North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP

Board of Education Report January 8th, 2019

Enrollment:

UPK: 40

Kindergarten: 84

1st Grade: 76

2nd Grade: 86

3rd Grade: 85

4th Grade: 94

TOTAL: 476

Character Traits of Focus:

https://posproject.org/resources/

JANUARY 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

STRENGTHS	WEEK
Perseverance	6–12
Hope	13–19
Prudence	20–26
OPM2 – Supporting others when they struggle	27–2

Check out our daily announcements here:

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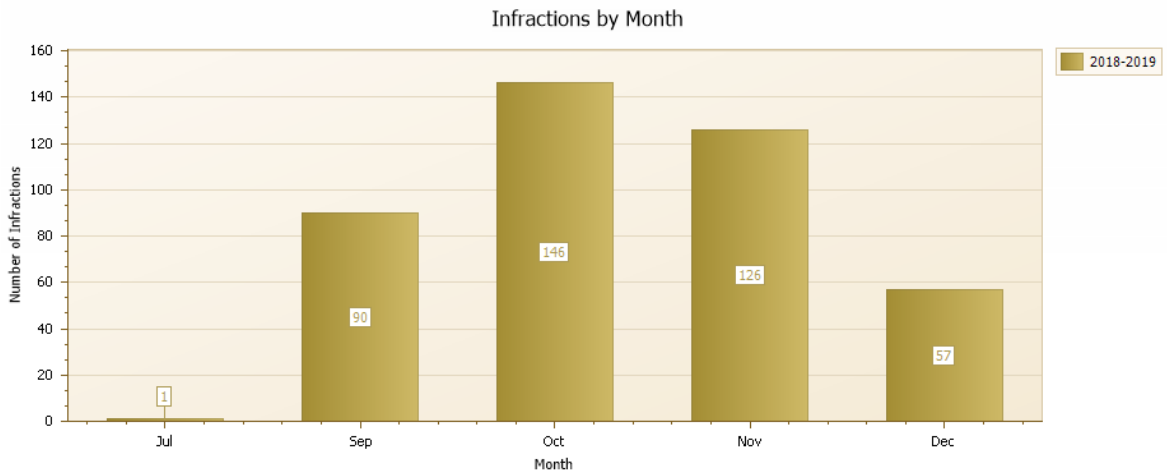
https://docs.google.com/presentation/d/1d5GWsvkk449nEqNsYfIsEfAgwI2HFCGx7aWIeRENi0o/edit?usp=sharing

Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	 Reasons for the decrease in referrals: ● MTSS meetings are running consistently and plans are being developed for students who are reaching behavior thresholds. ● Change in lunch groups for counseling to be more focused on specific areas of need (such as anger management, zones of regulation, etc). ● Utilizing the MTSS aide consistently to support students in reflecting on behavior, repairing the harm, and supporting the re-entry into the classroom. ● Consistent re-entry meetings after a suspension with admin, mental health (if appropriate), and the teacher.

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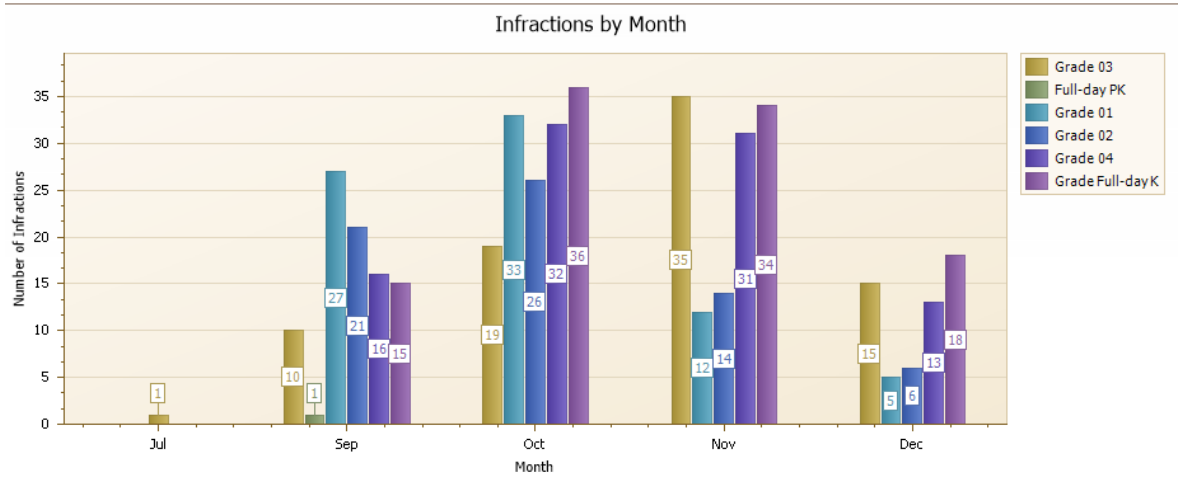
		● Students creating behavior contracts after a suspension. ● Review of Responsive Classroom during faculty meetings to review the need for consistent language, routines and procedures being taught and re-taught. 

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Infraction Summary Report

NRW Elementary School : 2018-2019

7/1/2018 Thru 6/30/2019

	Jul	Sep	Oct	Nov	Dec	Total
Conduct Endangering Self and/or Others	0	20	47	36	21	**124**
Disruption-Classroom	0	21	29	22	8	**80**
Non-Compliance with Expectations	1	11	27	28	13	**80**
Documentation	0	8	26	16	8	**58**
Threat to Staff, Student or Other Person	0	7	14	7	3	**31**
Staff Referral	0	5	12	6	5	**28**
Insubordinate to Directive	0	11	8	5	2	**26**
Bus Report	0	6	5	12	0	**23**
Profanity/Vulgarity/Unacceptable Language	0	2	6	10	1	**19**
5a. Material Incidents of Discrimination, Harassme	0	1	5	4	1	**11**
Destruction of Property/Vandalism	0	3	5	1	1	**10**
Left class without permission	0	3	7	0	0	**10**
Disruption-School	0	1	6	2	0	**9**
Inappropriate Gestures	0	0	3	2	0	**5**
3a. Assault, Physical Injury	0	3	1	0	0	**4**
Cutting class	0	0	1	0	0	**1**
Failure to Serve Assigned Consequences	0	0	1	0	0	**1**
Left building without permission	0	1	0	0	0	**1**
Stealing	0	0	0	1	0	**1**
Total Infractions:	**1**	**103**	**203**	**152**	**63**	**522**

Trends noticed by the Cougar Pride team:

- 1st grade is consistently decreasing the number of referrals due to intense behavior interventions for the top 5 offenders
- Kindergarten is in need of behavior support interventions for several students- this will be implemented by the MTSS team
- Although 3rd grade has a high number, the number represents only 4 students

		with repeated referrals. All four students are in behavior interventions such as check in check out, mentoring, or lunch groups. These students will be targeted for the intensive behavior intervention support plans developed by the tier two plus team.

Tenet 5 Student Social & Emotional Developmental Health	SAP Goal(s) Connection	Action Steps
	Goal 2	

	% Missed	%of students at NRWE	Intervention
Level 1	5%	1%	Letter Home
Level 2	8%	7%	Letter and Phone Call
Level 3	10%	5%	Parent Conference
Level 4	15%	2%	Parent Meeting-Attendance Plan
Level 5	20%	2%	Outside Agency

Next steps:

- We will be scheduling bi-weekly attendance team meetings to discuss the students who have not improved in attendance even with interventions in place
- We will begin to utilize check in check out as an attendance intervention.

Check In Check Out

The tier 2 team met and discussed the CICO system. We decided a smaller team needs to meet to discuss the fidelity and why it is not being successful for some students. Currently we have 25 students in CICO. 3 of those students have met the criteria to show success and will be graduating from CICO. They will be on a fade plan to lessen the intervention.

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		Students will begin to self reflect and score themselves on the CICO. The teacher will monitor. The next step for CICO is to meet with the teachers who have a student in CICO to review the intervention and review how it should be implemented.