

Norwood Public Schools Board of Education
Principals Report
8-20-18

Respectfully Submitted by Perri Gipner and Sara Rasmussen

Behavior
<p>The Multi-Tiered Systems of Support (MTSS) Leadership team met at an all day retreat at the beginning of the summer to review staff perception data and identify areas of focus for the upcoming school year. Throughout the summer the principals worked with our MTSS implementation coach on revising and clarifying the core values of Norwood Public Schools and integrating them into our behavior procedures. The MTSS leadership team met again prior to the start of school for training on behavior procedures and to develop a plan for rollout to the staff. On the first day back for staff, our implementation coach presented the True Colors test to identify everyone's strengths. She also presented information on the MTSS framework and provided Positive Behavior Intervention and Supports (PBIS) coaching while the MTSS leadership team presented updated behavior procedures.</p>
Communication
<p>The principals have developed a board report format that aligns with the five areas of focus for this school year. This report will be published on our website and Facebook page as part of the communication plan developed by the principals this summer. The principals will also survey staff, parents, and stakeholders on their preferred method of contact to better reach the school community. The MTSS team also established a feedback loop for staff to provide feedback on the new behavior procedures throughout first semester so that the MTSS leadership team can review and clarify the behavior procedures at semester. The principals will continue to communicate weekly with parents via Facebook, website, and all-call/text/email to ensure parents are apprised of weekly events. The principals have also established a schedule for staff/Rtl meetings on designated Wednesdays.</p>
Personnel Development
<p>The MTSS leadership team developed a personnel development plan for learning targets last year. After meeting with the curriculum coach, the principals revised the plan for the upcoming year. The principals also developed a plan for PBIS coaching throughout the year. The principals will provide a survey to staff assess the efficacy of the PBIS coaching and behavior procedures training on the first day back using the adult learning principles,</p>
Time
<p>The principals have designated contract Fridays as SSaCC days (Safe, Supportive and Collaborative Climate) to allow for the needs identified by the staff. This includes collaboration time, coaching, data review, independent work time, informative meetings, acknowledgements, and so on. The principals will develop a structure that will be adhered to</p>

every Friday to ensure consistency and accountability. The principals will provide the board of education the structure at the September meeting.

Four-Day School Week

In the development of the master schedule the principals worked closely with the counselor to prioritize optimal learning time for elementary students as well as uninterrupted blocks of time for literacy and numeracy instruction. The elementary specials schedule focused on minimizing transitions in and out of the classroom and creating a solid block of time in the morning for literacy and numeracy. The middle school schedule was developed to protect core instruction to the best of our ability given the need for shared teachers, Middle school students have literacy and numeracy instruction in the morning and the afternoon was loaded with specials wherever possible. The same focus was applied to high school courses and electives were scheduled in the afternoon whenever possible. In the entire secondary homeroom was implemented to not only improve teacher-student relationships but provide a foundation for students to practice self-directed learning, executive functioning skills, and self-advocacy. Homeroom was scheduled on Tuesday and Thursdays since most activities are scheduled on those two days. This also minimizes afternoon class time missed. In regards to sports and activities we will continue to work with other districts to reduce the amount of time students will be out of class for extra-curricular activities. The principals will closely monitor assessment data to ensure continued student achievement and growth.

Other Important Information

The principals will present 2017-2018 data to the board at the September worksession.