

Minutes of the CH Building Council meeting on January 18, 2012

1. Tim Sinnenberg presented information from an administrative chart on Culture/Team/Data from a continuum which can be used to determine areas of strength and those in need of more time to develop in each district building and department. Tim filled in the continuum on subtopics such as building a guiding coalition, and developing a mission and vision for the school. Building Council members went over the chart and discussed where our building falls on each stage for Culture/Team/Data. In our discussions, it was felt that an area of strength is that teams have developed common formative assessments and that our building has shared values on how we act to advance our vision. One area that we will work on this year is that systematic interventions ensure all students receive additional time and support for learning. It is felt that our current practice of planning for students who need additional assistance and instruction with the RtI instructor has proven to be beneficial. We will be collecting data to monitor student growth.
2. Our school anti-bullying committee met for the first time at the beginning of January. A binder of information was distributed to each committee member, and it was decided that our committee will focus on developing school rules and consequences as well as look at curriculum, staff development, communication with constituent groups, and developing an incident report form, among other topics. More information will be shared as the committee makes recommendations.
3. Building Council members discussed donations and fundraisers. Our Student Council has been in charge of these in the past. Some suggestions for the future are not to overlap fundraisers whenever possible, to plan ahead which organizations we will support, and to keep donations optional and the amount for the gift up to the discretion of the family.
4. Our next meeting will be on Wednesday, February 15. We will have an update from our Curriculum Representatives, discuss fitness stations in the hallway, and begin a discussion of common language arts language as it relates to comprehension, unfamiliar words and fluency. Information I received from Saratoga Springs Central Schools on these topics are attached.

Reading Strategies

- Check the pictures
- Think about the sound in the word
- Think of words that may make sense
- Look for word families or little words you know
- Read past the puzzling words
- Go back to the beginning of the sentence and start again
- Try different pronunciations for some of the letters, especially the vowels
- Break the word into smaller parts

Reading is Thinking

- Visualizing
I can imagine.....
When I close my eyes....
I can see....
It looked like....
- Monitoring and Clarifying
Re-read
Slow down
Look at the pictures
Ask, "Does this make sense?"
- Asking Questions
Who
What
Where
When
Why
How
- Monitoring and Adjusting Reading Speed
Not too fast
Not too slow
Just the right speed
- Summarizing
In my own words
The story is about
The main part of the story is...
The most important thing I read was....
- Predicting
I think
I bet

I wonder

I predict

- Making Connections

This story reminds me of....

That's just like....

The same thing happened when....

Author's Purpose

- To Inform

Gives the reader information.

Science books, non-fiction, SS books, newspapers, magazines

- To entertain

Makes the reader laugh or smile.

Stories, poems, joke books, plays, comic strips

- To Persuade

Makes the reader feel, think, act in a certain way.

Letters, posters, advertisements.

- To Explain

Tells the reader how to do or make something.

Directions, recipes, stories.