North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP

Board of Education Report October, 2018

Enrollment:
UPK: 40
Kindergarten: 86
1st Grade: 85
2nd Grade: 86
3rd Grade: 89
4th Grade: 97
TOTAL: 483

Character Traits of Focus:

- Bravery
- Gratitude
- Other People Matter- Knowing my words and actions affect others

https://posproject.org/resources/

Upcoming Events: (see calendar)

Check out our daily annoucements here:
https://docs.google.com/presentation/d/1d5GWsvkk449nEqNsYfIsEfAgwI2HFCGx7aWIeRENi0o/edit?usp=sharing

Strategic Action Plan Goals:
1-By June 2019, all students taking a state assessment will be proficient (3 or 4, 65 or higher).
2-By June 2019, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.
3-By June 2019, by the end of second grade, all students will read at or above grade level.

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4- We will increase students' participation in STEAM courses by 10% per year.

Tenet 2 Building Leadership & Capacity	SAP Goal(s) Connection	Action Steps
	Goals 2, 3	Myself and three teachers went to a three-day Trauma Informed Learning conference. We created an action plan to support students who have experienced trauma to attend to the problem behaviors.

Step 1: Collect/Summarize Date by Domain (Whole Child)	
Whole Child Areas:	**Information / Data Points (Describe specifics, do not characterize)**
HEALTH/ WELL BEING Home life/ Background/ Health Needs	
SELF REGULATION Relationships and interests (with peers and adults)	
RELATIONSHIPS Interactions with others/ Behaviors	
COMPETENCE Current academic progress/ interventions currently in place	
Strengths and Weaknesses	
Parent Input	

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Step 2: Theories of Action- Why is this student struggling?	
Needs (Identify the Domain)	Impact on Performance/Skills Needed

Step 3: Synthesize- How do address these needs?	
Skills Needed	Interventions Needed/Accommodations

Step 4: Develop Student Support Plan.	
Interventions/ Accommodations	

On October 26th, two teachers as well as myself and Mrs. DeFeo created and presented a Function Based Thinking presentation to support teachers with students who are struggling with behavior. This allows for teachers to identify the behavior and identify a replacement behavior for that child. This video summarizes what function based thinking is. https://youtu.be/bUVautcLaiU

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Function-Based Thinking (FBT)

- A quick systematic way of thinking that informs the selection of effective function-based supports
- A preliminary step prior to an extensive FBA
- Only requires the teacher and an individual knowledgeable of behavior management to facilitate the learning process for teachers
- Draws from the research-based components of FBA
- Designed to be used as an early intervention strategy with mild to moderate behavior problems *link to our work with MTSS.
- Designed to be used prior to involving the student support team or outside supports

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Function Based Thinking Process

- A process designed to provide classroom teachers an enhanced and systematic method of dealing with behavioral issues (not full FBA)

1. Identify behavior
2. Gather information
3. Develop and implement support plan
4. Evaluate outcomes

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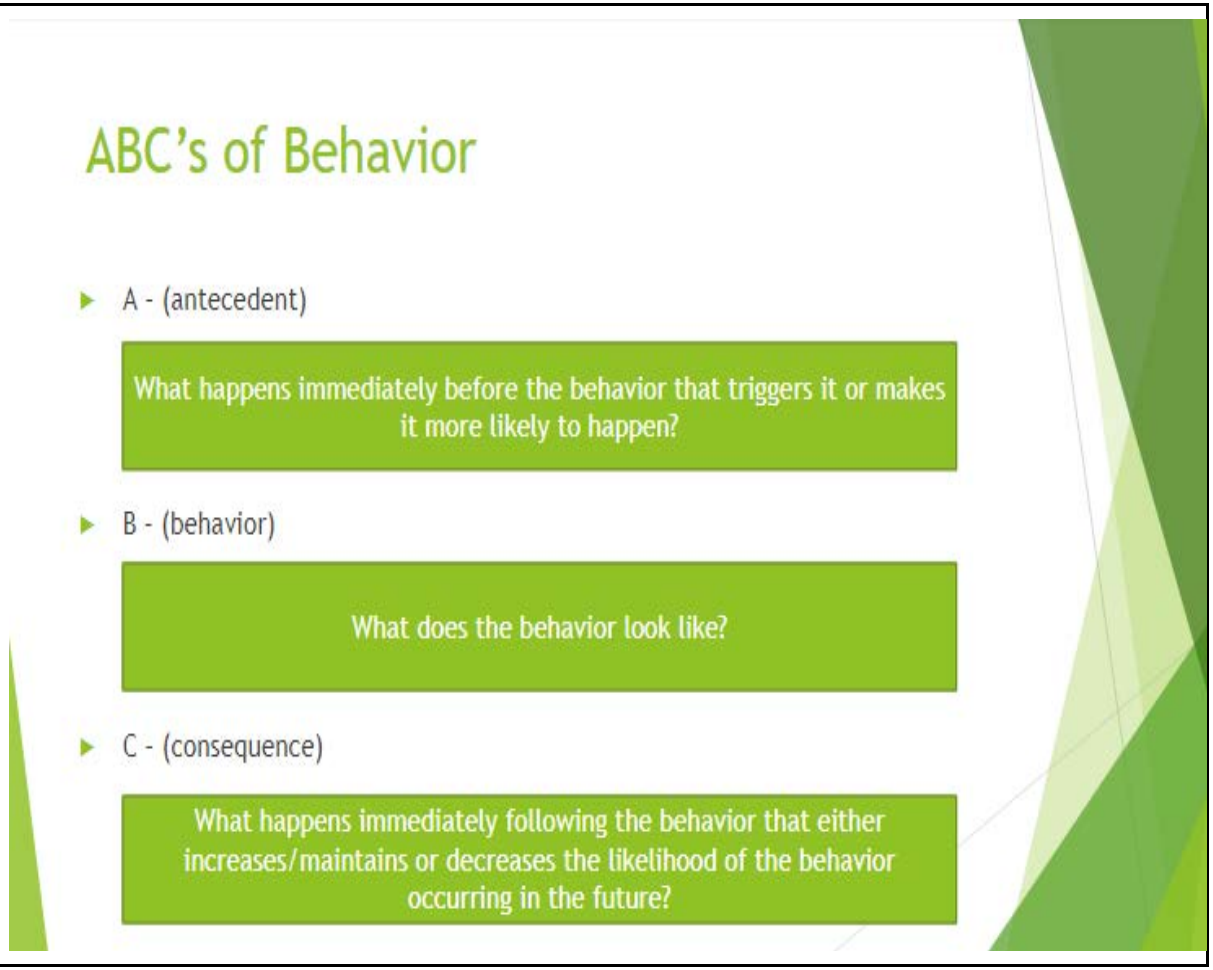

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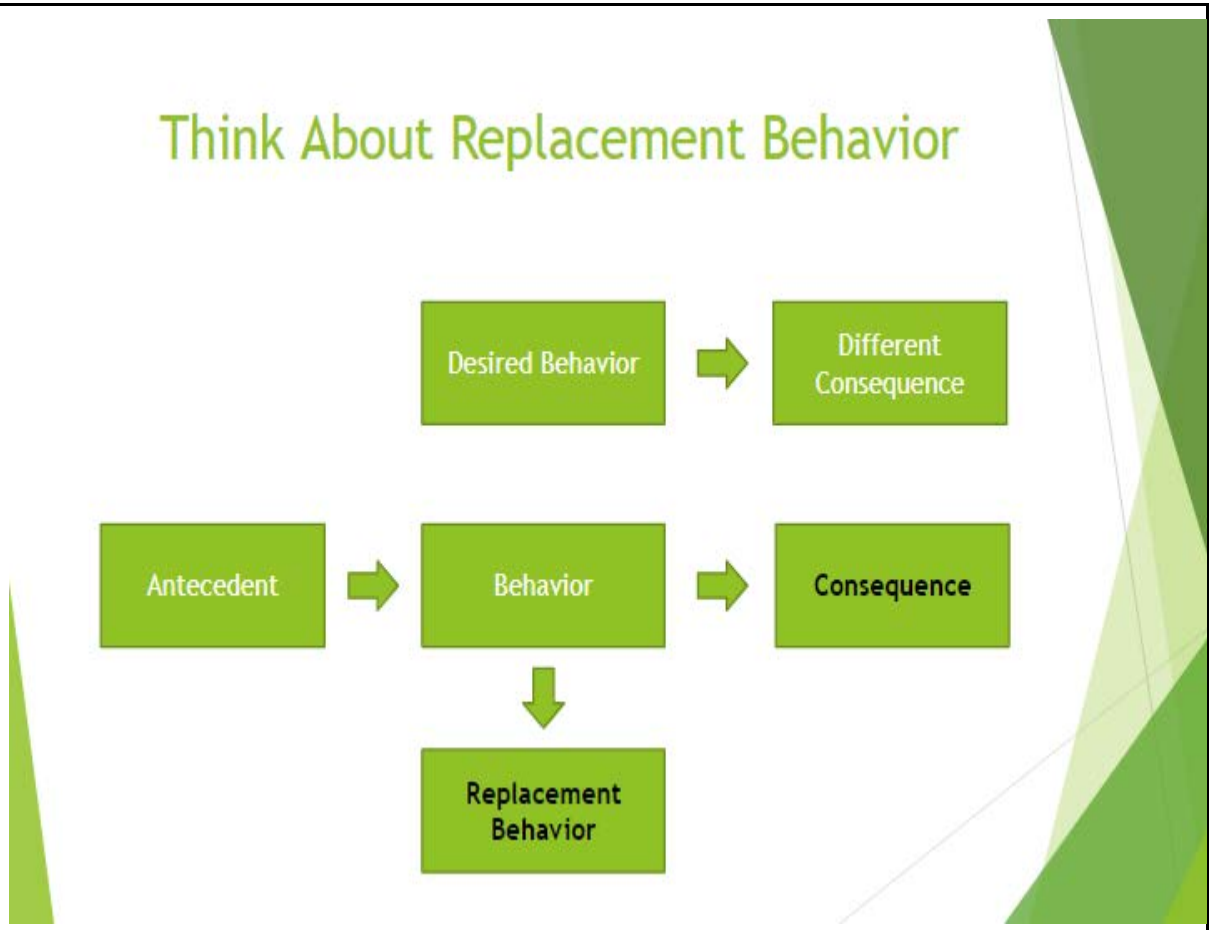

Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	

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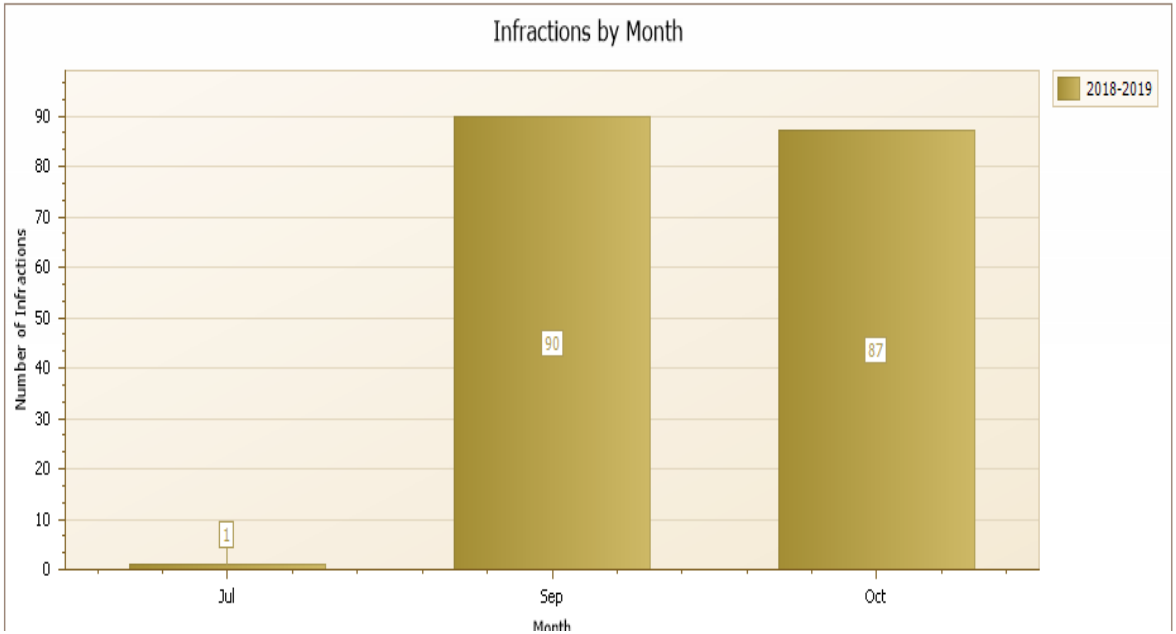
Year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
2018-2019	1	0	90	87	0	0	0	0	0	0	0	0	178

Display data for: Student School Infraction School

Break down by: School Year

Group by school year



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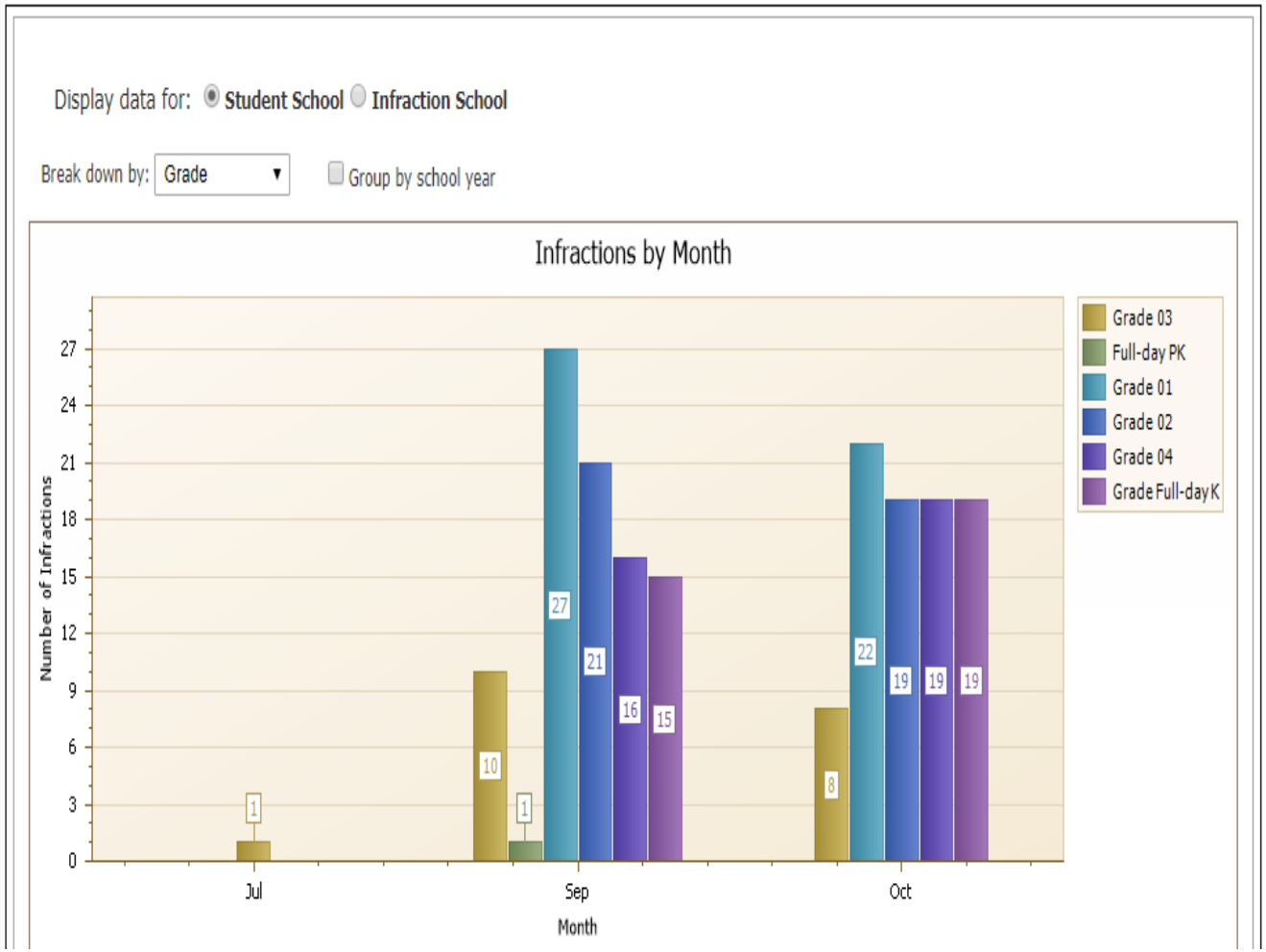

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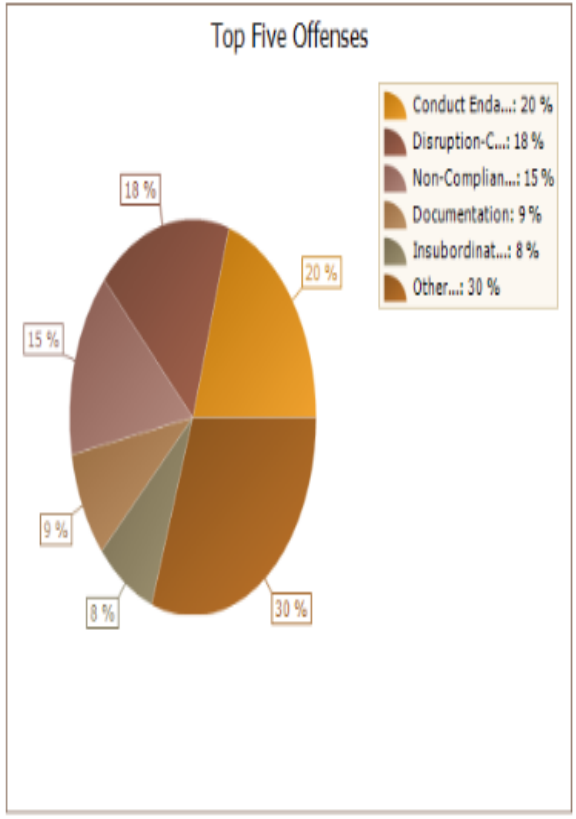

	Offense	Infractions	Percent
☐	Conduct Endangering Self and/or Others	44	20.28
☐	Disruption-Classroom	38	17.51
☐	Non-Compliance with Expectations	33	15.21
☐	Documentation	19	8.76
☐	Insubordinate to Directive	17	7.83
☐	Threat to Staff, Student or Other Person	15	6.91
☐	Staff Referral	13	5.99
☐	Bus Report	7	3.23
☐	Left class without permission	7	3.23
☐	Profanity/Vulgarity/Unacceptable Language	6	2.76
☐	Disruption-School	4	1.84
☐	Destruction of Property/Vandalism	4	1.84
☐	3a. Assault, Physical Injury	4	1.84
☐	Inappropriate Gestures	3	1.38
☐	5a. Material Incidents of Discrimination, Harassme	2	0.92
☐	Left building without permission	1	0.46

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Infraction Summary Report
NRW Elementary School : 2018-2019
7/1/2018 Thru 6/30/2019

	Jul	Sep	Oct	Total
Conduct Endangering Self and/or Others	0	20	25	45
Disruption-Classroom	0	21	17	38
Non-Compliance with Expectations	1	11	21	33
Documentation	0	8	11	19
Insubordinate to Directive	0	11	6	17
Threat to Staff, Student or Other Person	0	7	8	15
Staff Referral	0	5	8	13
Bus Report	0	6	1	7
Left class without permission	0	3	4	7
Profanity/Vulgarity/Unacceptable Language	0	2	4	6
3a. Assault, Physical Injury	0	3	1	4
Destruction of Property/Vandalism	0	3	1	4
Disruption-School	0	1	3	4
Inappropriate Gestures	0	0	3	3
5a. Material Incidents of Discrimination, Harassme	0	1	1	2
Left building without permission	0	1	0	1
Total Infractions:	**1**	**103**	**114**	**218**

	Jul	Sep	Oct	Total
Total Referrals:	**1**	**90**	**88**	**179**

Need to focus on:

- Conduct endangering self/others
- Disruption of classroom
- Threats

What tier 1 supports do we put in place?

- Do we teach zones of regulation to students? How?

What are logical consequences for the three areas identified-remember the goal is to return to class.

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Disposition Summary Report

NRW Elementary School : 2018-2019

7/1/2018 Thru 6/30/2019

	Jul	Sep	Oct	Total
Conference between Admin & Student	0	31	25	**56**
Time out of class	0	14	21	**35**
Phone call to parent	0	13	15	**28**
Documentation	0	9	10	**19**
Restitution	0	12	4	**16**
Consequence from teacher	1	7	4	**12**
Conference with Parent/Guardian	0	7	2	**9**
In-School Suspension	0	2	7	**9**
None	0	6	2	**8**
Other (Combined w another or other refe	0	5	3	**8**
Warning	0	5	1	**6**
Out-of-School Suspension	0	2	2	**4**
Referral to Counseling	0	1	3	**4**
In-School Suspension Full Day or more	0	1	2	**3**
Lunch Detention	0	0	3	**3**
Revisited expectations	0	3	0	**3**
Parent Pick Up-Requested by Administra	0	1	1	**2**
Conference with Teacher and/or Admin a	0	0	1	**1**
Phone conference with student, parent ar	0	0	1	**1**
Responsibility Plan	0	1	0	**1**
Total Infractions:	**1**	**120**	**107**	**228**

Need to focus on:

- What is the "teach piece"? How is that shared with staff?
- How do share what the student completed during "time out" for reflection? Student completes reflection plan and re-enters, but we need to determine if all parties are ready for re-entry. How do we know everyone is ready to repair the harm?
- With conference with parent/guardian, what plan do we create for the student for moving forward?

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Location of Referrals

Location	September # of ODR	October # of ODR
Bus	17	15
Bathroom	1	1
Cafeteria	5	4
Classroom	49	59
Hallway	6	4
Gym	5	1

Tenet 5 Student Social & Emotional Developmental Health	**SAP Goal(s) Connection**	**Action Steps**
	Goal 2	Based on the above data we are supporting students with behavior concerns as well as mental health concerns. **Trauma:** At an upcoming faculty meeting we will be discussing the need for a trauma sensitive approach to teaching. This is a great video that will be shown to the faculty. • https://www.youtube.com/watch?v=vyQdOLl6d2c We will be discussing our core beliefs and values as a building so that we can promote and create a safe and supportive school for all students and staff. We will also be completing an activity with a Brain Architecture game. This will help staff with the understanding of the impact of trauma on the brain.

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		Skills Groups: We are continuing counseling skills groups for students during their lunch. Students were identified with the behavior benchmark and meet with the counseling staff once a week. The counseling staff works with between 20-25 students at each grade level on focused social/emotional skills. **Behavior Support:** We have begun Check In/Check Out behavior support program with 5 students in the building. The Tier 2 Team plans to increase this number due to the behavior benchmark data. We are seeing progress with 4 out of the 5 students. The one student that continues to struggle will begin a modified check in/check out that targets specific skills such as being safe, and following directions. A group of 8 first graders are receiving targeted behavior instruction as well as mindfulness instruction to support their social/emotional needs. A BOCES behavioral specialist recently visited to observe in several classrooms. She has come up with a plan for each class and suggestions to help with behaviors she noticed. Her work included a follow-up visit to debrief with the classroom teacher and administration. Aides will be receiving training through the behavior specialist on how to support students with problem behaviors. This will be done monthly in the morning during their duty time and will be provided by myself and the BOCES specialist.