North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP

Board of Education Report February 12th, 2019

Enrollment:
UPK: 40
Kindergarten: 85
1st Grade: 77
2nd Grade: 86
3rd Grade: 85
4th Grade: 94
TOTAL: 478

Character Traits of Focus:
https://posproject.org/resources/

FEBRUARY 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		

STRENGTHS	WEEK
Social Intelligence	3–9
Love	10–16
Wild-card/Make-Up	**17–23**
Enthusiasm	24–2

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

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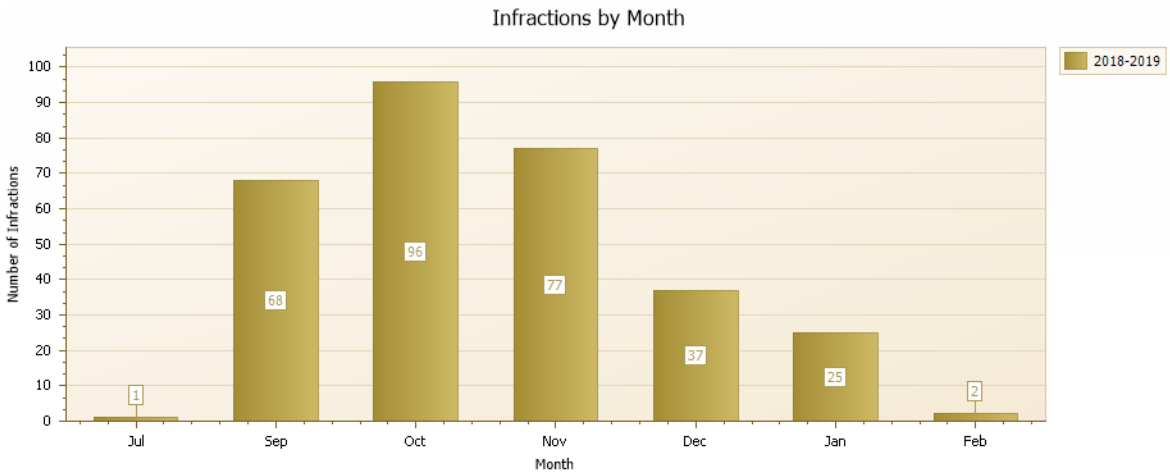
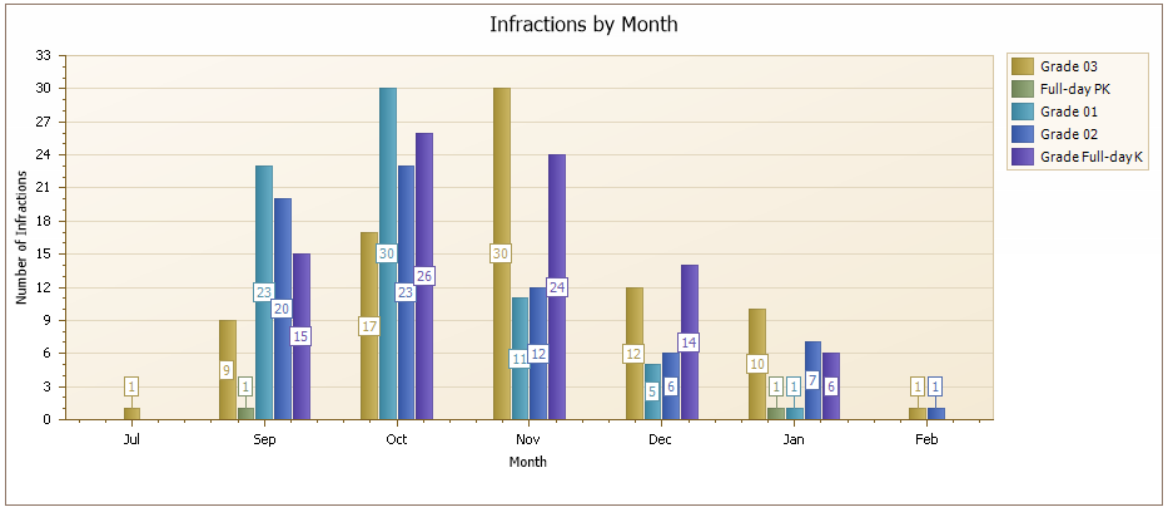
Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	 

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Infraction Summary Report

NRW Elementary School : 2018-2019

7/1/2018 Thru 6/30/2019

	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Total
Conduct Endangering Self and/or Others	0	20	47	36	21	8	0	**132**
Non-Compliance with Expectations	1	11	27	28	13	19	1	**100**
Disruption-Classroom	0	21	29	22	8	9	2	**91**
Documentation	0	8	26	16	8	14	0	**72**
Staff Referral	0	5	12	6	5	3	3	**34**
Threat to Staff, Student or Other Person	0	7	14	7	3	0	0	**31**
Insubordinate to Directive	0	11	8	5	2	1	1	**28**
Bus Report	0	6	5	12	0	2	0	**25**
Profanity/Vulgarity/Unacceptable Language	0	2	6	10	1	0	0	**19**
5a. Material Incidents of Discrimination, Harassme	0	1	5	4	1	2	0	**13**
Left class without permission	0	3	7	0	0	2	0	**12**
Destruction of Property/Vandalism	0	3	5	1	1	1	0	**11**
Disruption-School	0	1	6	2	0	0	1	**10**
Inappropriate Gestures	0	0	3	2	0	0	0	**5**
3a. Assault, Physical Injury	0	3	1	0	0	0	0	**4**
Cutting class	0	0	1	0	0	0	0	**1**
Failure to Serve Assigned Consequences	0	0	1	0	0	0	0	**1**
Left building without permission	0	1	0	0	0	0	0	**1**
Stealing	0	0	0	1	0	0	0	**1**
Total Infractions:	**1**	**103**	**203**	**152**	**63**	**61**	**8**	**591**

- Misbehavior has been decreasing in the building. There has been a focus on The Other People Matter Mindset: Supporting Others When They Struggle from The Positivity Project. Focusing on why people struggle, and how to support peers when they are struggling has helped students be kind to one another, and has given

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the building a refreshed look at supporting students.

Student	CICO data - as of 11/20/18	CICO data- as of 1/8/19	Date Started	6 week mark	Action Step	Data check
1	85	85	10/15/2018	11/16/2018	Fade -2 - Gradua	2/27/19
2	60	59	10/15/2018	11/16/2018	modified 1/14/19	2/27/19
3	63	61	10/15/2018	11/16/2018	modified - new in	2/27/19
4	45	54	11/5/2018	12/21/2018	modified 1/14/19	2/27/19
5	76	86	10/22/2018	11/23/2018	Classroom/ Graduation	
6	92	in class	10/15/2018	11/16/2018	Classroom	
7	88	92	11/5/2018	12/21/2018	Fade - Graduatio	2/27/19
8	50	NA	11/5/2018	12/21/2018	restart regular CI	2/13/19
9	31	37	11/5/2018	12/21/2018	new greeter, moc	2/13/19
10	63	70	1/10/2018		modified 1/9/19 -	2/13/19
11		95	11/26/2018	1/28/2019	discontinue 1/9/19	
12			1/15/2019			2/27/19
13			1/14/2019			2/27/19
14						
15			1/14/2019		modified	2/27/19
16			1/14/2019		modified	2/27/19
17			1/14/2019		modified	2/27/19
18			1/14/2019		modified	2/27/19
19			1/14/2019		modified	2/27/19
20			1/14/2019		modified chart 1/	2/27/19
21			1/14/2019			2/27/19
22			1/22/19			3/3/19

- We currently have 22 students in Check In/Check Out. Of the 22, 3 students have met the data threshold to graduate from the intervention. “Graduation” looks like a fade of the intervention. The student no longer is assessed after each period, but they self-assess and check with the teacher afterwards. This allows the student to evaluate and improve their own behaviors.
- The counseling team has looked at their support system and created a new curriculum to focus on specific areas of need. Students who meet a threshold based on crisis calls, office discipline referrals, and behavior benchmarks have been grouped into several groups: Why Try, Support, Fade of Support, and Skill-based

		groups. The team has changed the delivery to a scheduled 30 minutes a week instead of doing the groups during lunch. This has allowed for more consistency, and students are able to focus better during the lesson. ● 16 students are at tier three support getting 1:1 counseling support that is targeted based on skill needs.

Tenet 5 Student Social & Emotional Developmental Health	**SAP Goal(s) Connection**	**Action Steps**
	Goal 2	● Attendance Data for January.

	% Missed	%of students at NRWE	Intervention
Level 1	5%	1%	Letter Home
Level 2	8%	5%	Letter and Phone Call
Level 3	10%	6%	Parent Conference
Level 4	15%	1%	Parent Meeting-Attendance Plan
Level 5	20%	2%	Outside Agency

● The next three visuals show the updates to the MTSS process at NRWE. The process was shared with staff at the January BOE meeting to show how students move through the different tiers and the different interventions available at each tier.
● As a tier 2 plus team, behavior support plans and academic support plans are being created. We have focused on creating targeting goals with baseline testing, consistent progress monitoring, and consistent team meetings.

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MTSS ATTENDANCE

Tier 3

THRESHOLD:	INTERVENTIONS:
-20% OF SCHOOL DAYS MISSED	-CHECK AND CONNECT -OUTSIDE AGENCY -HOME VISIT

Tier 2+

THRESHOLD:	INTERVENTIONS:
-10% OF SCHOOL DAYS MISSED	-ATTENDANCE CONTRACT -PARENT MEETING -CHECK IN CHECK OUT

Tier 2

THRESHOLD:	INTERVENTIONS:
-5% OF SCHOOL DAYS MISSED	-PHONE CALL TO PARENT -LETTER #1 SENT -LETTER #2 SENT

Tier 1

THRESHOLD:	INTERVENTIONS:
-0-4% OF SCHOOL DAYS MISSED	-ATTENDANCE INCENTIVES

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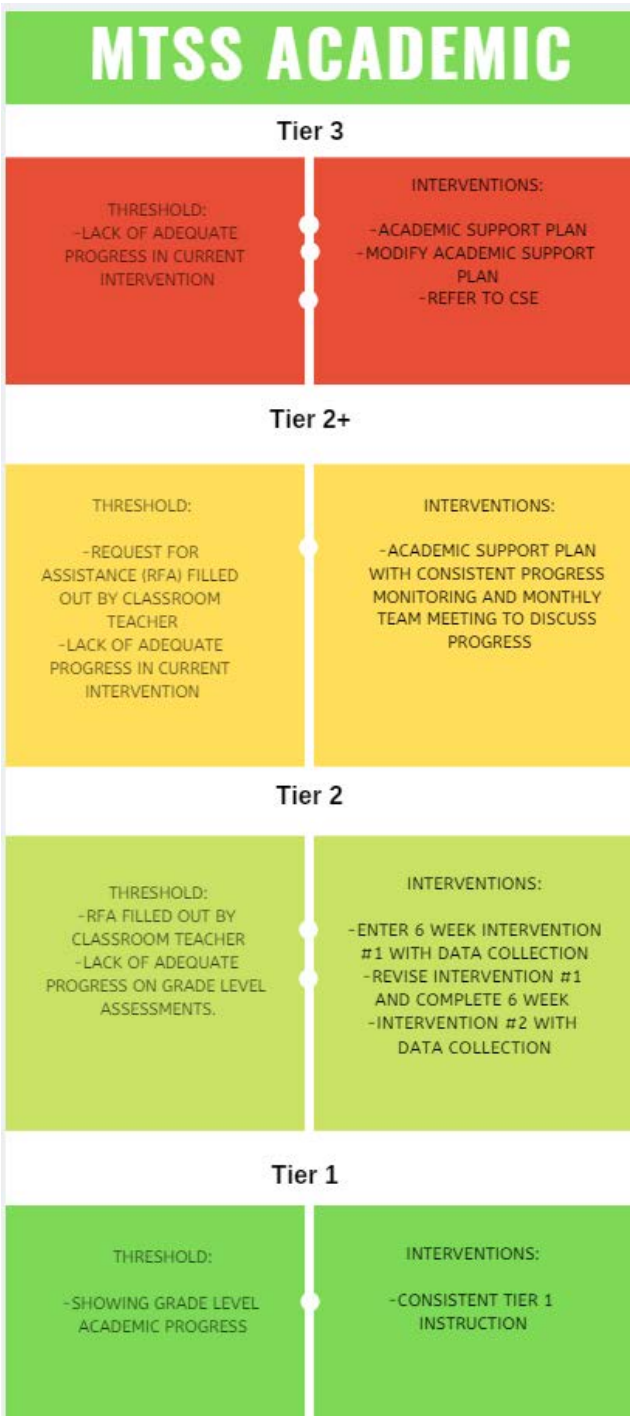

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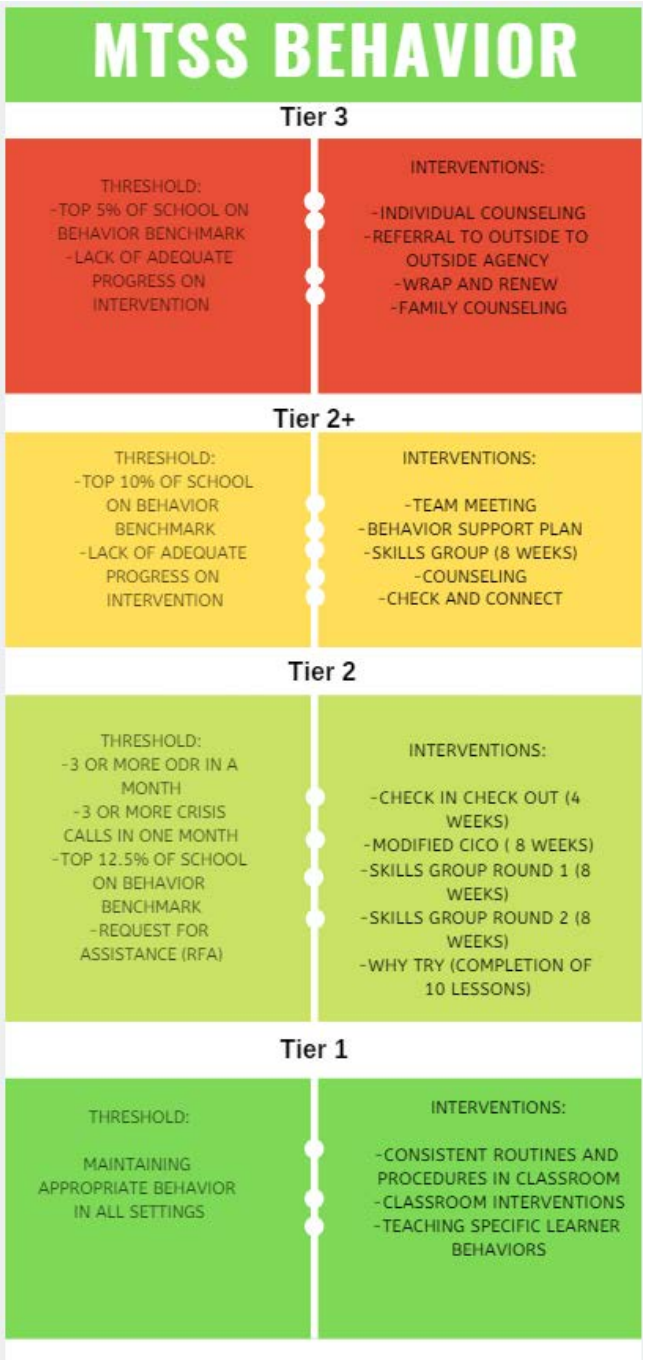

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