

Superior Elementary School

SAC Meeting 2/4/20

<i>Time</i>	<i>Activity</i>	<i>Notes</i>
Tuesday, February 4, 2019		
2:45-3:00	Welcome and Introductions <ol style="list-style-type: none"> 1) Your name 2) Your least (or most) favorite month of the year. Or, the most interesting weather related event (teaser only) you have experienced 	Team Members Shane Schiffer and Kent Cruger - Co-Chairs, Lei Hu - Secretary, Tammy Eckhardt, Alexa Adix, Joel Bacha, Charity Crimm, Summer King, Patti Arnow, Renee Alaniz, Lisa Jupille, Cathy Shelby, Gabby Bunte, Jeremy Coleman, Christy Hoskins, Jennifer Korb, Ellen Vallee, Brent Hartman, Shantie Toolsie, Jay McClanahan
3:00-3:15	DAC Report	
3:15-3:45	Items of Interest to You from Last Meeting School Improvement Goal Areas <ol style="list-style-type: none"> 1) Acceptance, inclusion and celebration of our differences 2) Student engagement -Kagan strategies? -Innovative practices, Project-based learning STEM, other? 3) Increased ability to support students in literacy, including those with characteristics of dyslexia 	*Acceptance, inclusion and support for all students <ol style="list-style-type: none"> 1) -Safe Spaces meeting -AIM program 2) -Recent information presented to principals -Innovation cohort -Where are we at with PBL? 3) -New Literacy Resources -Michele Qazi's visit -Background knowledge of teachers -Dyslexia screener pilot
3:45-4:00	Proposals for Next Meeting	

	<i>School Improvement Area</i>	<i>Guiding Questions</i>
		<ol style="list-style-type: none"> 1) What are your thoughts, questions, concerns about the information just shared? 2) What additional information do you have that is important for Kent to know? Positives and challenges? 3) What are some other ideas about what is else we could think about doing?
1	Acceptance, inclusion and celebration of our differences	<p>If implementing on 4 th grade, how to reach or implement in the younger kids?</p> <ul style="list-style-type: none"> - Lunch or after-school clubs are good occasions to implement this idea - But concerns: having this special group may raise students' self-awareness on their "special". This may increase their isolation with other normal kids- - New ideas: Can we learn from other elementary schools on how they increase acceptance and inclusion of every student in the school <p>-----</p> <p>"Culturally Responsive Teaching" by Zaretta Hammond - book is a good foundation of inclusion Universal Design for inclusive schools</p> <p>Do we have a deficit thinking among adults at the school?</p> <p>Can we teach Universal Recess games so all students can join and leave at any time? (can Jason teach these?)</p> <p>Make sure the friendship groups are authentic, rather than leader/follower - Let's learn to be friends Together rather than I am the leader tasked with being your friend.</p> <p>Are parents in the community committed to inclusive playdates, birthdays, and events rather than only inviting some members of the community?</p> <p>Inclusion is about the environment that is created to support authentic interactions with kids. True Inclusion is not a program or a "thing we do" rather a way of being as a community</p> <p>Do all of the staff have a common definition of inclusion? Do all of the staff have common understanding of the basic principles of inclusion? Does the staff have common understanding of the basics of autism?</p> <p>Lunch bunch groups could to provide the opportunity for kids in different grades and classes to get to know each other according to a shared interest.</p>
2	Student engagement -Kagan strategies? -Innovative practices? -Project-based learning, STEM, other?	<p>Kagan strategies (e.g., chips) or maybe consider kagan training for all teachers</p> <ul style="list-style-type: none"> - Project-based learning (kids driven based project) - New ideas: try to rotate student leadership in the classroom / let every student speak before active kids speak twice. <p>Teachers would be interested in PD on Kagan strategies.</p> <p>This is a building with master teachers who have a great handle on their content. Ask them what would be invigorating for them to step into, then support that with the necessary resources.</p>

3	Increased ability to support students in literacy, including those with characteristics of dyslexia	<p>Literacy cycle or assessment</p> <ul style="list-style-type: none"> - Guided reading groups, book clubs; reading bodies - Peer observations to learn from other teachers - Dyslexia screening <p>Fourth and Fifth graders could support primary readers one on one as reading buddies--listening to reading, sight word practice, and helping complete daily reading homework</p> <p>Be cautious about making this solely about dyslexia. The data suggests that the actual number of students with identified dyslexia is small. Is this more of a teaching strategies conversation? The screener will catch the possible kiddos for whom the actual medical condition of dyslexia might be present. Is this really a conversation about who is providing first/best instruction before we send kids out with the specialist. Will comfort and knowledge with the new literacy materials solve some of this problem?</p>