration</b> <ol style="list-style-type: none"> <li>1. Introducing it to your class (video)</li> <li>2. Library</li> <li>3. News</li> <li>4. Projects</li> </ol>	<b>15</b>		<p>At the bottom of the screen, click on “Renaissance Help”. There are introduction videos that you can show to your class to help them get started &amp; understand all the different features of myOn.</p> <p>*We will look at the other features at our meeting in January.</p>
<b>March Community</b>	Book Fair Literacy Night	<b>10</b>		

Night				
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## Science Committee

December 14, 2022

**Learning Targets** - The science committee will....

- ☐ Create a powerpoint with information for the cafeteria
- ☐ Create review questions for a staff meeting game

**Attendance:** Gillespie, Stooks, Rodriguez, Knudson, Strauber, Blankenship,

What	How	Time	Who	Notes from dialogue
Icebreaker	Slides	5 min.	SIP Chair	Active Participant (All) Be all in! Time Keeper: Recorder: Gillespie
The work	Discussion and working	30-40 min	Whole group	<p>Look at <a href="#">cafeteria slides</a>  <a href="#">work on are you smarter than a 5th Grader</a>   <b>g5scipp.pdf</b>  <b>-Work on staff presentation of</b>  <a href="#">survey results</a>  <i>How Should New Words Be Introduced?</i>  <b>(page 38-39, 41)</b>  <i>*Using LETRS (Vol. 2)</i>  <i>Step 1 - Pronounce it, write it, read it</i>  <i>2 - Talk about the word's meaning</i>  <i>3 - Say more about the word; give examples</i>  <i>4 - ask questions about meaning</i></p>

				5 - <i>elicit word use by students</i>