Kellie Marciano - NR-W Elementary School Assistant Principal – April 2018 - BOE Report
Report to the Board of Education
North Rose-Wolcott Elementary School

Meeting Date: April 10th, 2018

Elementary School Enrollment:

UPK	39
Kindergarten	82
1st	85
2nd	97
3rd	93
4th	98
Total	496

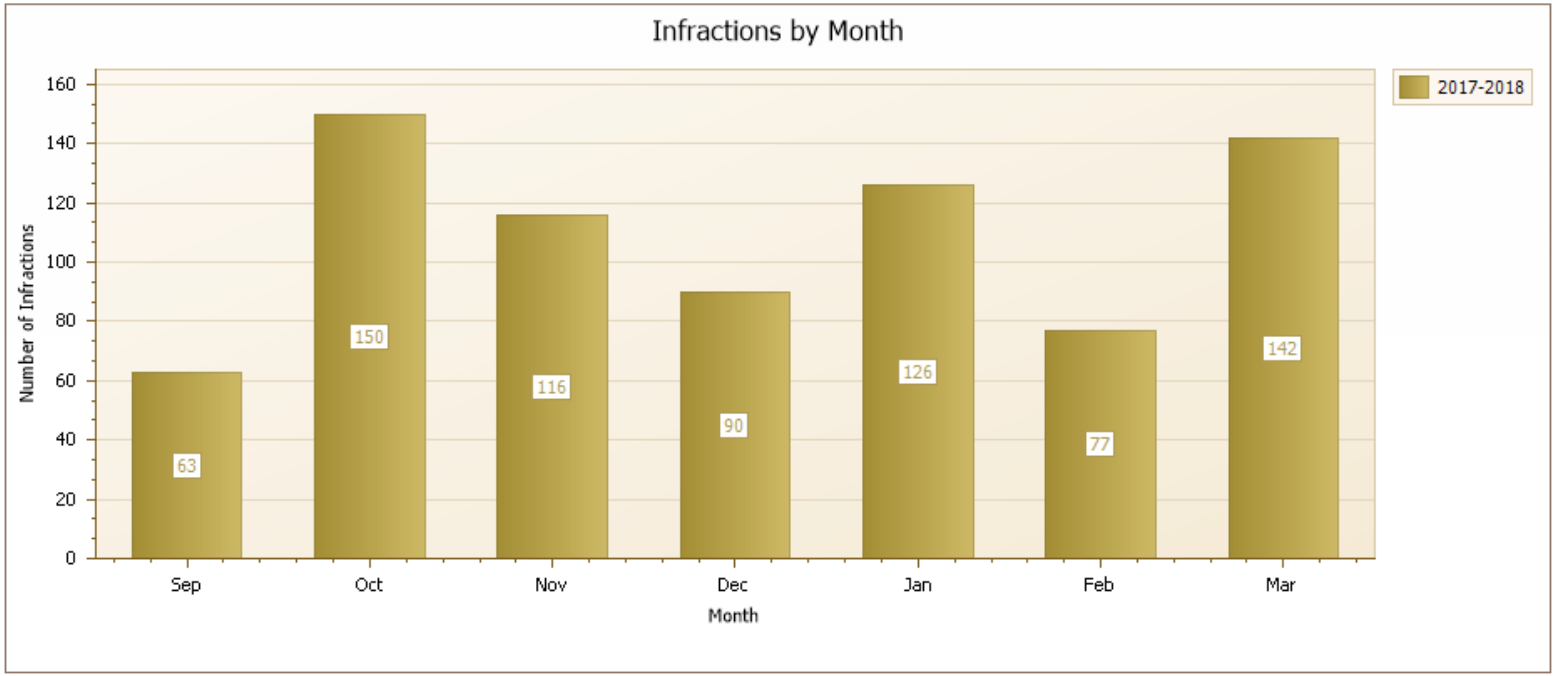
Upcoming Events and Character Focus
Positivity Project Traits:

- Integrity
- Love of Learning
- Appreciation of Beauty
- Connection/Purpose

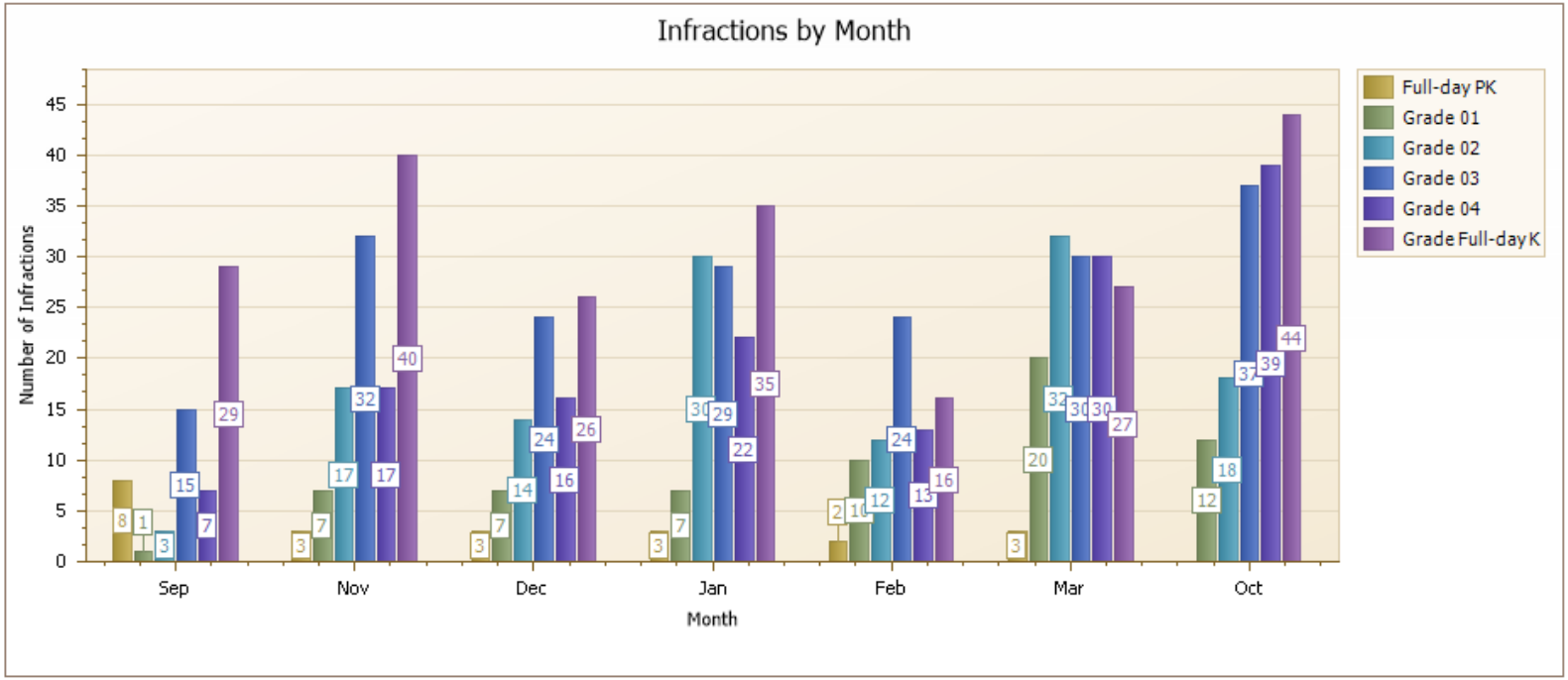
Events:

- April 11th-12th 3rd and 4th grade NYS ELA exam
- April 19th: Kindergarten Orientation 5:30-6:30
- April 19th: Poetry Café 6:30-8:00
- April 25th: UPK Parent Info/Registration Night 6:00-8:00
- April 27th: Cubby Club 2:00

Strategic Plan Goal	Action Step	Progress
Goal 1: By June 2017, all students taking a	Action Step 1: Establish and implement	• This month we have focused on supporting the kindergarten student behavior concerns. Looking at the following data, consistently the kindergarten students have had the most office discipline referrals. Staff referrals consist of students having level 1 repeat behaviors (not following directions, disrespect, not complying with expectations, not being honest, and low level behaviors that are typically handled within the classroom). Student behaviors that have warranted suspension (in-school and out-of-school) have been in the disruption of learning by making the classroom environment

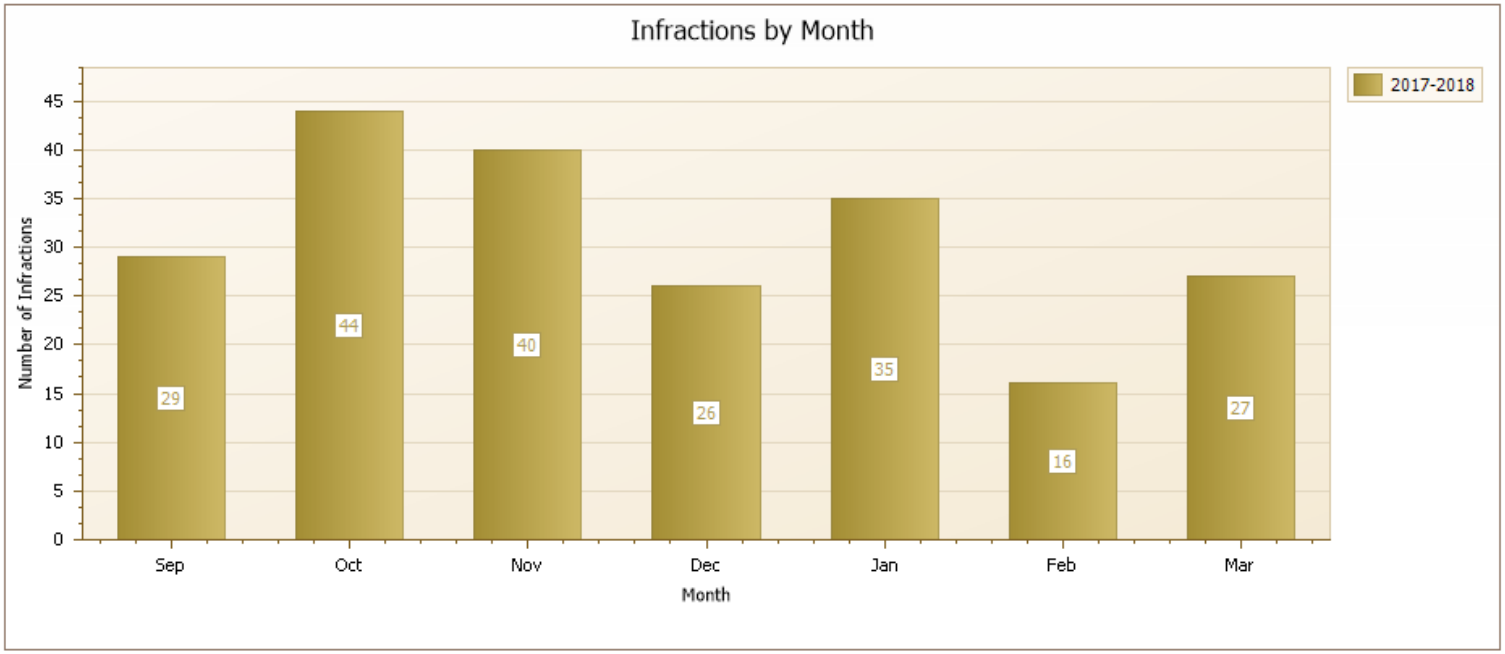
NYS assessment will be proficient (3 or 4, 65 or higher).	district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior Action Step 2: Work with families as partners in learning Action Step 5: All students will have access to interventions in the least restrictive environment	unsafe, threatening behavior, and fleeing the classroom. • The mental health staff have been very involved with the kindergarten students. They have created groups based on the behavior benchmark scores for students struggling. Mental health staff reports to support students in crisis in the classroom and then supports the decision of the teacher to write an office discipline referal. The mental health staff have also supported our staff by debreifing after a crisis situation. This is a critical best practice in avoiding future incidents. • An extended KLab group has been established by looking at office discipline referrals. Students with high discipline referrals who have not responded to traditional consequences are part of the group (7 total students). These students work on social skills, math skills with a hands-on approach, readings about social skills, and mental health support. A teacher, TA, aide, and mental health provider are working together to create this unique program to change the students' behavior. Students are struggling with transitioning to and from the classroom. This area of concern is a focus for our staff, and they will continue working on this with the students consistently. • Office discipline referral for March was consistent. Although it appears that the behavior incidents have doubled from February to March, teachers are also using SchoolTool to document the behavior of students that are becoming a concern. In other words, SchoolTool is becoming a documentation tool for staff to communicate with administration and track concerns so that the teacher can look back at patterns of behavior. 

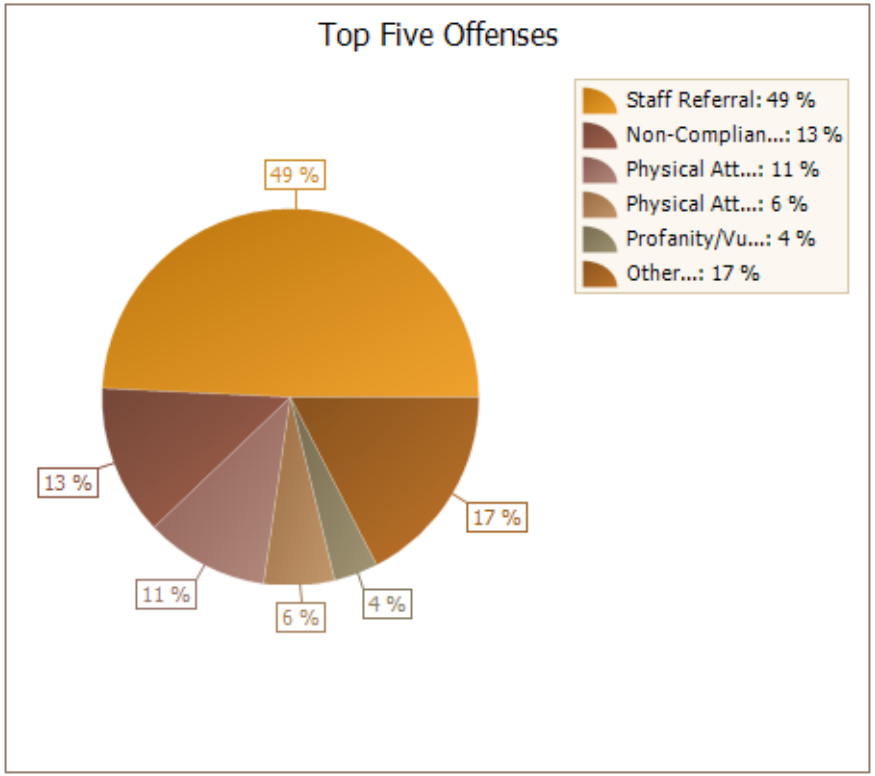
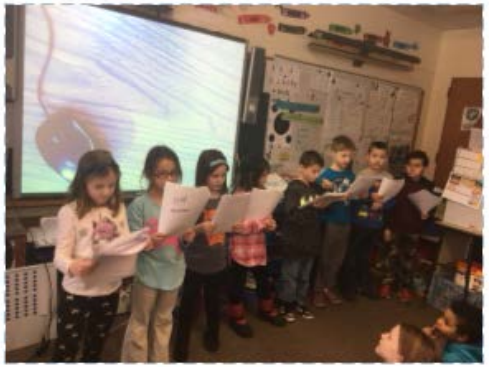
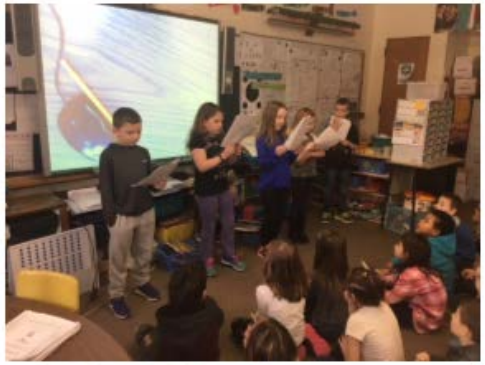
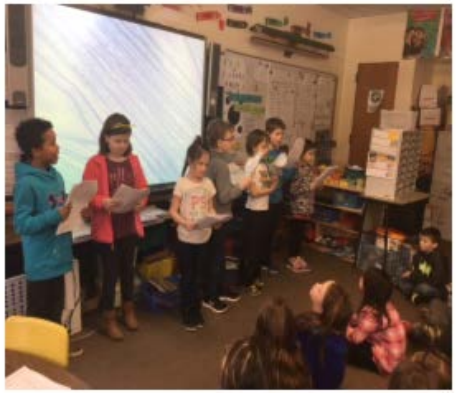
- Kindergarten behaviors in March have decreased compared to the rest of the school. More interventions are in place for students, students are moving through the CSE process, and more adult support is utilized throughout the day by the hiring of a new MTSS aide. These changes have supported student growth.



*Notice October is at the end. SchoolTool sorted based on total number of referals instead of by months.

- Kindergarten referrals have decreased from January to March. This graph shows number of referrals for the year for kindergarten students.



		• This graph displays the top five offenses by kindergarten students. "Other" includes stealing, disrespect, and insubordination. 
	Action Step 4: Utilize focused professional learning to support district-wide initiatives	• 45 faculty and staff members have signed up to partake in the *Conscious Discipline* book study. We will collaboratively work towards a deeper understanding of how the brain works with discipline and consequences. • Data and information to support this book study can be found at https://consciousdiscipline.com/methodology/

		Based on Four Essential Components Scientifically and Practically Designed for Success: **Conscious Discipline Brain State Model** The Conscious Discipline Brain State Model recognizes three basic brain / body / mind states likely to produce certain behaviors. Intentional, state-specific responses enable access to advanced skills. Learn More → **Seven Powers for Conscious Adults** The seven powers create a shift in the way adults see conflict so we can maintain composure and consciously respond to difficult situations. Adults' ability to self-regulate is the precursor to teaching children social-emotional skills. Learn More → **Creating the School Family** The School Family increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals and structures. Learn More → **Seven Skills of Discipline** These seven skills transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior. Learn More →
Goal 3: By June 2019, by the end of 2nd grade, all students will read at or above grade level.	Action Step 3: Establish a culture that fosters a community of readers and writers.	• The final Literacy Night was held on March 29th. Ten families came with their children. Derek Poole read several stories to students and the NRWE social worker and counselor attended and provided snacks for the families. Students left with books to take home to encourage a community of readers. • Classrooms are sharing their writing with each other. A second grade class re-created a reader's theater and they performed for a 1st grade classroom. See pictures attached below.