

Meeting Date: October 19, 2022

Learning Targets - *BASE (SEL)* Committees will...

- ☐ Understand their roles and responsibilities for 22-23 school year
- ☐ Understand Indicators and Actions for 22-23 school year
- ☐ Read and disaggregate data from the staff Padlet Gallery Reflection with the focus of the lens of their committee.

Attendance: Siler, Ptasinski, Parrish, Hashy, Fuentes, King, McAuley, Minnish, Bailey, Layman, Willis, McDaniel, B Jones

Meeting: 3:45-4:40pm

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: Bailey Recorder: Layman BASE Roles
Indicators and Actions	Read, Identify, Discuss	10 min.	SIP Chair	Indicators - <ul style="list-style-type: none">- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Actions - <ul style="list-style-type: none">- Teachers will participate and implement revised GROW behavior expectations to create a school-wide positive and safe environment daily.- The BASE Committee will review and update GROW lessons for teachers to use at the beginning of the year and

				<p>upon return from Winter and Spring break to reinforce the school-wide expectations for behavior in designated areas.</p> <ul style="list-style-type: none"> - The BASE Committee will meet monthly to review data in ECATS. - The BASE Committee will report quarterly to the staff the data findings from ECATS to reassess the needs of our students. - The BASE Committee will create, conduct, and analyze a mid-year student climate survey. - The BASE Committee will develop question stems for Restorative Practices around emotions to be used by classroom teachers. - The BASE Committee will create and use a data-tracking system for Restorative Practices and Conflict Circles to support teachers in continued implementation.
Read and disaggregate data from Padlet	Reflect and Share	25 min.	Whole group	

Group will review the Roles/Responsibility document to choose where you want to support the team.

BIMAS coming out soon-school wide: fall and spring

- Scoring will lead us to choose interventions and address needs.

Data: Possible link-

- Student engagement
- Behind other schools in district
- Observe other teachers for strategies for handling discipline issues

Teacher Notes:

Describe behavior and what GROW expectation was not followed.

What happened before this that may have caused this?

Where?

When?

Describe reteach moments!

What was the logical consequence of the behavior?

Was a parent contacted? Details of that contact.

We need to meet again to fine tune teacher notes. And to review data?

Extensions:

- It's okay to relay information to Specialists about prior situations going on in your class
- Do not send a student to Extensions who are not regulated

Can we make a paper/sticky note that can go in the front of base notebooks to guide teacher notes?

Learning Targets - *Climate, Culture & Community* Committees will...

- ☐ Understand their roles and responsibilities for 22-23 school year
- ☐ Understand Indicators and Actions for 22-23 school year
- ☐ Read and disaggregate data from the staff Padlet Gallery Reflection with the focus of the lens of their committee.

Attendance: Gozy, Sumrell, Gilbert, Marlow, B. Jennings, T.Jones, Dominowski, Driscoll, Hunter-Johnson

Meeting: 3:45-4:40pm

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: Gilbert Recorder: Sumrell

Indicators and Actions	Read, Identify, Discuss	10 min.	SIP Chair	<p>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.</p> <p>Actions -</p> <ul style="list-style-type: none"> - 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. <p>Notes:</p> <ul style="list-style-type: none"> - Potentially bringing back First Thursdays + working with PTA to provide supplies/support (Themed and tied to different aspects of the curriculum) <ul style="list-style-type: none"> - Class Pet "Zoo", reading night during Book Fair, math night, science night, outdoor project night, test-taking night, vocabulary night - Creating sensory friendly earlier time for PREK - Find opportunities to engage families face-to-face
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				<ul style="list-style-type: none"> - Look at Data for attendance from Open House, conference sign-ups, Meet the Teacher - Creating a family survey about engagement opportunities (What days work best? What times? Prefer face-to-face?) - Bringing Saturday community improvement days (like mulching, planting, etc) to the school week - Invite Fuentes to meeting to share ideas about engaging families face-to-face
Read and disaggregate data from Padlet	Reflect and Share	25 min.	Whole group	

Learning Targets - Curriculum & Instruction (Math) Committees will...

- ☐ Understand their roles and responsibilities for 22-23 school year
- ☐ Understand Indicators and Actions for 22-23 school year
- ☐ Read and disaggregate data from the staff Padlet Gallery Reflection with the focus of the lens of their committee.

Attendee: Bambule, Jackson, Stacy Lee (Parent), Ryan, Steele, Giro, Kimble, Peterson, Woodham, A. Jennings

Meeting: 3:45-4:40pm

What	How	Time	Who	Notes from dialogue
Icebreaker	Slide	5 min.	SIP Chair	Discussed year so far :)
Roles and Responsibilities	Share & Volunteer	10 min.	Whole group	Active Participant (All) Be all in! Time Keeper: Giro Recorder: A. Jennings
Indicators and Actions	Read, Identify, Discuss	10 min.	SIP Chair	Indicator - A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. 2.04: Instructional Teams

				<p>develop standards-aligned units of instruction for each subject and grade level.</p> <p>Actions -</p> <ul style="list-style-type: none"> - 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. <p>*Walk throughs have not been completed. Is this something that we need to keep.</p> <p>Dreambox training attended by Jennings and Ryan. Will share with team.</p> <p>-</p>
Read and disaggregate data from Padlet	Reflect and Share	25 min.	Whole group	<p>Opened Padlet and discussed SIP data review comments.</p> <ul style="list-style-type: none"> - Growth is consistent but proficiency is not meeting goals. - Math is down for the county - Dreambox instruction for staff to support the tool. - Dreambox needs to be implemented and used throughout the school.

				<ul style="list-style-type: none">- Lots of discussion around how to best use Dreambox.- Do we need an in school training on how to use Dreambox and who is comfortable? Do we need Dreambox champs for teams/support?- Can we check usage of Dreambox to see who might need support?- More training on STAR assessment how to give and what students can use, etc.- Common assessments and discussions in PLC - how can we use this to help support our goal.- Are we communicating with parents about the purpose of STAR and Dreambox. Also showing how to use the tool at home for support.- Schoolwide incentives for class usage. Possible chart/graph visible in the hallway. Challenges per grade level and schoolwide? Extra recess, treats, pie principal.- Ask Scott to add a blurb in Thursday Thoughts about teachers using Dreambox in the classroom.- Can someone in our group (Ryan) get schoolwide access to the usage/Data.
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Learning Targets - Curriculum & Instruction (Reading) Committees will...

- ☒ Understand their roles and responsibilities for 22-23 school year
- ☒ Understand Indicators and Actions for 22-23 school year
- ☒ Read and disaggregate data from the staff Padlet Gallery Reflection with the focus of the lens of their committee.

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

Meeting: 3:45-4:40pm

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: Katya Recorder: Tillery
Indicators and Actions	Read, Identify, Discuss	10 min.	SIP Chair	Indicator: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Action Steps: <ul style="list-style-type: none">- The ELA Committee will provide support to grade level PLC's to align school-wide best practices for vocabulary instruction.- The ELA Committee will support grade level PLCs to analyze quarterly ELA common formative assessments to guide planning that will directly impact small group instruction.- Math, Literacy and Science Committees will implement Environmental Connections Instructional Framework to guide integration into core instruction.

				<p>What are our key words/phrases from our indicator and action steps that should be a priority for grounding our work?</p> <p><u>*impact on small group instruction</u> - it's where a lot of learning takes place; can easily incorporate vocabulary into this & include Extensions teachers as well</p> <p>*5th grade sees a need to focus on Science vocab</p> <p>*Is there a way that the vocabulary can evolve through grade levels & be used school-wide?</p> <p>*Ideas - "word of the day" on Eco-TV; words scrolling on tv in cafeteria; can include Science words in both; grade level bulletin board (kids do the work for it!); vocabulary "game" outside of common areas like bathroom; "Donovan's Word Jar" - students can put words in the jar that they want to know more about (similar to putting words into a "treasure box"); "growing our vocabulary" & use pot, plant, etc.</p> <p>*Before next meeting, give some thought to the ideas & ways of introducing vocabulary across all school levels. What do we want our big school-wide ideas to be?</p>
Read and disaggregate data from Padlet	Reflect and Share	25 min.	Whole group	<p>The Staff Spoke:</p> <p>What stands out to you from the padlet that directly aligns with our work?</p> <p>*The word "vocabulary" is everywhere. Many of the ideas we discussed were also suggested on the padlet.</p> <p>*Community or parent reading night.</p> <p>*Incorporating DEAR time.</p> <p>*Visiting other schools or observing other teachers</p>

				How will we make it our reality? *tbd for Nov. meeting
Logan Follow-Up Work	<ul style="list-style-type: none"> • Where might we observe other schools in the area of small group instruction? <ul style="list-style-type: none"> ◦ Can we start by observing in our own school? Then have reading reps visit another school? • LETRS mini-pd for reading committee on best practices for vocabulary that can be used school wide <ul style="list-style-type: none"> ◦ Best practices for vocabulary • Decision Time for November: How can we make vocabulary in our school alive? <ul style="list-style-type: none"> ◦ What should the focus of the words be? Content area like science or math? Or other high leverage words? ◦ Word of the Day (Eco-TV) Cafeteria? Highly visited areas (bathrooms, etc) ◦ Grade Level Vocabulary Bulletin Boards ◦ "Growing our Vocabulary" use of puts, flowers, petals, trees with leaves in each classroom ◦ Donovan's Word Jar (Read & Implement) - Every classroom has a word jar for "treasure" words <p>Other ideas from the Padlet:</p> <ul style="list-style-type: none"> • When might we host a parent night with a focus on reading/vocabulary? • Implement DEAR K-5 <ul style="list-style-type: none"> ◦ How often? How long? Varies by Grade Level? Friday? 			

Learning Targets - Curriculum & Instruction (Science) Committees will...

- ☒ ~~Understand their roles and responsibilities for 22-23 school year~~
- ☒ ~~Understand Indicators and Actions for 22-23 school year~~
- ☒ ~~Read and disaggregate data from the staff Padlet Gallery Reflection with the focus of the lens of their committee.~~

Attendance: Marzen, Strauber, Rodriguez, Knudson, Stooks, Blankenship, McGrath, Gillespie

Meeting: 3:45-4:40pm

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: Gillespie

Indicators and Actions	Read, Identify, Discuss	10 min.	SIP Chair	<p>Indicator - A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> <p>Actions -</p> <ul style="list-style-type: none"> - The Science Committee will provide support to grade level PLC's to align school-wide best practices for vocabulary instruction. - Math, Literacy and Science Committees will implement Environmental Connections Instructional Framework to guide integration into core instruction. <p>Concerns: Social studies/science-time issue; pacing in CMAPP agrees EOG- taken right after a 3 day weekend Integration in EL and small group but Letterland is required for that- creative solutions</p>
Read and disaggregate data from Padlet	Reflect and Share	25 min.	Whole group	<p>-Survey to find out if teachers use CMAPP lessons and tests and how often do you skip science/ss Gillespie by 11/4</p> <p>-Look at vertical alignment across grade levels Send to team</p> <p>-cafeteria scrolling slides with vocab and science ideas</p> <p>-vocabulary day (like book character)- can't say kids name rename with the vocab words Gillespie/Blankenship at Leadership</p> <p>-Alishia Dass- vocabulary instructor-PD?</p> <p>-Vocab list for word wall-new words to use throughout the day</p> <p>-show examples of EOG questions to staff (put on tables at the beginning of a staff meeting)</p>

