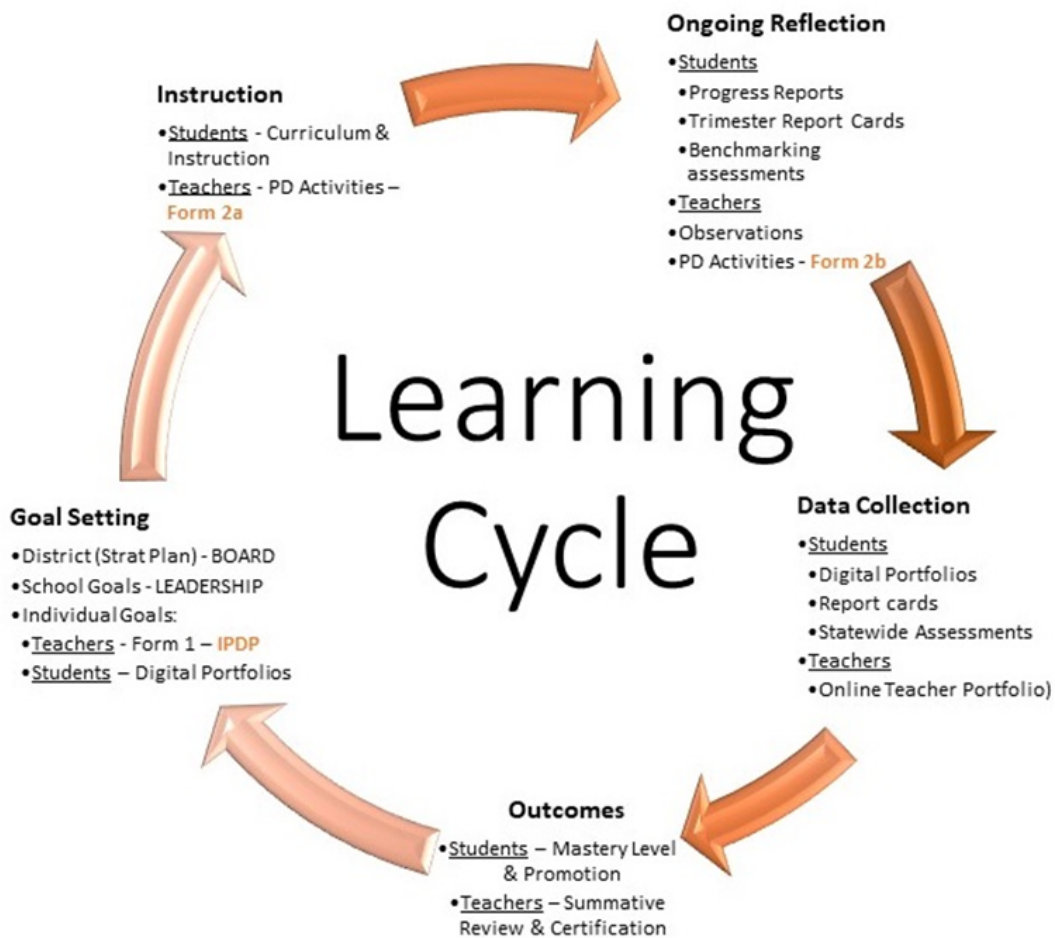


Personnel

- Posted for the Media Library position. Beginning to get applications.
- Pete Lynch resigned and moved to Tennessee. Rory Weinstein is our new RBT (Registered Behavior Technician - this is a paraprofessional position paid via Special Ed grant funding and allows us to have real time support for students who are struggling to regulate.).
- Upcoming PD Day will be framed in Trauma Informed and brain-based practices as a critical component for improving engagement and successfully implementing a schoolwide Social Emotional Learning (SEL) curriculum (includes behavioral expectations).
- Finalizing the Master Plan for resubmission.
 - Tightened up language around goal setting, reflections and observations as part of the evaluation and certification processes.
 - Identified the UDL (Universal Design for Learning) Framework as part of our local expectations for best practice, aligning our strategic and school goals with the Master Plan.



Student Growth

- Our initial dive into our reading data back in January (representatives from lower and upper grades as well as reading specialist) surfaced a need to focus on writing instruction AND test taking strategies, specifically on the writing prompts.
 - Deficits in students' use of conventions (need to learn/remember to use their editing tool)
 - Deficits in incorporating evidence in argument writing
 - Grade level teams are already implementing new strategies and teachers are attending reading and writing Professional Development workshops.
- Gearing up for second release of report cards. As hoped, many dynamic conversations related to scoring rubrics, content standards, and Habits of Mind, are taking place within grade level teams.

Culture & Climate

- People are working very hard and still very much committed to the strategic goals. A recent "check in" on our annual goals provided really insightful analysis of our progress as well as both barriers and future opportunities. (See notes at the end of this report)
- There is excitement about the possibility of support from a shared Curriculum Coordinator.
- Behaviors generally down and quite manageable compared to last year. Support services in place and being well utilized. Partnerships with parents are strong. We do have a couple of pockets where this is taking more of a toll but staff are very positive and working hard to improve these instances.
- Drumming was a big hit! Students left for February break on a high note after successful Artist in Residence and FAST programs. Culminated in a really cool family night (Drumming, pizza/potluck, and then math games!)
- The musical (Newsies) is keeping students productive and engaged. Our arts hallway is abuzz with stage prep and lots of excellent arts collaboration. Join us at the Briggs Opera House Friday or Saturday at 7 pm!
- Restorative Recess in the upper grades is leading to some really constructive conversations and learning regarding expectations and learning what it means to be accountable.

Community

- FAST expanded to include horsemanship (Willow Brook Farm), swimming (CCBA) and rock climbing this year. We had healthy numbers across programs and it was a BIG hit with students, staff and families bringing people together, helping kids dive into hobbies and acquire new skills, and generally being a great way to keep healthy and active in the hardest stretch of winter.
- We are hosting the senior luncheon next week. The town will be providing all of the food at this one but we are excited to feature student programs/involvement as follows:
 - K to 2 will make placemats for the tables (Kindness themes)
 - 3rd/4th graders will invite seniors to tour some Project Sleuth displays
 - Some 5th graders plan to read at some of the tables
 - 6th through 8th chorus will perform at the luncheon (as a dress rehearsal for All District Concert at LOH later that night.)

Other

- ATHLETICS: This year we rolled out an updated athletic/extra-curricular participant contract which does a nice job of outlining athlete expectations both on and off the 'field.' Upon reflection of our fall and winter sports programming, we are working on plans to roll out more robust guidelines for parents and coaches as well. We want to address the following questions:

- What does fair playing time look like?
- Do we make cuts?
- What are the communication protocols when parents or coaches have questions?
- We were invited to be considered as a Knowledge Development Site for “SWiFT (see [attached flier](#).) I met with one of their consultants for an interview earlier this week and should have more info later this spring. .

03/07/23 FACULTY MEETING NOTES - PROGRESS ON ANNUAL SCHOOL GOALS

- Celebrations
 - Phase one of improving report cards well underway
 - Student Data Professional Learning Communities (PLCs) and Student Support Team (SST) process leading to higher number of students served sooner and with more fidelity (math specialist and reading interventionist helping with this as well) This includes use of Branching Minds to help navigate and track interventions.
 - Schoolwide themes, assemblies, extracurricular activities, kindness tree, etc.!!
 - Increased engagement and more student choice and voice across the board (in classrooms, extracurriculars, etc.).
 - PartnerUp groups and Big Sibs
 - Availability of supports for students needing help to regulate (RBT, Crisis Prevention Institute (CPI) training, Board Certified Behavioral Analyst (BCBA) support, etc.)
- Opportunities
 - Curriculum work including a schoolwide SEL curriculum
 - Increased consistency in instructional practices (student voice/choice, etc.)
 - Continue to refine/improve implementation of Schoolwide Assemblies
 - More family nights (reading, math games, etc.)
 - Continue to increase collaboration with colleagues (especially for differentiation)
 - More extracurriculars (Odyssey of the Mind, Bookclubs, etc.)
 - More consistency with behavioral expectations and classroom management
 - More (consistent) partnership with parents on behalf of students.