

Academic Excellence

Cumulative notes for meetings as of March 24, 2015:

Fully Implement PBIS and Rtl.

1. Leadership—searching for new elementary principal should consider this as priority.
2. Inventory who already has been trained in the district. As well as what interventions we already use.
3. Take the strengths and weaknesses we already have and see how it aligns with the PBIS and Rtl Models.
4. We need to have consistency throughout the district—including documentation in Skyward. Procedure!!!
5. Positive Reward—consistency is needed.
6. Response team—important to have this implemented in each building and so each teacher knows they have a team with procedure.
7. First Day—Teach schoolwide procedures and expectations.
8. Procedures to address:
 - Response Team (and who are the members)
 - Special crisis plan—for students with specific needs.
 - Procedures to document behaviors (defining minor to major).
 - Office Referrals—consistency in follow-through, including parent contact.
 - Clear delegation of duties and in Skyward so it can be viewed by those involved.
 - Timeliness of actions.
 - Communication is crucial for all aspects.
 - Crisis Procedures (incl. Tornado/Fire)
 - Procedures and Expectations for students:
 - Hallways
 - Lunchroom
 - Lockers
 - Bus
 - Recess
 - Classroom
 - Voice Levels per environment
 - Assemblies/Concerts/Guest Speaker
 - After School
 - Sportsmanship and School Pride
 - Basic Housekeeping and Respecting Your Environment
 - Technology/Use Agreement
 - Bathroom
 - Rewards—don't always have to be material

Parents would like to be involved in PBIS and Rtl to help with consistency.

March 24, 2015

We would like to see focus on a few big battles:

A list of core expectations—

- agenda needs to be signed to leave room
- no electronic devices unless requested by teacher
- etc.

Subs Orientation--have training before school year starts to be aware of these expectations.

Agenda—teach students how to manage their time by using this organizer effectively. Ex: 1st five minutes of day—teacher checks each to make sure student is keeping track of assignments and creating a timeline for progress of work. Earn points toward a reward.

Team of students could be part of selection process of the agenda—choosing one that truly works for their needs rather than what staff perceive as best-fit.

Grade Curve and Credits: Not comparable to other districts. Competition for college entry is fierce, let alone compare an 89.5% A to our 94.5% A here in Manawa. An A- reflects the same as an A for a GPA 4.0 scale. More students would take AP courses if the grading curve wasn't so steep. This is \$\$-related: Scholarships! We want students to be willing to test the waters of these more difficult courses.

Credits—are they actually helping or hindering the rigor and quality of the courses.

Assessments—some districts opt students out of the standardized assessments while others districts don't. This is not comparing Apples to Apples on the School Report Cards.

SUGGESTED ACTION:

Programs and Services on the District Web page: Place to describe the programs, who to contact, spotlight on specific/monthly themes.

NOTE to JKrueger—add special interest groups/events such as the Allies in Autism Education and the YRBS.

Possible considerations—Twitter, Facebook, other social networking.