Work Session

Tuesday, December 1, 2020 5:30 PM
Zoom

A. **Call to Order**
B. **Items for Discussion**
1. Nome Elementary School Improvement & Literacy Grant Updates
2. School Discipline Data Review
3. Public Comment Procedure Review

C. **Upcoming Events:**
- **Tuesday, December 8, Regular Meeting, 5:30 pm, Zoom**

D. **Adjournment**

Alaska Comprehensive Literacy State Development (CLSD) Grant

Nome Elementary School: Promoting and Achieving Well-Read Students (PAWS)

PAWS for Literacy

Alaska Department of Education and Early Development (DEED)

- October 2019
- $20.7M (over 5 years, 1st- $4.9M, $3.9M next 4)
- Federal Grant (US Dept. of Ed.)
- Alaska 1 of 13 state education agencies
- Comprehensive State Literacy program
- 5% / 95%

PAWS for Literacy

- K-5 Grade Band Goals:
  - Early Intervention
  - Students Reading on Grade Level by the End of Third Grade
  - Increasing Overall Reading Proficiency
- Development of a Network of CLSD districts/schools
- Statewide level activities result in updated guidance, resources, & professional learning to support excellence in literacy instruction.
- Establishment of rich, robust models in subgrantee schools that can be replicated.

"Between now and June 30, 2024 this program will focus on the intentional, relentless pursuit of EXCELLENCE in literacy programming & instructional methods that result in dramatic increases in reading achievement." ~Karen Melin

PAWS for Literacy

Nome Elementary School: **P**romoting and **A**chieving **W**ell-read **S**tudents
~ PAWS for Literacy

GOALS The percentage of NES Students who:

- meet or exceed their individual MAP growth targets in Reading will increase each year.
- reach 41st percentile or better in MAP Reading will increase each year.
- meet or exceed their individual MAP growth targets in Language Usage will increase each year.
- reach the 41st percentile or better in MAP Language Usage will increase each year.

PAWS for Literacy

Current Baseline:

- SP19 35% of NES Students met or surpassed their growth goal in Reading.
- FA19 33% of NES Students were at or above the 41st percentile in Reading.
- SP19 47% of NES Students (3-6) met or surpassed their growth goal in Language Usage.
- FA19 29% of NES Students (3-6) were at or above the 41st percentile in Language Usage.

1st Year's Goal (Spring 2020 MAP results):

- 50% of NES Students will meet or exceed their growth target in Reading.
- This percentage of NES Students, K-6, will increase by a minimum of 5% per grade.
- 50% of NES Students (3-6) will meet or exceed their growth target in Language Usage.
- This percentage of 3-6 grade students will increase by a minimum of 5% per grade.

PAWS for Literacy

NES Leadership Team

- Develop ELA Blueprint
- Implement School-wide Reading Program
- Crosswalk Programming to Essential Standards
- Develop Classroom Instructional Routines for Reading & Writing that reflect evidence-based supported practices
- Develop School-wide master schedule focused on priorities
- Create Professional Development Plan around school priorities
- Help to plan Literacy Family Engagement events

Team members will be provided a stipend each year they serve on the team

PAWS: Read to Lead

At home reading impacts achievement significantly (0.42 Effect Size)

- Each class has a standard reading log expectation
- Each completed & returned log earns a PAW in the classroom
- Every 20 PAWS earns the class a school-wide emblem page
- Each emblem will be presented by admin, and posted with the class
- As a school, we will see the progress of reading as part of what we do together!

PAWS for Literacy

- Reading Consultant: Laurie Schoenberger
- Writing Consultant: Nancy Norman
- Eaglecrest Leveled Literacy Book Sets & Math Literacy Kits
- Substitute Pay to allow for Peer Observation
- Videographer to create a video library of exemplar lessons in our school, with our teachers, and our students
- Two DEED workshops each year to support the statewide program

Alaska Comprehensive Literacy State Development (CLSD) Grant

Nome Elementary School: Promoting and Achieving Well-Read Students (PAWS)

November 24, 2020

PAWS for Literacy

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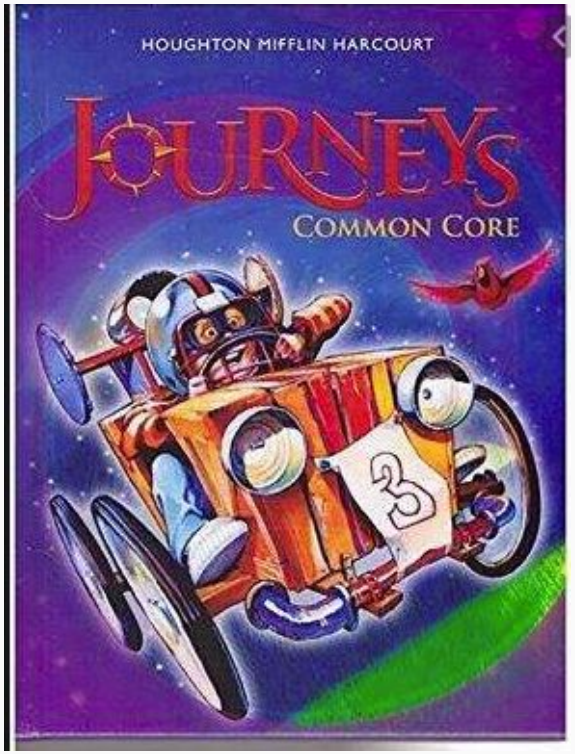
Journeys to Essential Standards Crosswalk

- Had a couple working meetings in June to dive into Journeys and identify the essential standards for each week.
- This was done for K-5 and each leadership team member organized the information for each grade level in a crosswalk spreadsheet.
- The crosswalk was done with the intent that teachers use it to improve instruction by focusing on the essential standards.



Journeys to Essential Standards Crosswalk

Unit 1 - Lesson 1				Level of Focus
Component	**Topic**	**Standard**		1
Fluency	Read with expression	N/A		2
Phonological Awareness	Single Sounds	N/A		3
	Rhyming words	RF.K2a		4
Phonics/Spelling	Letter Names	RF.K.1d, L.K.1a		
High Frequency	"I"	RF.K.3c, L.K.1f		
Comprehension	Main Ideas	RI.K.2		
	Genre	RL.K.5		
	Summarize	RL.K.2, RL.K.3, RL.K.7		
Vocabulary	Classify and Categorize family words	L.K.5c, L.K.6		
Grammar	Nouns for People	L.K.1b		

Example of Kindergarten Unit 1 - Lesson 1

Journeys to Essential Standards Crosswalk

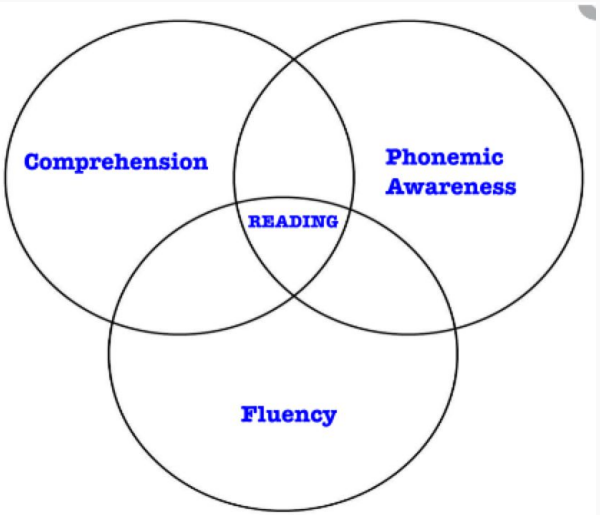
Unit 1 - Lesson 1		
Component	**Topic**	**Standard**
Comprehension	Story Structure	RL.4.3
	Point of View	RL.4.6
	Flash back	RL.4.3
	Summarize	RL.4.2
Vocabulary	Prefixes re-, un-, dis-	L.4.4 a-c
Grammar	What is a Sentence?	L.4.1.f
Decoding/Spelling /Phonics	VCV / short a long a	RF.4.3.a
Fluency	Accuracy and Self-Correction	RF.4.4a-c
Writing	Narrative- Descriptive Paragraph Focus: Elaboration	W.4.3.b

Level of Focus
1
2
3
4

Example of fourth grade Unit 1 Lesson 1

MAP Reading Fluency

- A reading test in which the student reads out loud
- Provides additional information to the existing MAP Growth Test
- Whereas MAP Growth Test shows reading comprehension, MAP Fluency shows how a student actually reads
- Provides information about a student's reading rate, word recognition, decoding
- Test is automated on computer to save time
- Student reading sample is recorded and saved
- Fluency is the link between recognizing words and understanding them



Eaglecrest Books

Photo credits www.eaglecrestbooks.com

Rotating Literacy Centers

- November 9-rotating literacy centers presentation at Teacher Inservice (Meghan Ten Eyck & Caroline Wiseman)
- Differentiated leveled centers (ALL students get what they need)
- Showed in-house resources that can be used for differentiation
- Teachers submitted their rotating centers plan to KJ and Dillman
- Teachers implemented their plan of using at least two rotating centers by November 16

Primary Tutoring

- 31 first and second grade students are receiving tutoring services.
- There are 7 tutoring groups in action during each tutoring session. Tutoring sessions last for 6 weeks.
- Tutoring occurs Monday-Thursday from 2:00-2:25 pm (Wednesday is 1:10-1:35 pm) for 5 of the groups. Two of the groups meeting Monday, Tuesday, Thursday, and Friday from 2:00-2:25 pm.
- During the first week of the 6 week session the students are assessed. Students are assessed again on the last week of the session.
- There is a week between tutoring sessions for the K-2 team to meet and make adjustments to tutoring groups as kids progress or need a more appropriate leveled group.

PAWS: Read to Lead

- Each student receives a weekly reading log on Mondays, communicating the expectation that students read at home twenty minutes per day.
- When students complete and return their reading logs, they will earn a PAW to display.
- Once a class earns 20 PAWs, the class earns a mascot to be display in the school hallway, celebrating their reading achievements.

PAWS for Literacy

Nome Elementary School: **P**romoting and **A**chieving **W**ell-read **S**tudents
~ PAWS for Literacy

One of our goals is to add at least 1 community member to our team.

Adding a parent/community member is most helpful to hear an outside point of view for our team.

Cameron Piscoya has agreed to join our Team, *YAY* thank you Cameron!

Data and Policies

ACSA Discipline Review

ACSA Discipline Procedures

Incidents requiring disciplinary actions are divided into four categories according to the level of severity and disruption of a safe school environment. The matrix on the following slides lists the most common behavior issues but is not inclusive of all possible behavior issues that arise during a school day or activity.

NOTE: When a student displays disruptive behavior, parents are notified and asked to help the child make changes and corrections. The student has an opportunity to prove they can make better choices before punitive measures are taken to correct a behavior.

Detentions

2019-2020

- 16 detentions
- 11 students involved

2020-2021

- 2 detentions
- 2 students involved

Grounds for suspension; (1) continued willful disobedience or open and persistent defiance of reasonable school authority; (2) behavior that is inimical to the welfare, safety, or morals of other pupils or a person employed or volunteering at the school. AS 14.30.045 (Inimical = hostile, not friendly, having a harmful effect).

	BEHAVIOR EXAMPLES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Level 1	Chewing Gum Dress Code Violation Disruptive to Others Horseplay Inappropriate Language Public Display of Affection (PDA) Disobedience/Disrespect Repeated Tardiness (3 or more) Repeated Unauthorized Cell Phone Use (3 or more)	Detention (After School) 1 Day	Detention (After School) 1 Day	Detention (After School) 1 Day	Moves to Level 2, Step 1 (In-School Suspension)

Suspensions

2019-2020

- 3 Out of School (3 students)
- 1 In School

2020-2021

- 1 Out of School

Level 2	Bullying Continued Disruptive Behavior Continued Disobedience/Disrespect Disruptive Classroom Behaviors Leaving Class w/out Permission Lying Skipping Class Vandalism	In School Suspension 1-2 Days	In School Suspension 2-3 Days	In School Suspension 3-5 Days	Moves to Level 3, Step 1 (Out of School Suspension)
Level 3	Fighting Gross Disrespect Intimidation/Harassment/Threats Leave School w/No Permission Sexual Jokes/Pornography Student Endangerment Theft Tobacco Possession/Use Insubordination	Out of School Suspension 1-3 Days Referral	Out of School Suspension 4-7 Days	Out of School Suspension 7-10 Days	Long Term Suspension Semester Loss of Credit

Long Term Suspensions

2019-2020

- None

2020-2021

- None

Level 4	Alcohol & Drug Possession, Use, Distribution, Under the Influence, Selling Any violation defined by state statute Assault & Battery Dangerous Instrument Possession Performance Enhancing Drugs, Possession/Use Weapon Possession	The offenses listed within level 4 will be dealt with in accordance to its section located within Nome Public Schools board policy website. School consequences are separate from any legal consequences that may arise from the situation (contacting the police and other law enforcement agencies.) NPS BP 5131.6 Alcohol and other drugs. BP 5131.62 Tobacco. BP 5131.63 Performance Enhancing Drugs BP 5131.7 Weapons and Dangerous Instruments.

Reflection

- The data from last year and this year represent typical numbers
- Student mental health seems to play an increasing roll in incident referrals – students lack positive coping mechanisms
- Parents want to help -- they need to be informed and trusted

School Board Work Session
Nome-Beltz Middle High School
Disciplinary Actions Review

As an overall summary of ISS/OSS actions, we compared data from the 1st quarter of 2019 with the 1st quarter of 2020. The number of incidents is nearly identical; however, where those incidents occurred is very different.

Fall 2019 data:

- 25 incidents
    - 17 high school
    - 8 middle school
    - 7 students with IEPs
    - No student was suspended more than twice
    - No incidents required law enforcement involvement

Fall 2020 data:

- 26 incidents
    - 5 high school
    - 21 middle school
    - 4 students with IEPs
    - 2 students accounted for 10 of the middle school suspensions
    - 3 incidents required law enforcement involvement

NANAUYAAT
NOME
ELEMENTARY SCHOOL

2019-2020 Demographics

Total Students: 361

Total Male: 153

Total Female: 185

Total for each Ethnicity:

- E1 Caucasion: 40
- E2 Black, Not Hispanic: 0
- E3 Hispanic: 1
- E4 Aisan: 0
- E5 American Indian: 2
- E6 Alaska Native: 242
- E7 Two or more races: 74
- E8 Native Hawaiian or PI: 2

Economically Disadvantaged: 274

SPED: 34

ELL: 6

2020-2021 Demographics

Total Students: 294

Total Male: 134

Total Female: 160

Total for each Ethnicity:

- E1 Caucasion: 20
- E2 Black, Not Hispanic: 0
- E3 Hispanic: 1
- E4 Aisan: 3
- E5 American Indian: 2
- E6 Alaska Native: 181
- E7 Two or more races: 86
- E8 Native Hawaiian or PI: 1

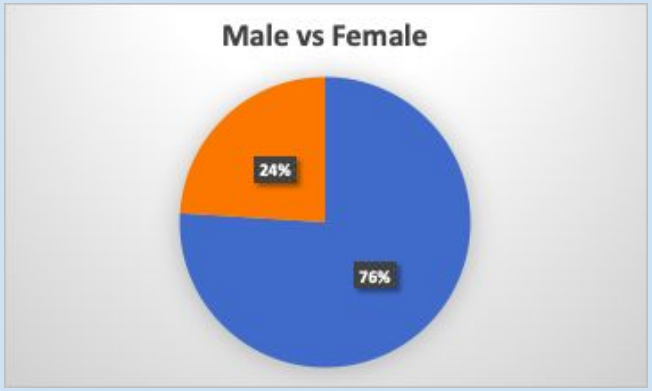
Economically Disadvantaged: 167

SPED: 8

ELL: 27

2019-2020 Suspensions

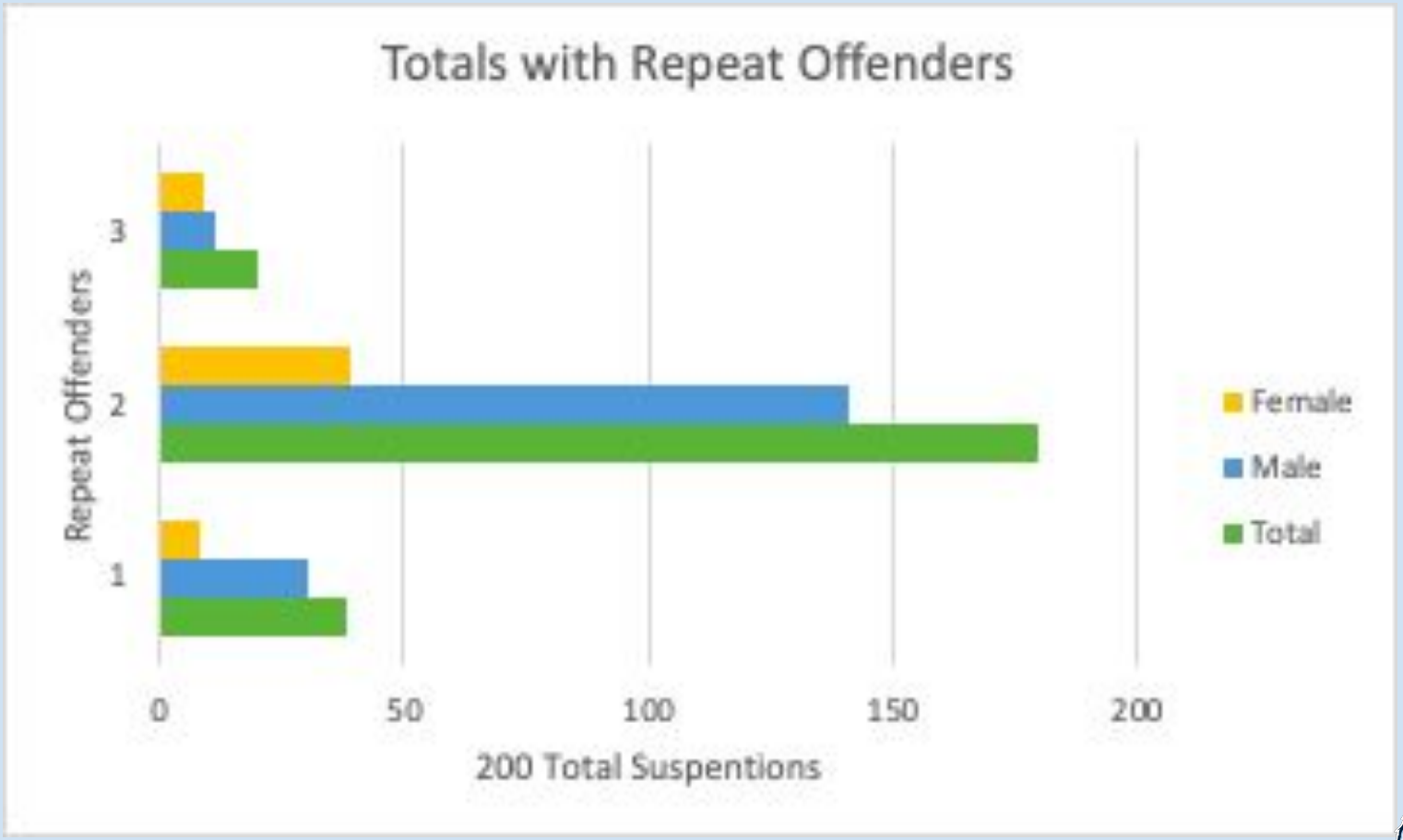
Gender	Totals	E1	E3	E5	E6	E7	SPED	OSS	ISS	# of Repeat Offenders	# by Repeat Offenders	# One Incident
Total	200	7	3	1	170	19	21	61	139	38	180	20
Male	152	7	3	1	129	13	20	49	103	30	41	11
Female	48	0	0	0	41	6	1	12	36	8	17	9



Repeat Offenders

- 64 Sixth Grade and 63 Fifth Grade = 127
- 73 Kindergarten - Fourth Grade
- Only 3 new students suspended 2nd - 4th Quarter
  - The rest were all repeat offenders
  - Q1: 8 students, more than once;
- 71 Suspensions from the same 5 students
- 101 Suspensions from the same 9 students

# of Suspensions	Male	Female	Total
2	11	6	17
3	4	2	6
4	4	0	4
5	2	0	2
7	2	0	2
8	2	0	2
9	1	0	1
10	1	0	1
14	1	0	1
17	1	0	1
21	0	1	1



1: # of Repeat Offenders 2: # by Repeat Offenders 3: # with only one incident

First Quarter Comparison

Q1: 2019-2020

Gender	Totals	E1	E3	E5	E6	E7	SPED	OSS	ISS	# of Repeat Offenders	# by Repeat Offenders	# One Incident
Total	71	1	2	0	65	19	9	9	23	13	54	17
Male	56	1	2	0	50	13	8	8	18	12	44	12
Female	15	0	0	0	15	6	1	1	5	1	10	5

Q1: 2020-2021

Gender	Totals	E1	E3	E5	E6	E7	SPED	OSS	ISS	# of Repeat Offenders	# by Repeat Offenders	# One Incident
Total	8	1	0	0	6	1	3	2	6	0	0	8
Male	7	1	0	0	5	1	3	2	5	0	0	17
Female	1	0	0	0	1	0	0	0	1	0	0	1

Office Referrals

- We have designed a Digital Office Referral Form for the ease of the teachers and better record keeping.
  - Frequency of visits
  - Reason for referrals
  - Who is making the referrals
- Each event is color coded for OSS, ISS, Focus Room, Return to Class.
- 39 Office Referrals First Quarter this school year.
- 135 Office Referrals First Quarter FY20 school year.
- Our goal is always to encourage the responsible behavior and return to class.
- If we start seeing trends we work to implement plans to support the students

Preventions

- Win Win Discipline
- Restorative Justice
- Behavior Reports
  - Communication with Parents
  - Data collection
- 2 different Behavior Plans ready to be tweaked and put into place
- We have created two different Data Collection sheets and we are observing repeat offenders to learn antecedents of the behavior
- Every teacher has a radio for immediate help
- Staff being trained for Functional Behavior Assessments
- Health Check/Greetings in the mornings, we don't just ask the health questions!

Strategies

- Responsible behavior reminders
- Actively teach replacement behaviors
  - 3 Part Apology
  - What if Everyone?
- Snacks
- Distractors
- Buddy Teachers
- Timers
- If...then
- Focus Room
- Choice
- Ownership

BB 9323 MEETING CONDUCT

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains because of a conflict of interest or for any other reason, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.
4. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
5. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

6. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal References:

ALASKA STATUTES

29.20.020 Meetings public

Revised 06/2020

Adopted: June 10, 2003