Report to the Board of Education

January 14, 2020

Mark Mathews

Brady Farnand

Upcoming Events:

1/13/20-1/17/20-Aimsweb winter benchmarking
1/16/20 – Roller Skating party-NRWE 5:30-7:30
1/24/20-Marking Period 2 ends
1/27/20 – 1/31/20 Interim Assessments administered 5-8

Note: The middle school student council will begin work on a time capsule to share with future NR-W students and community members. We will update the Board on our progress, and we are open to ideas. Please don't hesitate to share your ideas as we move through the spring!

Over the holiday recess, the MS MTSS team met to review and improve our process for providing tiered interventions. We discussed many aspects of our current Tiered Intervention Systems as it relates to our goal that every student will be successful.

A. We reviewed and agreed that our norms for MTSS meetings would be consistent:

- *Honor one another's schedules;*
- *Establish and follow balanced agendas,*
- *Honor agendas during meetings,*
- *Share all voices,*
- *All participants take responsibility for shared voices, holding back or offering their voices to maintain balance,*
- *Hold responsible conversations,*
- *Respect confidentiality,*
- *Be responsible for your role and your own work,*
- *Meet established deadlines or communicate to your colleagues in a timely manner the needs or challenges you are facing,*

- *Support one another.*

B. We put measures in place to improve communication between the Tier 2/3 intervention team and Tier 1 teams by creating a rolling agenda item for reporting progress.
C. We pushed back the sharing of the agenda to the Friday before meetings so teachers could be better prepared.
D. We decided that each month we would review class management strategies to equip teachers when responding to student needs. We chose the 6 Classroom Practices from PBIS online, using one per month. The six classroom practices are:

- Physical Environments
- Establishing Expectations, Rules, Routines
- Active Supervision
- Encouraging Appropriate Behavior
- Continuum of Response strategies for Inappropriate Behaviors
- Engagement and Multiple Opportunities to Respond

E. We explored Function Based Thinking as our tool for developing behavior interventions. This was introduced at our Tier 1 meetings on January 6th. Briefly, when analyzing student behavior, we follow the steps below:

1. Identify the behavior (seems simple, but can be challenging when multiple behaviors are observed)
2. Gather information (where is this behavior occurring? When? Which class? What task? Etc…)
3. Develop and implement support plan (seek research-based intervention strategies and implement them with fidelity)
4. Evaluate Outcomes (If things are working, don't change anything, if not, make changes and try again)

Function-Based Thinking provides for a scientific framework with the knowledge that ALL behavior is predictable, and if we adjust the environment, we can support students in changing their behavior.

F. We have put systems in place to arrange for parents and teachers to be part of the Tier 2 team meetings. This has been challenging due to sub shortages.

G. Perhaps most importantly, we are working to develop teacher capacity to collect and analyze data at Tier 1. Teachers are extremely busy, so we are working to develop and simplify systems whereby they can collect data to be analyzed to improve Tier 2 and Tier 3 interventions.

During the December Faculty meeting, we discussed the organization of peer visitations. Peer visitations would be a way for teachers to visit one another's classrooms, identify positive things going on there, and use some of the strategies they see in their own instruction. This can be nerve-wracking for many teachers, which is very normal in my experience.

The staff participated in a survey intended to gain their input about the idea of visiting peers.

The outcomes are below. I am encouraged by how positively the idea was received, but there are certainly some concerns that would have to be addressed to make this an experience that would lead to success for our students.

What could be the potential benefits of peer visitations as it relates to professional development?	What questions or concerns do you have about occasional peer visitations?
getting ideas from your peers	
See how people do things. Easier to see than tell. More collegiality. Builds respect and rapport.	None.
Teacher could gain new ideas to use in their rooms. Teachers could share resources.	None, anyone can come visit me.
Learning what everyone else is doing in their classrooms and getting some new ideas.	Potentially overwhelming, Judgie people
The biggest benefit would be potentially identifying areas that we could use more work in. It can help us target our professional development opportunities individually or as a group.	When and how will we get feedback
see how others are doing it	Judgy peers who think they are better than others, classroom management concerns...we can't get enough subs to cover regular absences...
New ideas to use in your own classroom. Side note: While student teaching I was questioning if I wanted to really do this. The thing that saved me was watching another teacher (or two). It really helped me find my footing.	None
Teachers can get new ideas from other teachers as well as constructive support to improve what they are already doing.	No concerns.
obtaining new ideas that I can use in my classroom	If this happens, I would like to able to choose that classes that peers could come in. Any interruption in some of my classes causes us to lose at least five minutes of teaching time.
a different point of view.	I become anxious . I'd rather not know when ppl are coming. Where are we going to get the substitutes?

WE can share ideas among each other, we can see how other do similar behaviors.	Extra people get in the way - and students feel uncomfortable. Our space is tight. Students also don't behave normally with others in the room.
There are several benefits that could come from peer-to-peer observations. Perhaps the most important benefit would be a NRW specific strategic action plan; what works for our kids and how can we expand it. Another benefit would be an increase in general collegiality and a feeling of working together, as a team, to meet the significant challenges we face on a day-to-day basis	None, why should have started a program like this when we first aligned with PL.
I would get some new ideas from seeing and hearing what other teachers are doing. It would help my planning and lesson ideas.	I think it would be a great idea. As long as we can get coverage for our own classes if needed, I'm all for it.
I might get PL ideas to implement in my classroom	being judge that I'm not doing enough or implementing PL poorly. Coverage for classes (needs to be during class time because of little planning time)
Being able to see what our peers are doing in the classroom. It would be helpful to see various methods of instruction, effective ways to implement elements of PL, and give/receive feedback in a way that can help all involved.	Can this be something that is scheduled? By having advance notice, teachers can effectively set up a lesson, and try to focus on particular facets/elements of PL. This will allow staff to see PL working in a classroom, and make adjustments and/or corrections accordingly.
We could gain valuable information by getting another teacher's eyes, thoughts and ideas that could help us develop and improve our strategies, procedures and best practices.	How can we set it up so that it creates minimal distraction to the learning process. When other adults come in to the room unexpectedly, it can throw students off and disrupt the learning process.
See new things and gain some creative insight. Build a sense of team and collaboration	I would be worried that someone would think that I would be critiquing them or they may me. Would we honestly have enough coverage to make this happen and would it be quality subs to not impede instruction.
-Feedback of positives in instruction -personal growth where needed -	- same subject so that similar instruction is reviewed
It would be interesting to see what others are doing, but it’s hard when specials are so much different then core classes.	I don’t have any concerns.
-see the wonderful things that colleagues are doing -learn from each other -open lines of communication amongst staff both vertically and horizontally -help with alignment amongst grade levels -opportunities to receive feedback on what was observed	-no concerns — try to make sure it is perceived as a positive

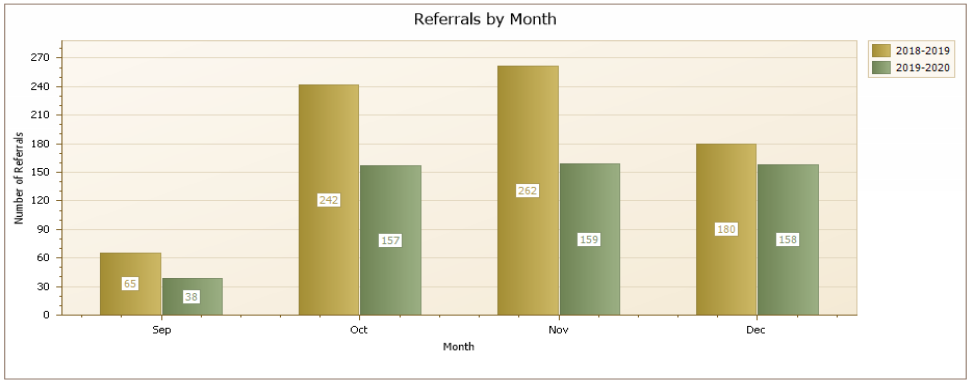
As a new teacher I think this would be VERY beneficial because it allows teachers to get ideas for their own instruction (the observer) as well as get advice/input on what you specifically would like to work on instead of just when you are getting evaluated for a score.	What will the communication look like for this?
If it is optional, then it can be helpful to pick up new ideas. However, those are things that could be discussed by having a brainstorming sharing session...not necessary by having to observe it in action.	*Interruption of lesson having traffic of people coming into the room. *Time constraints, I would rather use the time to plan and do the clerical work that I need to get done, than to use the time to go into a colleague's classroom. *This peer observation should be optional, not mandatory.
Peer visits could provide me with valuable ideas that I could implement in my classroom that they have tried and worked. So many things that you research or read about trying in your classroom can be challenging to implement; to have a person to talk to, bounce ideas off of and ask questions would be great.	Would these be scheduled visits so that the feedback could be targeted to things that we want to work on in our classrooms? It would seem more beneficial to have someone come in to view a lesson of something that we are trying or looking to improve or need help implementing. Would this person also be in the same discipline so that the feedback could be targeted to the discipline?
sharing of information, resources, techniques	judgement
I would LOVE to see what my peers are doing, and see what I can bring to or modify for my classroom. It starts the creativity flowing for me.	A few of my students would completely lose focus on the objective, and be obsessed with the person or people in the room... Which would pull me away. I would definitely have to know who was coming and when to prepare my kiddos and answer every question possible about our guest(s).
We constantly look at data on what is happening NOW but are never given the opportunity to celebrate what others are doing and learn from their success. We can't grow without being taught. After all, if we just throw our kids' data at them but never taught them how to improve it with models and examples - would we really expect their data to improve? No, we would be ineffective teachers. We need to remember we as teachers are also students of our profession.	People can be mean. Our culture can be caddy and divided. People talk about others. I'm hesitant because no matter how often admin says we won't be judged by our peers, until that culture is created and proved, I'm not sure I'll ever feel truly comfortable.
Different forms of personalized learning seen maybe be offered as a workshop.	Do they have an agreed upon format for what they are looking for and how they are recording what they find?
It could be helpful because it will give us feedback from a peer, which I sometimes easier to accept that feedback from an administrator.	I'm worried that people may gossip about what they see in people's classrooms to other colleagues.

Pushing into classrooms over the years to observe students has taught me a lot about different teaching styles. It is amazing what the difference can be from class to class.	I think it has to be done in a way that the teachers do not feel like they are being supervised by peers.

Brady Farnand - NR-W Middle School Assistant Principal (5th-8th grade) – December 2019 - BOE Report
**Linked to focus areas determined by the Building Principal Mr. Mathews, and directly linked to our District Strategic Action Plan.*

Projected Middle School Enrollment – 2019-2020:

5th grade	96
6th grade	98
7th grade	69
8th grade	105

District Strategic Action Plan	Focus area	Progress
Focus Area 1	Action Step 1	***Actionable Items*** *Staff Referrals-* The trend of referral reduction is something that continued into the month of December. Compared to the 18-19 school year, we have seen an overall reduction of referrals by 32% on the year! 

	Action Step 1 Action Step 1 Action Step 1	<u>Community building:</u> On December 11th and 12th we held a breakfast celebration for all the 5/6th grade students that scored a 3 or 4 on the NYS test. Teachers were invited to attend the celebration to recognize them for all the support and guidance they provide for our students. <u>Attendance:</u> This month our attendance numbers were not as we hoped because of illness. However, to celebrate those students that have improved from chronic absenteeism (10% or more days missed) we held a breakfast to show them that their attendance is noticed and that we are glad they are here and proud of them for their improvements.

Character trait of the month: For the month of December we focused on conscientious. Town hall meetings and community circles were tailored to teach students about being conscientious and what that could look like. Our character trait of the month for January is self-awareness.

Just for fun: Cougar News! 7th and 8th grade students along with Mrs. Spencer and Mrs. Sweeney have been presenting video announcements called Cougar News. This is done a few times a week and gives students the opportunity to share the great things going on in our school and gives students the chance to become news anchors! Below is a picture of our news team!

		12-20-19 A-Day	