

## Board Report February 25, 2019

### 1. What's new at CIHS?

- i. On February 11, Teachers had the opportunity to learn more about brain development of adolescent students and the need for utilizing differentiation strategies in the classroom.
- ii. February 15 was an "Early Out" for Professional Development. The teachers received whole group instruction on "Learning Progressions" followed by Content Team work. The Paraprofessionals received training on "Fostering Student Independence" from Minnie Fischer and Pam Stock.
- iii. **Progress report on two of the SMART Goals for the High School this school year:** I have **surveyed all of the full-time and part-time teachers** in the 7-12 building in regards to **(Goal #1)** Teachers will contact all of the parents of the students they have in their classes. **(Goal #2)** All teachers will utilize Differentiation in their classrooms by way of adjusting assignments, grouping, being able to choose a final product, etc. This will begin on or before the start of second semester (January 28, 2019). The number of teachers who responded are in "red" print below the response with the percentage of the **total classroom teachers (31)** in **bold** print immediately following. Below those numbers, you will find the numbers of just the "regular education" teachers who responded in "blue" print and the percentage of those teachers (25 total) under that in **bold** print.

#### 1. What percentage of parents of the students you had in your classroom Semester One did you contact?

<i>a. 0%</i>	<i>b. 1-25%</i>	<i>c. 26-50%</i>	<i>d. 51-75%</i>	<i>e. 76-95%</i>	<i>f. 96-100%</i>
<b>0-0%</b>	<b>1-3%</b>	<b>1-3%</b>	<b>8-26%</b>	<b>6-19%</b>	<b>15-48%</b>
<b>0-0%</b>	<b>1-4%</b>	<b>1-4%</b>	<b>7-28%</b>	<b>5-20%</b>	<b>11-46%</b>

#### 2. How often are you utilizing a Differentiation strategy in your classroom (on a weekly basis)?

<i>a. Not at all</i>	<i>b. 1-2 times per week</i>	<i>c. 3-4 times per week</i>	<i>d. More than 4 times per week</i>
<b>0-0%</b>	<b>10-32%</b>	<b>8-26%</b>	<b>13-42%</b>
<b>0-0%</b>	<b>10-42%</b>	<b>8-33%</b>	<b>6-25%</b>

**I am very pleased with these results! We definitely made Goal #2, but we fell a little short of my hopes for Goal #1. However, it was great to see 46 to 48% of *all teachers* (Regular Education and "All" Teachers) contacting all of their student's parents and over 60% of *all teachers* contacting over three quarters of their student's parents!**

- iv. I have submitted a nomination form to Sourcewell for their “Teacher of Excellence” (TOE) recognition at the High School. The teacher to be recognized at the spring banquet will be Ms. Pam Stock! In addition to the TOE nomination, I have submitted an application for a “Team of Educational Excellence” to a Review Committee at Sourcewell which will pick one team from Region 5 to be honored at the same banquet this spring. Please read an “excerpt” from my application for the 7-12 Special Education Team at C-I High School.

**Please provide a description of the team and why you think this team should be honored as a Team of Educational Excellence.**

Webster’s Dictionary defines *Team* as “A group of players forming one side in a competitive game or sport. When I started thinking about the Special Education Team at Crosby-Ironton High School, I wasn’t sure if this definition captured the essence of this great group.

After further review, I started to see how these teachers do meet that definition. The game in our building is “student achievement” and the Special Education Teachers at C-I H.S. are some of the most fearsome competitors I have ever met when it comes to making sure their students are achieving at the highest level. During Child Study Team meetings every Friday at 7:30 a.m., I sometimes think about how the game of baseball compares to this “Team” when it comes to making accommodations for their students. Baseball is unique in so much as “Home Plate” is always the same width; whether you are playing Pony League or you are in the majors. It’s a STANDARD.

The SPED Teachers in my building don’t ever ask to have home plate (the Standards that everyone is to learn) **widened** in any of the classes their students attend so they can more “easily” *throw a strike*. Instead, they may ask the Regular Education Teachers to allow one of their students to be able to move a little closer to home plate to be able to throw that “strike” and meet the standard. Other times, they may ask to allow another student a few more “pitches” to get a strike and achieve the standard. Isn’t that what Special Education should be all about?

Respectfully submitted,

*Jim Christenson*