

Sabin Middle School
School Accountability Committee (SAC)
5/14/18

Attendance:

Parent Members:

Neil Pettigrew
Velvet Stepanek (Chair)
Suzanne Warmington

School Members:

Jared Welch
Tracy Squires
Bill Walker

Community Members:

Lyman Kaiser

Regular meeting was called to order by Velvet in the Sabin Library at 6:00 pm.

1) Introductions

Everyone introduced themselves.

2) Approve Agenda

Agenda was approved.

3) Approve April Minutes

The minutes were sent out with the agenda for this month. There were no objections to the minutes from last meeting.

4) SAC Officers & Schedule for Next Year

Neil Pettigrew is going to be the SAC Chair for next year. Velvet Stepanek will be the secretary. We agreed to move the Sabin SAC meeting to the first Monday of every month except we will have the first meeting August 27th in place of the September SAC meeting. The dates are: 8/27, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, and 5/6.

5) Capturing Kids Hearts(CKH) Survey Results

Teachers were given a survey on how they were doing with the CKH implementation. They were asked to rate 1-5, 1 meaning they are not doing it up to 5 they are doing it consistently. 45 out of 48 teachers participated in the survey.

CKH using and EXCEL teaching model, Engage, Xplore, Communicate, Empower, Launch. It is used to develop relationships, provide common expectations with social contracts, and help with behavior. Teachers use the SOLER listening model. S – Stand Up (Stance), O- Open Posture, L – Lean In, E- Eye Contact, R – Respond. 95% of classrooms have a social contract.

When students misbehave they are asked 4 questions:

1. What are you doing?
2. What are you supposed to be doing?
3. Are you doing it?
4. What are you going to do about it?

See the CKH Classroom Implementation pages at the end of the document for the specific results from the survey. Overall, the results look like a good start for the first year.

6) Verizon Innovative Learning Lab Update

The lab is a work in progress. It is an ongoing project with Verizon. Currently Sabin has a Makerspace that is in the library. It is functioning as a STEAM lab. There have been activities where students have competed this year. They are also working on creating a sound studio. They would like to broadcast announcements.

More work will continue next school year. Updates will be provided as more work is completed.

7) Safe Schools Program Update

In the March SAC meeting the survey results were presented. The committee presented results to teachers and parents and got feedback from staff on which program Sabin is going to use next year to help with the issues identified. The program chosen is called Positive Action. It is a tier 1 program so everyone in the school will receive education. The program is going to be taught in Advisory. Teachers will have a ½ day training before school starts. There will be 48 kits of material purchased. See the attachment pages at the end of the document for more information about the Positive Action Program.

8) USIP Updates

There is a June 5 meeting at Tesla that SAC members can attend to get updated about the USIP that will be submitted in October.

There is a new bill from the state legislature about schools coming off the clock when they are a turnaround school. We're still waiting for input from the state as to how this will relate to Sabin.

9) Discipline Data

April – May Discipline Data

51 – Repeated Disobedience/defiance/interference

16 – Code of Conduct – vaping issues

1 – Marijuana

12 – Fighting/Disorderly conduct

26 – Detrimental behavior

1 – Destruction of school property

10) Budget Updates

The gym floor is going to redone this summer after all. Mr. Welch provided a handout with all the account updates.

There was a lot of iPad damage. 5 iPads were totally demolished. The school is still trying to recover 5 iPads from students who moved. 2 iPads were stolen.

11) Good News

Band, orchestra, and choir concerts all great

Masquerade ball was attended by 250 students. A parent donated beautiful dresses.

A squad volleyball took 5th place in the district

B squad volleyball took 7th place

Trait Team successes

The speakers that came for Determination month were a great success. Dr. Thurman, a Paralympic swimmer, cancer survivors, and former drug addicts all came to share their stories of determination with students.

This month the trait team characteristic is resourcefulness. They had people come in and show students how to fill out applications and create resumes.

12) Upcoming School Events

May 24th – annual student/staff volleyball

Last trait team assembly with the cup awarded for the quarter

There will be activities inside and outside

Hiring:

The front staff assistant slot has been filled. We are looking for 2 health techs. Also interviewing for Social Studies, Read 180, Science, Spanish, Math, part time ELL, admin assistant, and attendance secretary.

We have two new assistant principals;

Kelly Schneegas, who is coming from Galileo Middle School where she was a counselor.

Ryan Scott, who is coming from Palmer High School where he was a counselor.

District 11 is going to supply basic supplies for the next school year. The school will be gathering and distributing these supplies as needed. There will be a list out with some basic supplies the district will not be providing.

DRAFT

CKH Classroom Implementation Essential Skills

45
Responses

06:06
Average time to complete

Active
Status

1. Meet/greet every student at the door everyday with a handshake.

45
Responses

4.24 4.24 Average Rating

2. I use a welcoming tone of voice and body language/facial expression when greeting students and staff.

45
Responses

4.78 4.78 Average Rating

3. I periodically use activities to help build/ safety and security in the group.

45
Responses

3.96 3.96 Average Rating

4. I begin every class by asking for "Good Things".

45
Responses

2.82 2.82 Average Rating

5. I model genuine interest in the "Good Things" by asking a question or affirming the person.

45
Responses

3.67 3.67 Average Rating

6. I use a Journal Question to explore personal and academic needs.

45
Responses

2.11 2.11 Average Rating

7. I review the previous days' learning targets to begin the lesson with connection.

45
Responses

3.58 3.58 Average Rating

8. I have established expectations for students concerning the procedures in my classroom.

45
Responses

4.78 4.78 Average Rating

9. I am affirming students on a regular basis.

45
Responses

4.49 4.49 Average Rating

10. I model active listening by using SOLER model.

45
Responses

3.31 3.31 Average Rating

11. I am appropriately addressing "issues" with students.

45
Responses

4.49 4.49 Average Rating

12. I am sharing appropriate details about myself in order to encourage students to open up about themselves.

45
Responses

4.31 4.31 Average Rating

13. I intentionally ask students to affirm each other.

45

Responses

3.58 3.58 Average Rating

14. I have eliminated sarcasm and moodiness from my interactions with students, staff, and parents.

45

Responses

3.47 3.47 Average Rating

15. I have developed a Social Contract in my classroom.

45

Responses

4.53 4.53 Average Rating

16. I regularly use Feedback, Focus, and Frontloading to keep the Social Contract alive.

45

Responses

3.04 3.04 Average Rating

17. I use non-verbal signals to help manage my classroom.

45

Responses

4 4.00 Average Rating

18. I use the 4 Questions when addressing student behavior.

45

Responses

3.22 3.22 Average Rating

19. When appropriate, I use students to model CKH processes.

45

Responses

3.02 3.02 Average Rating

20. I look for opportunities to grow the leadership capacity among students.

45

Responses

4.04 4.04 Average Rating

21. I end every class with a strong launch (summary, passion, commitment).

45

Responses

3.07 3.07 Average Rating


22. Which area would you like more support with?

45

Responses






Latest Responses

- "To use simple words and make sure they understand."*
- "Using the four questions for addressing student behavior"*
- "Addressing students more with positives at the end of class"*






Positive Action.

empower greatness⁺

Positive Action




- Tier I
- School wide social-emotional learning (SEL) program
- Teaches and reinforces the intuitive philosophy that you feel good about yourself when you do positive actions
- How it Works:
 - School staff lead classroom lessons (~20-30 minutes) at least twice per week, following scripted program curriculum

Positive Action

Targeted Risk & Protective Factors based on Theoretical Rationale

Risk Factors	Protective Factors
<ul style="list-style-type: none"> • Antisocial/aggressive behavior • Bully others • Early initiation of antisocial behavior • Early initiation of drug use • Favorable attitudes towards antisocial behavior • Favorable attitudes towards drug use • Physical violence • Submissiveness • Substance use • Victim of bullying • Interaction with antisocial peers • Peer substance use • Low school commitment and attachment • Poor academic performance • Repeated a grade 	<ul style="list-style-type: none"> • Academic self-efficacy • Clear standards for behavior • Exercise • Perceived risk of drug use • Problem solving skills • Prosocial behavior • Prosocial involvement • Refusal skills • Rewards for prosocial involvement • Skills for social interaction • Interaction with prosocial peers • Attachment to parents • Opportunities for prosocial involve, w/ parents • Rewards for prosocial involve, with parents • Opportunities/rewards for prosocial involvement in school








Positive Action

Outcome Areas from Research**

<ul style="list-style-type: none"> • Academic Performance • Alcohol • Anxiety • Bullying • Delinquency and Criminal Behavior • Depression 	<ul style="list-style-type: none"> • Emotional Regulation • IDK Drug Use • Positive Social/Prosocial Behavior • Sexual Risk Behaviors • Tobacco • Truancy - School Attendance • Violence
---	---


**evaluations included both elementary and middle school grades


Positive Action 

Program Overview:

- School staff participate in training before implementation to learn about theory of program and how to effectively lead classroom lessons
- Teachers conduct lessons at least 2x per week
 - Lessons for each grade level are scripted and age-appropriate
 - Allow between 20-30 minutes for each lesson
 - Additional lessons available and can be delivered up to 4x/week
 - All necessary materials are provided with each kit
 - Posters, games, activity booklets, journals and other lesson aids


Positive Action Curriculum 

- Content is taught through 6 focus units (below)
- 6th receives all units, 7th units 1-3, 8th units 4-6
 - Unit 1: Self-Concept: What It Is, How It's Formed, and Why It's Important (Philosophy & Choice)
 - Unit 2: Physical and Intellectual Positive Actions for a Healthy Body and Mind (Includes motivation to learn)
 - Unit 3: Social/Emotional Positive Actions for Managing Yourself Responsibly
 - Unit 4: Social/Emotional Positive Actions for Getting Along with Others by Treating Them the Way You Like to Be Treated (Social-Emotional Skills & Character)
 - Unit 5: Social/Emotional Positive Actions for Being Honest with Yourself and Others (Mental Health)
 - Unit 6: Social/Emotional Positive Actions for Improving Yourself Continually (Setting & Achieving Goals)

Positive Action 

Required Components:


- Training for those who will be delivering the curriculum
- School staff deliver curriculum at least 2x per week for 20-30 minutes
- Each grade level has some core lessons that must be taught as part of the curriculum (and lessons are meant to be taught in order)

Positive Action 

Research Highlights:

Chicago study demonstrated the following outcomes at grade 8:


- Higher life satisfaction
- Lower depression and anxiety
- Lower school-level disciplinary referrals and suspensions
- Better reading test scores.
- Higher school and peer self-esteem


Positive Action 

Cultural Relevance:
The Chicago study was conducted in high-risk, urban schools with a large minority sample.

Sustainability Considerations:

- Consumable materials required – refresher kits available
- Training for new staff



Learn More 

Positive Action: <https://www.positiveaction.net/>

