

Norwood Public Schools Board of Education
Principals Report
9-17-19

Respectfully Submitted by Perri Gipner and Sara Rasmussen

Behavior

The **PBIS (Positive Behavior Interventions and Supports)** team will hold its first meeting on September 18th. During this meeting the team will analyze districtwide perception data about the implementation of PBIS and include an overview of the goals of the PBIS team for this school.

The updated **Dress Code** was approved by Bette Nickell and presented to staff on the September SSaCC day. Perri Gipner met with student council and reviewed a sample policy that removes gender biased language. A copy of the updated dress code is attached.

Data Report: Attached

Communication

Infinite Campus - Ken is nearly finished entering the enrollment data that drives the state reporting. He should be ready early next week for Sue to do a test run.

The **MTSS (Multi-Tiered Systems of Support)** held its first meeting on September 10th. The team's focus this year is Family, School, and Community Partnering. The team will participate in a book study to learn effective methods for developing strong relationships with all stakeholders. The team will also monitor and support the PBIS team in the application of the personnel development plan as well as develop and support the existing personnel development plan for the learning targets initiative along with developing a communication plan to share information with our stakeholders on the PBIS and learning targets initiative, Accredited with Distinction classification, and SSaCC Fridays.

Personnel Development

Early Literacy Grant (ELG): The teachers met with our coach to go over fall benchmarks. The results were what we were hoping for (DIBELS data is attached in our data report). It was amazing to watch the teachers come to the table with a preliminary plan already in place. Teachers are learning to analyze data and determine what kids need to fill gaps in preparation of the grant coming to an end at the end of this year. This year's focus will be the sustainability our efforts in the grant so far.

Jessica Johnson has started the 18 Pyramid Plus trainings. She has completed the first 3 and will meet once a month until February.

PBIS Coaching Series was attended by the PBIS Co-Leads, Andrya Brantingham and

Shannon Dean, as well as Perri Gipner and Sara Rasmussen. This is a three year training commitment to support the PBIS initiative within our district. The PBIS team will also be attending trainings throughout the year.

Time

SWIS (School Wide Information System): Our new teachers received training on how to enter behavior data at our SSaCC day on Sep. 13th.

SSaCC (Safe, Supportive and Collaborative Culture): Teachers were given time on Sept. 13th to collaborate with their peers and to create their learning targets for the week.

Four-Day School Week

Data Report: Attached

Music/Drama in the Elementary: We will be bringing music and drama to our elementary students. Leah Heidenreich from the Sheridan Opera House will be working with our K-1 students every other Wednesday and our 2-5 students every Wednesday. She will be working with them to have a winter and spring concert.

Other Important Information & Celebrations

Homecoming is this week. Please join us for festivities and games! Attached is a schedule.

Teri Williams has secured free epipens from epipens4schools.com. A set for the elementary and a set for the high school. Medication administration training will be scheduled for the identified staff members. It will be 30 mins in length with a competency test at the end of the course.

Water Bottle Station has been installed in the elementary and another will be installed in the high school soon.

The Fall **Rock and Roll Academy** Concert will be on October 10th. We will have 11 bands playing from grades 6-12.

Playground Grant: This work will bring Fischer Project Management & Consulting Services Inc / FPM Grants (FPM) and Summit Recreation together with Norwood School for the purpose of completing a grant-funded project for a playground at Norwood School. Primary purpose for engagement is to support all aspects of the project including: project funding strategy, project management, community engagement, design, and construction. FPM and Summit Recreation will work alongside Norwood School until all opportunities for funding have been exhausted. If the grant is approved, the work will begin next summer.

Following is a message Shelby received from our head referee last Friday from our football game:

Shelby,

On behalf of the football referees for your game tonight we just wanted to say a sincere thank you for all that you do at Norwood and for your hospitality towards us. The burgers, chips and drinks were very much appreciated for the 2.5 hour drive home.

Your field was in amazing shape and your chain crew and timer did an excellent job. The cheers from the stands was positive, fun and great to hear as well.

Thanks again for having us down and thanks for all of your hard work.

Be more concerned with your character than with your reputation.

Your character is what you really are while your reputation is merely what others think you are. -John Wooden

Richard Antonio

Norwood Public Schools 2018-2019 End of Year Report

Attendance for K-12

- The mean attendance for the district in 2018-2019 was 94.7% compared to 95.4% in 2017-2018.
- Chronic absenteeism increased from 11% in 2017-2018 to 15% in 2018-2019. This is an average of students chronically absent over all four quarters. Only one student was chronically absent in all four semesters in both years. There was an increase in absenteeism 4th quarter of last year which could be attributed to the longer school year and an increase in online students whose term ends earlier resulting in more students checking out early.
- In 2015, NSD had a tardy rate of 2.2%, which stayed relatively flat at 2.3% in 2016, and slightly decreased in 2017 to 1.9%. In 2018-2019 the tardies increased back to prior year's average of 2.4%.
- ***Next Steps: Triangulate attendance data with academic assessments and changes in behavior to provide a layered continuum of supports for students in need.***

Behavior for K-12

- The 2018-2019 school year was the second year of entering data into the SWIS platform. PBISApps is a not-for-profit group, developed and operated by faculty and staff at Educational and Community Supports (ECS), a research unit within the College of Education at the University of Oregon. PBISApps is the maker of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation. The platform was purchased with funds from the MTSS grant.
- Data for 2018-2019 is deemed to be more accurate than 2017-2018 due to focused and intentional training for teachers. This allows us a baseline to compare behavior data for the current year.
- Data from 2018-2019 reflects that the most common negative behavior in elementary is physical contact and in secondary it is disruption. The majority of all negative behaviors occur in the classroom and on the playground.
- The majority of office referrals occurred on Wednesday's and classroom managed behaviors were recorded equitably for each day of the week.
- ***Next Steps: Train paraprofessionals and new teachers on the SWIS platform and support the PBIS (Positive Behavior Interventions and Supports) team with analyzing data and providing support to staff and students for ongoing PBIS training.***

Colorado Measures of Academic Success (CMAS) for 3-8

- Both English Language Arts and Math increased in every category with the exception of students "at or above grade level" in English. There was a 3% drop in this category.
- NPS was about the state average in growth in every reportable category under English Language Arts and Math
- NPS is Accredited with Distinction for the 2nd year in a row, ranking 15th in the state based on a 3-year average and 5th in the state based on last year's data

**Norwood Public Schools
2018-2019 End of Year Report**

- ***Next Steps: Maintain ELG (Early Literacy Grant) sustainability through coaching and support and implement math interventions at the elementary. Also, coach and support teachers on utilizing pre-assessments for gifted and high achieving learners. Elementary teachers will work on test taking skills to help students improve their scores on CMAS.***

PSAT/SAT (9-11)

- Students in the 2019-2020 cohort met or exceeded state averages in both English Language Arts and math
- Students in the 2020-21 cohort exceeded state averages in math
- Students in the 2021-20i22 cohort exceeded the state averages in both English Language Arts and math
- ***Next Steps: Continue to embed higher level thinking skills into curriculum along with continued assessment practice. Also, coach and support teachers on utilizing pre-assessments for gifted and high achieving learners.***

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for K-5

- Met all three goals for the ELG (early literacy grant) for 2018-2019
 - *Goal #1:* Make above to well above average progress moving students out of the well below benchmark category as measured by DIBELS Next (Moving Red students at least one performance band, color.) Exception is first grade because one new student was only here for EOY score.
 - *Goal #2* Make above to well above average profess moving students into the benchmark category as measured by DIBELS Next.(Moving green kids to blue and/or keeping blue kids blue)
 - *Goal #3* Move 50% of student scoring below benchmark up at least one performance category.
- 80% of k-5 students are at or above the fall benchmark (This is amazing for fall data)
- 88% of our third graders came back at benchmark or above.

Next Steps: Data is telling us that more writing needs to take place throughout the day to prepare our students for CMAS testing. We will continue to work on comprehension through the 95% group program for grades 3-8 and small group interventions for students not at benchmark k-5. Teachers will share CMAS prep work with Amy during the October visit to determine next steps.

Measures of Academic Progress (MAPs) for 3-10

- *See Principal Recommendation*

Norwood Public Schools
2018-2019 End of Year Report

Teacher Effectiveness

- Sixteen teachers were identified as effective and five teachers were identified as highly effective. This was the first year of the revised Evaluation System with a more rigorous Performance rubric and cut points for Measures of Student Learning.

Staff Absenteeism

- In 2018-2019, teachers took 160 discretionary days, equaling almost one teacher absent per day. Teachers also took 90 professional days, equaling almost a teacher a out every other day. In comparison, in 2017-2018, teachers took 213 discretionary days, equaling 1.25 teachers per day and 86 professional days equaling a teacher out every other day.

Norwood Public Schools
2018-2019 End of Year Report
Principal Recommendation for District MAPs Testing

The principals have conferred with Amy Veronravensway, literacy coach, previous NWEA trainer and CMAS questions scorer, and Kelly Doubleday, SAT trainer, regarding the use of MAPs assessments to drive instruction.

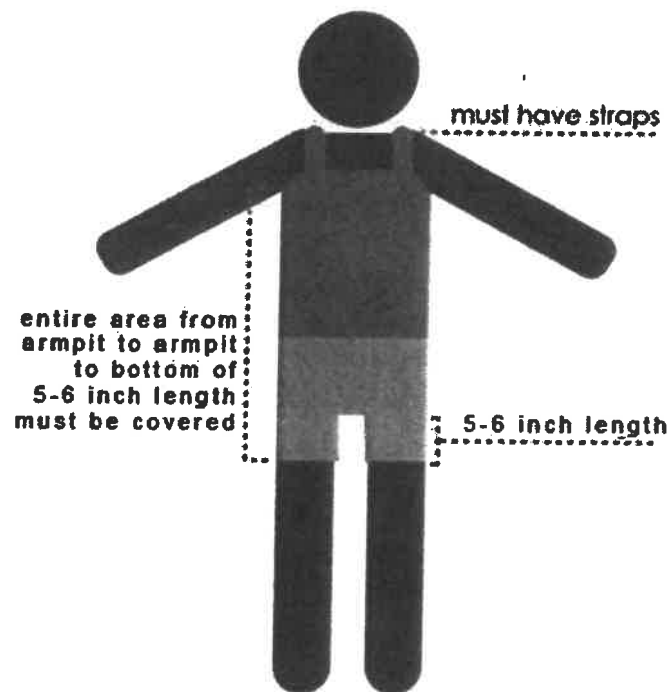
Kelly Doubleday shared the following, “PSAT/SAT is an overview/summative assessment that checks for college and career readiness at the standards/grade level. MAPs tests the standards at a more specific application level and breaks them into skills.” Kelly relayed that most high schools drop MAPs after 9th grade. We are seeing a disparity in MAPs data vs PSAT/SAT data in that our PSAT/SAT data reflects higher achievement than our MAPs data. Based on anecdotal information this would lead us to hypothesize that students are taking the PSAT/SAT assessments more seriously and are also burned out by the end of the year.

We also have compared growth and achievement scores from the Spring 2019 tests and the Fall 2019 tests. In almost all cases Fall scores are the same or better. Amy corroborated that this is typical because students are often “done” at the end of the year. They have just completed CMAS or PSAT/SAT, then take MAPs, then take classroom finals. Norwood students shared with their teachers after MAPs testing last year that they purposefully didn’t try or were just “done with testing” and didn’t make an effort on the spring tests. Amy’s recommendation for assessing growth data is to utilize Fall to Fall growth and achievement data for instructional planning.

The principals are recommending to the board of education to require MAPs testing in the Fall only for grades 3-10. Elementary would only take the math and reading tests because the Language Usage test in elementary is not indicative of reading and writing success. Grades 6-10 would take the language usage, reading, and math assessments to help teachers identify strengths and areas of needed support. Teachers would be allowed the option to have their individual classes take other MAPs tests (Winter and Spring) however the principals would meet with these teachers and ensure the data was being used to drive instruction. We feel that this recommendation reduces the burden on teachers to proctor two additional tests, minimizes student burnout and skewed data, and protects instructional time. Also, by alleviating Spring MAPs teachers can focus on and develop end of year assessments specific to their content areas.

d. Dress and Personal Appearance

Norwood Public Schools respects students' rights to express themselves in the way they dress. All students who attend Norwood Public Schools are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.



1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 5 to 6 inches in length on the upper thighs (see image below) - approximately mid-thigh or the length of one's hand as measured from the inseam. Tops must have shoulder straps. Rips or tears in clothing should be lower than the 5 to 6 inches in length.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
4. Headgear including hats and caps are not allowed unless permitted for religious, medical, or other reason by school administration. Hats cannot be worn in the building between 7:45am and 3:45pm. The exception to this rule is Spirit Day. Spirit day is every

Thursday. Students who wear clothing with the Maverick logo (for example, team shirts) or wear clothing that is predominantly royal blue and/white (for example, a royal blue t-shirt) may wear a hat of their choice. Red is an accent color only.

5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
6. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
7. Clothing may not depict or imply pornography, nudity, or sexual acts.
8. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
9. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
10. Sunglasses may not be worn inside the building.
11. Clothing and accessories that endanger student or staff safety may not be worn.
12. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

The administration reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

Standards of dress also include the wearing of caps and gowns by seniors at Commencement exercises. This public function is memorable for the graduating seniors of the Norwood Public Schools and the wearing of caps and gowns lends the proper dignity to the occasion. In addition, for special school functions, such as Homecoming and Prom, appropriate attire will be expected.

Students are allowed to wear special clothing on specific dress up days throughout the year. These dress-up days are announced and approved by the Student Council and the administration. The group sponsoring the dances will determine dress codes with administration approval.



Homecoming Day!!!

Students: Attendance is required during all school hours homecoming day in order to be eligible to attend the homecoming dance. Academic eligibility also applies to dance admissions.

7:45-11:58 - Float building

11:58-12:36 - Lunch

12:36-1:30 - Pep Assembly

1:30-2:00 - Homecoming Parade

2:00-2:15 - Cleanup Floats

2:15-2:50 - Root Beer Floats

2:50 - Go into the Gym to watch Volleyball

Varsity will play first

2:50 - High School Volleyball v. Dove Creek

7:00 - High School Football v. Dove Creek

9:15 ish - Bon-Fire



Homecoming Activities:

The moms will provide dinner during the week

Monday: He-Man (Seniors & Sophomores vs. Juniors & Freshman) 6:30-8:00 p.m.

Tuesday: Powderpuff (Sunday Pass) (Seniors & Sophomores vs. Juniors & Freshman) 6:30-8:00 p.m.

Wednesday: Fun/Game Night 6:30-8:00 p.m.

Thursday: NO ACTIVITIES (Rest Up)

Friday: Parade, Pep Assembly, Bonfire following football game

Saturday: HOCO Dance!!! 8 p.m.-11 p.m.