

INTERIM REPORT OF DISTRICT GOALS

FEBRUARY 2019

District Goals

- 1. To foster a growth mindset in our students so that they are motivated and encouraged to persevere and meet challenges with positivity. By practicing a growth mindset, the district will cultivate a learning-oriented environment for all students.**

At Union School

- Mindset Assessment Profile was completed and the aggregate results were shared with students
- Mindset Interview Protocol was completed in order to understand and better support student growth mindsets
- PLC meeting minutes to collaborate and identify various ways to implement growth mindset strategies into the classroom were completed
- Department meeting minutes to collaborate and identify various ways to implement growth mindset strategies into the classroom were completed
- Growth Mindset Framing tool was utilized to highlight a learning goal or reinforce high expectations for a minimum of one student activity
- Growth Mindset Feedback tool was utilized to identify particular types of feedback that were implemented for a minimum of one student activity.
- Effective Effort Rubric was utilized for minimum of one time this year as an exit ticket in order to self-assess student effort
- Student Interest Inventory was utilized to plan a minimum of one activity or lesson that connects their interest to your content area

At the High School

- A Faculty Staff Wellness Committee was formed.
- A Student Wellness Committee was formed.
- Many activities that will be delineated in Goal 2 include Growth Mindset.

At Pierrepont School

- All teachers participate in a monthly Growth Mindset PLC. Each PLC leader has established a Google Classroom to share relevant articles, lesson ideas, etc.
- Resources have been purchased to establish a professional library related to growth mindset.
- Dana Clark conducted a full faculty professional development workshop in November. She was here in December to lead in class professional development. She will work with the teachers three more days prior to the end of the school year.
- Teachers submit a monthly log of growth mindset activities utilized in the classroom.
- One bulletin per month has been designated to focus on Growth Mindset

At Lincoln and Washington

- Similar to the High School, Mindfulness activities delineated below also contributed to Growth Mindset
- 2. To continue to infuse soft skills such as mindfulness into the curriculum through teacher and student training in order to decrease the negative academic effects of anxiety and support student success.**

At the High School:

- RHS Daily Slideshow (topics cover: sleep, stress, meditation, teens and distracted driving, happiness and mindfulness, helping others, relaxation, school safety, and anti-bullying.
- Yoga with Mrs. Bacilo (Wednesdays)
- Quiet Lunch with Ms. Donnell (Wednesday)
- Meditation and Yoga sessions for staff on PD day.
- Digital World Safety Assembly for entire student population
- Grateful Bulletin Board for December
- Compliment Boxes for students
- Compliment Box for teachers
- No Homework Night

At Pierrepont School

- All staff participated in yoga training in October and January.
- Yoga teachers conducted classroom yoga with all classes in October. This will take place again in February and once again in the spring.
- A parent workshop about yoga in the classroom was held in November.
- Yoga has been implemented during warm ups in PE classes.
- A “Mindful Monday” message has been incorporated into the school wide morning announcements.
- Teachers have had opportunity to attend professional development related to mindfulness through building subscription to The Madison Institute Professional Development consortium.

At Union School

- Praise Tickets – Increased student motivation and adding another layer of reinforcement to the praise we are delivering: Students had the opportunity once a month to trade their tickets in for available rewards
- There has been a decrease in discipline referrals, suspensions, HIBs, etc. since the implementation of this program
- Created and implemented three instructional events through the year: The first instructional rollout occurred during the first week of school, a standard booster occurs in January and other boosters as suggested by the data

- Conducted a minimum of one monthly building walkthrough with the Positive Behavior Support in Schools (PBSIS) committee to observe universal intervention practices that should be in place and assist staff with best practices
- Implementation Rubric was utilized bimonthly with the PBSIS committee to determine the consistency and effectiveness of PBSIS program
- PBSIS Survey was given to students, staff and parents in order have them be part of the decision making process
- Defined three – five overarching expectations that formed a school-wide expectation framework
- Identified three – five student actions listed in terms of how students should behave in specific school locations (cafeteria, classroom, etc.)
- Developed one motto and tag line for a visual identity of your expectations framework – **Bulldogs Are All In!**
- Developed posters that defined the expectations for each location (cafeteria, classroom, etc.)
- Behavior Specific Praise: The accepted rule for behavior specific praise is to use 3:1 ratio, three positive comments to every one corrective or critical comments
- Developed a rollout schedule with an introduction to overarching/area specific expectations, team building activities, etc.

At Lincoln School

Core Yoga for Youth has been meeting with the students every other week for a ten to fifteen-minute session. Students are learning yoga poses and breathing techniques while promoting a lesson that incorporates our character trait of the month. For example, this month we are learning about the character trait, kindness. *Core Yoga for Youth* discussed kindness of self and others and left each homeroom a kindness box with little tasks to show you care. Many students have stopped administration to share a positive comment about one of their teachers.

At Washington School

The Mindfulness goal was partially defined based on what was achieved in 2017-2018. While not a school goal in 2017-2018, the faculty had still begun to take steps to understanding and implementing mindfulness activities and thinking. The goal was discussed and clarified with the ScIP and reviewed at the initial faculty meeting. A Mindfulness/Growth Mindset PLC was established. The PLC has at least two reps from each grade level. To take a good look at school climate/environment and school community wellness, the PLC created and administered a confidential staff survey. They shared many positive things about school climate. They also shared about stress they encounter and ways that might be relieved. The administration Implemented minor but important changes in response to their concerns deemed to be worthy of attention (i.e. improving communication by communicating in a timely fashion with regard to schedule changes, meetings, etc.). PLC tasks were divided. A book for a group study was introduced – Mindset, The New Psychology of Success by Carol S. Dweck, PhD. The book study will look more deeply into Growth Mindset vs. Fixed Mindset. This can be a professional journey to better understand and assist students. It may also be a personal journey. The PLC did research and provided a presentation to the staff on Growth vs. Fixed Mindset, Mindfulness,

and Wellness. Their presentation included suggested classroom activities related to mindfulness, stress reduction, and wellness. The Core Yoga for Youth was used for three classroom yoga days. The first was in October. They visit again in February and May. Teachers include stress/wellness breaks during the school day. These are also referred to as “brain breaks”. The teachers utilize internet resources (such as Go Noodle) and their SmartBoards for these effective breaks. The Physical Education teacher infuses stress reduction techniques in the cool-down portion the lesson and will be implementing yoga in the upcoming health and fitness unit. The Student Assistance Counselor provides insight into stress reduction activities and uses these to assist many students. She also reads/shares stress reduction books. Parents were introduced to this school goal when it was explained at a fall PTA meeting.

3. To pursue grant opportunities to provide funding for a Unified Sports Club in order to promote social inclusion through sport.

- The grant was awarded
- The club meets monthly.
- Activities include a gym day at the YMCA, Painting on Park Avenue, and Wall Climbing.

4. To successfully navigate the changes in the state assessments so that appropriate data can be gathered to support students in meeting the revised graduation requirements.

- The High School supervisors and administrators have attended meetings and trainings regarding the state testing program
- All memorandums from the state have been shared with all stakeholders.

Board Goals

1. To enhance communication with the local community by increasing the District’s digital presence through apps, an online District Newsletter, and an online high school newspaper.

- The administration has increased the postings to the webpage and social media.
- The Board has been asked to approve a communications consultant.

2. To successfully pass a referendum and pursue subsequent plans to develop facilities upgrades.

- Activities are ongoing

3. To successfully negotiate a contract with the REA prior to the current contract end date of June 2019.

- Activities are ongoing.