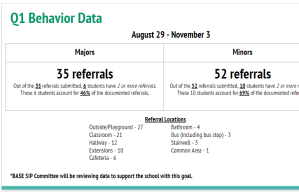


## BASE (SEL) Committee

### Learning Targets -

- ☐ Data recap from meeting last week to update all members
  - ☐ review the current data (Quarter 1) & discuss trends/needs
  - ☐ review/fine tune a reference guide for teachers to support documentation in ECATS and the overall BASE process (reteaching, logical consequences/calling parents...)

**Attendance:** Bailey, Minnish, McDaniel, Willis, Jenkins, Siler, Ptasinski, King, Gaitan, Layman, Gaitan, McAuley, Jones, Parrish

What	How	Time	Who	Notes from dialogue
Icebreaker	Slide	5 min.	SIP Chair	
Data Recap	Share & Volunteer 	20 min.	Whole group	Active Participant (All) Be all in! Time Keeper: Recorder:  <a href="#">BASE Roles</a>  Students who require multiple phone calls...
<ul style="list-style-type: none"> <li>- Data breakdown</li> <li>- Notes from previous meeting- See below</li> </ul>	Discussion	30	Whole group	<b>Indicators -</b> <ul style="list-style-type: none"> <li>- <b>A1.07:</b> ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.</li> <li>- <b>A4.06:</b> ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</li> </ul> <b>Actions -</b> <ul style="list-style-type: none"> <li>- Teachers will participate and implement revised GROW behavior expectations to create</li> </ul>

				<p>a school-wide positive and safe environment daily.</p> <ul style="list-style-type: none"> <li>- The BASE Committee will review and update GROW lessons for teachers to use at the beginning of the year and upon return from Winter and Spring break to reinforce the school-wide expectations for behavior in designated areas.</li> <li>- The BASE Committee will meet monthly to review data in ECATS.</li> <li>- The BASE Committee will report quarterly to the staff the data findings from ECATS to reassess the needs of our students.</li> <li>- The BASE Committee will create, conduct, and analyze a mid-year student climate survey.</li> <li>- The BASE Committee will develop question stems for Restorative Practices around emotions to be used by classroom teachers.</li> <li>- The BASE Committee will create and use a data-tracking system for Restorative Practices and Conflict Circles to support teachers in continued implementation.</li> </ul>
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**Questions:**

- Any of the 6 major students the same as the 10 minor students (answer: yes)
- Are the 6 kids increasing in frequency? (K gave time at the beginning of the year for grace, is this true for all grade levels, should K be an exception? Still document in teacher notes)
- Number of teachers putting in ECATS data?
- Are phone calls happening too (this is a main point that needs to be happening)

- Extensions: is there a clear communication on who is documenting the behavior and making the call home? (especially if student services is intervening?)
1. What are the category % of write ups? McDaniel/Willis
    - Compliance with directives #2
    - Physical Aggression/Fighting #1
    - Mutual Respect
    - Appropriate Language
    - Harassment Language
    - Dangerous Behavior #3
    - Theft
  2. Breakdown of k-2 students and 3-5 students? Jenkins/Ptasinski
    - 19: K-2 Minors, 31: 3-5 Minors
    - 9:K-2 Majors, 27:3-5 Majors
      - K-2 Locations: 3 classroom, 3 Hallway, 1 Music, 2 Cafe
  3. Breakdown of % of students who have a BIP or SPED plan vs. no plan in place?  
Bailey/Minnish/Siler/Jones
    - 504 plans = 0
    - SPED = 13/40 students, 30/87 referrals
  4. Comparative from last year at this point to this year at this point.

Is our goal quantity or quality???

Specific steps for teachers: (maybe make a sticker for teachers?)

- Remember to keep feelings out of it (especially because parents can request these notes/write ups)
- Student notes (no names or referencing GROW- be specific); write ups yes names of students
- Components of notes (frequency, describe, antecedent(cause), behavior, logical consequence, reteach, and phone call, when/where/time of day/triggers) -**Minnish typed this**
- Remember to document if a parent calls back

#### Parent Communication: **Notes**

- Instead of parents being contacted everyday for each behavior issue, try contacting once a week.

### Focus Area:

- Reminder for staff to review GROW after Thanksgiving Break
  - Focus on playground and cafe
  - Willis will communicate
- Playground areas
  - Look to see if larger playground can be open to 1st and 2nd to alleviate the large # of kids in a small space.
- Cafe write ups do not go in to Ecats and QR Code wasn't working
  - Is there a logical consequence for behavior in cafe?
  - Small group lunch and learn with student service.
  - Is there an new line up procedure to help with space and "unsupervised"
  - Ptasinski/Bailey will communicate with Anita to problem solve


### Reading Committee

#### Learning Targets -

Action Step of Focus Today: The ELA Committee will provide support to grade level PLC's to align school-wide best practices for vocabulary instruction.

- We will discuss best practices for introducing vocabulary using LETRS professional learning.
- We will decide on how to GROW our students' vocabulary & make it ALIVE in our school building.
- We will discuss other big picture items that will enhance our community & school culture for the love of reading. (Reading DEAR Partners, Potential Reading Night)

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

What	How	Time	Who	Notes from dialogue
Icebreaker	Thanksgiving This or That	5 min.	SIP Chair	 A graphic titled "Thanksgiving THIS OR THAT" with the subtitle "WHICH WOULD YOU CHOOSE? LET THE ENDLESS DEBATING ENSUE!". It features two turkey illustrations at the top. Below is a list of 20 items, each with a small icon and a "4" indicating a choice. The items are: HAM, TURKEY, STUFFING, DRESSING, BLACK FRIDAY, CYBER MONDAY, CRANBERRY SAUCE, JELLIED CRANBERRIES, MASHED POTATOES, SWEET POTATOES, TAKE A NAP, PLAY FOOTBALL, HOST, GUEST, CORNBREAD, ROLLS, APPETIZER, DESSERT, PARADE, FOOTBALL GAME, PUMPKIN PIE, APPLE PIE, COOK, CLEAN.
Roles and	Review Roles & Responsibilities	1 min.	Whole group	Active Participant (All)

Responsibilities				Be all in! (All) Time Keeper: Katya Recorder: Karla
Learning and Decisions	<ul style="list-style-type: none"> <li>● Why Vocabulary?</li> <li>● Ways to increase vocabulary and how should words be introduced?</li> <li>● Plan to introduce a word</li> <li>● Making Vocabulary ALIVE in the building               <ul style="list-style-type: none"> <li>○ <b>Content Area?</b></li> <li>○ <i>How?</i> <ul style="list-style-type: none"> <li>■ <b>First Step: Grade Level Vocabulary Bulletin Board Displays</b></li> <li>■ <i>Next Step:</i> "Growing our Vocabulary" Word walls in each classroom; use of flowers, petals, trees with leaves in each classroom.</li> </ul> </li> </ul> </li> </ul> <p><b>Items to Present to Administration:</b></p> <ol style="list-style-type: none"> <li>1. Reading Buddies 1x a month? Potential Pairings:               <ol style="list-style-type: none"> <li>a. 5th-K</li> <li>b. 4th-2nd</li> <li>c. 3rd-1st</li> <li>d. ECS 1 &amp; 2</li> </ol> </li> <li>2. <i>Next Steps:</i> Reading Night for Community</li> </ol>	35 min.	SIP Chair & Team	<p>*WHY? - Vocabulary use at age 3 is strongly related to reading comprehension scores in 3rd grade. Background exposure is so important &amp; plays a big role.</p> <p>Ways to Increase Vocabulary: (refer to handout also)</p> <ul style="list-style-type: none"> <li>● <u>Listening to Language</u> - How do you speak to children? Think about your language &amp; conversations.</li> <li>● <u>Read Alouds &amp; Interactive Book Reading</u> - better than conversations, tv, etc. Including the visuals is great to help with development too.</li> <li>● <u>Independent Reading</u> - seem to have less &amp; less time to do so, but plays an important role in vocab. Development.</li> <li>● *MyON has the ability for teachers to set independent lexile levels to help with self-selection, comp quizzes, record &amp; play back for fluency, etc. (no incentive, just assignments)</li> </ul> <p>How Should New Words Be Introduced? (page 38-39, 41) *Using LETRS (Vol. 2) Step 1 - Pronounce it, write it, read it 2 - meaning 3 - say more; examples 4 - ask questions about meaning 5 - elicit word use by students</p> <p>*Before next meeting, try these steps with a word or two in your</p>

				<p>own classroom &amp; use worksheet (pg. 41) to reflect.</p> <p><u>Vocabulary bulletin boards:</u> give each grade level discretion over how/where to put display; encourage math &amp; science focus but it's okay to do other subjects as well; have conversation as a team about which words are important to include;</p>
<b>Reflection &amp; For Next Time</b>	<ul style="list-style-type: none"> <li>• Reflect on what you commit to sharing with your team...</li> <li>• Create agenda for next meeting: <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Instructional Practices (LETRS pg. 43-56)</li> <li>○ Small Group Instruction</li> </ul> </li> </ul>	5 min.		<b>*For December - discussing &amp; diving into MyON.</b>

## Math Committee

### 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: Bambule, Woodham, Brown, D.Ryan, A.Jennings, Giro, Kimble, Steele, and Jackson**

What	How	Time	Who	Notes from dialogue
Icebreaker	Slide	5 min.	SIP Chair	
Roles and Responsibilities	Share & Volunteer	10 min.	Whole group	Active Participant (All) Be all in! Time Keeper: Recorder: Bambule
–Grade Level PLC on Dreambox? –Grade Level Plans for Dreambox? Parent communication about Dreambox? –Do we want school wide incentives? Parent Concerns: How are we partnering with parents to improve math achievement?	<ul style="list-style-type: none"> <li>Kindergarten Math at ... h</li> <li>1st Grade Math at a ... <a href="https://drive.google.c">ttps://drive.google.c</a></li> <li>2nd Grade Math at a ...</li> <li>3rd Grade Math at a ...</li> <li>4th Grade Math at a ...</li> <li>5th Grade Math at a ...</li> </ul>			<p><b>We are seeing lots of 100% engagement. We need to work on more lessons per week (at least 5).</b></p> <p><b>K-</b> Whole and small combo  <b>1st</b> some using more than others  <b>2nd-</b> Whole and small group combo  <b>3rd-</b> class challenges, competitions for clearing stars  <b>4th-</b> one day a week intervention, 10 minutes of recess reward  <b>5th-</b> all using in morning and jump to fill time, after independent work</p> <p>If we use Dreambox consistently it will help the children with proficiency.</p> <p>School wide incentives:            Older child motivation : 10 minutes of extra recess once a week or            Fun Friday- Dreambox needs to be done</p> <p>Parent Involvement: Send videos of the units linked in the Parent Newsletter for Scott and individual newsletters.</p> <p>Possible Math Night?</p> <p>Testing Coordination: types of questions            EOG released questions</p>

				<p>Vocabulary and wording is difficult- We need to work on critical reasoning. Possible Next Steps: Vocabulary and exposure to EOG like problems.</p> <p><b>Discuss warm up problems with vocabulary in PLC's</b></p> <p>NCTools for Teachers is a great resource <a href="https://tools4ncteachers.com/">https://tools4ncteachers.com/</a></p>
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## Science Committee

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

- ☒ ~~Discuss vertical alignment, breakdown, and data from survey~~
- ☐ Create a powerpoint with information for the cafeteria
- ☐ Create review questions for a staff meeting game

**Attendance:** Marzen, Strauber, Knudson, Stooks, Blankenship, Clemmer, Gillespie

What	How	Time	Who	Notes from dialogue
Icebreaker	Slide	5 min.	SIP Chair	
Check in and review responsibilities		5 min	Kari	Active Participant (All) Be all in! Time Keeper: Strauber Recorder: Gillespie
The work	Discussion and working	30-40 min	Whole group	<p><a href="#">Vertical alignment</a>  <a href="#">Survey results</a>  <a href="#">Breakdown</a>  <a href="#">Powerpoint</a>  <a href="#">EOG Link that works</a></p> <p>-alignment builds but isn't always perfect  -Is there a way to build in science to EL/small group?  -Can build tests in schoolnet  -Alignment across grade levels and building on the previous knowledge  -Nonfiction tested on reading EOG as well so discussing pacing and alignment at PLC at least once a month</p>



				<b>-If we are treating it as a priority then lets make it a priority</b>
<b>Next steps</b>			<b>Whole group</b>	<ul style="list-style-type: none"> <li>- Stooks and Gillespie- will start slides and share with math/reading committees, Gillespie will check with Bobay about cord/computer for cafe</li> <li>-Grade level PLC will review vertical alignment when planning</li> <li>-Gillespie will ask Scott about sharing at a grade level meeting</li> </ul>

### Climate, Culture & Community

#### Learning Targets -

- Look at data from family events, Open House & Quarter 1 Conferences.
- Create a survey to distribute focuses on needs for family engagement.

**Attendance: Gilbert, Bruining, Gozy, Sumrell, T. Jones, Franks, Marlow, Hunter-Johnson, Wood, Dominowski and Driscoll**

What	How	Time	Who	Notes from dialogue
Icebreaker	Slide	5 min.	SIP Chair	
Roles and Responsibilities	Share & Volunteer	10 min.	Whole group	Active Participant (All) Be all in! Time Keeper: Recorder: Sarah
Data Review	Reflect, Identify, Discuss	15 minutes		Look at data from family events August-November: Meet the Teacher, Open House, Q1 Conferences
Family Survey				Create a survey to distribute focused on needs for Family Engagement (times/days/etc.)  *Decide what is covered by PTA, what's shared by the school
December 1st Thursday				Create Flier for Event

Planning?				Aim for February Event - Staff sign ups for participation
Create Agenda for Next Meeting		5 Minutes		

### Questions for Family Survey

- What days of the week work best for your family?
- What challenges keep your family from participating in school events?
- What time(s) work best for your family (4:30-6:30 or 5:00-7:00)
- Do you get Mr. Gaitan's Sunday family message?
- Do you get TalkingPoints messages from your child's teacher?
- How do you prefer to receive communication from school? (Talking Points, Email, etc, voice messages, paper flier, social media)
- Do you access the school Twitter page?
- Do you access the school Facebook page?
- Would you access a school Instagram page?
- What kind of events are you interested in attending?
  - Science Night, Game Night, Reading Night with Book Fair, Class Pet "Zoo", reading night during Book Fair, math night, science night, outdoor project night, test-taking night, vocabulary night
- How frequently would you like to participate in after school events?
- Would you like to participate in school events on weekends?
- Do you prefer events the whole family can participate in? Activities that are grade-level specific?
- Accessibility for PreK/SPED families (Sensory friendly options - location, earlier time slot, shorter time slot)
- Would you participate in engagement activities that occur during the school day? (like Winter program pre-Covid)
  - Staggered by grade level to crowd control
  - Expedition Showcase
  - Options for Pre-K/SPED (relevance of information)