North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP

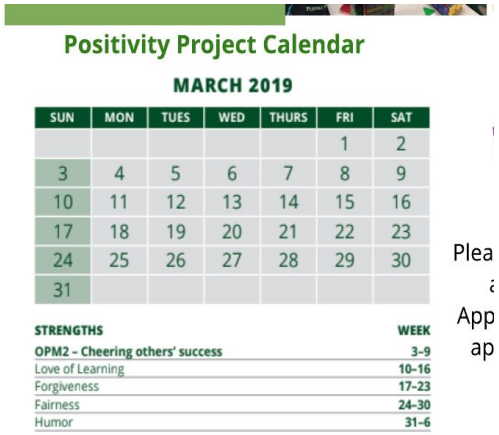
Board of Education Report March 12th, 2019

Enrollment:

UPK: 40
Kindergarten: 85
1st Grade: 77
2nd Grade: 85
3rd Grade: 85
4th Grade: 94
TOTAL: 477

Character Traits of Focus:

https://posproject.org/resources/



Positivity Project Calendar

MARCH 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
OPM2 – Cheering others' success	3–9
Love of Learning	10–16
Forgiveness	17–23
Fairness	24–30
Humor	31–6

Plea
App
ap

Check out our daily announcements here:

https://docs.google.com/presentation/d/1d5GWsvkk449nEqNsYfIsEfAgwI2HFCGx7aWIeRENi00/edit?usp=sharing

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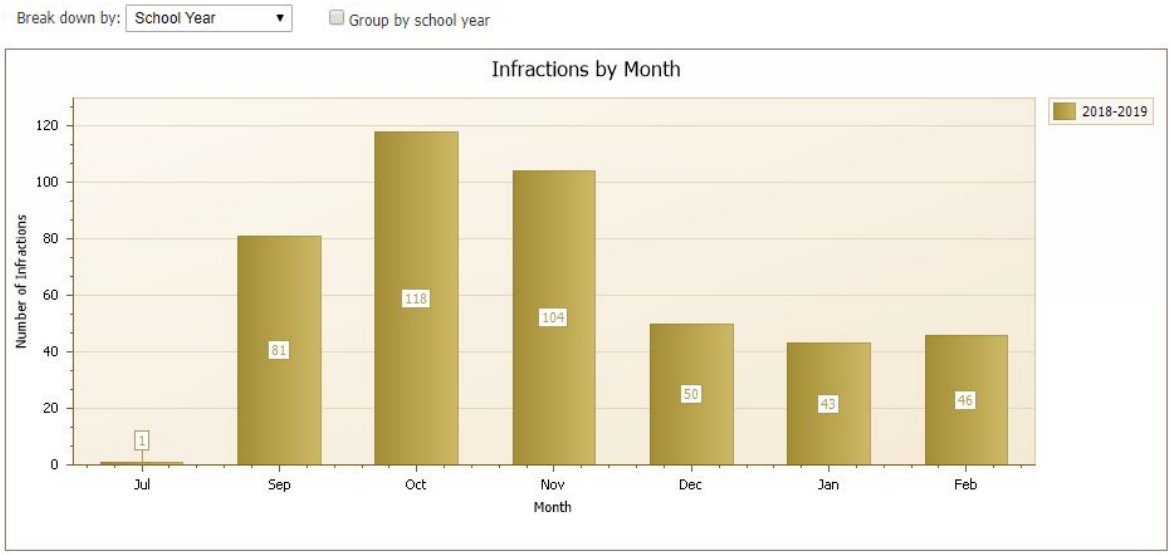
Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	

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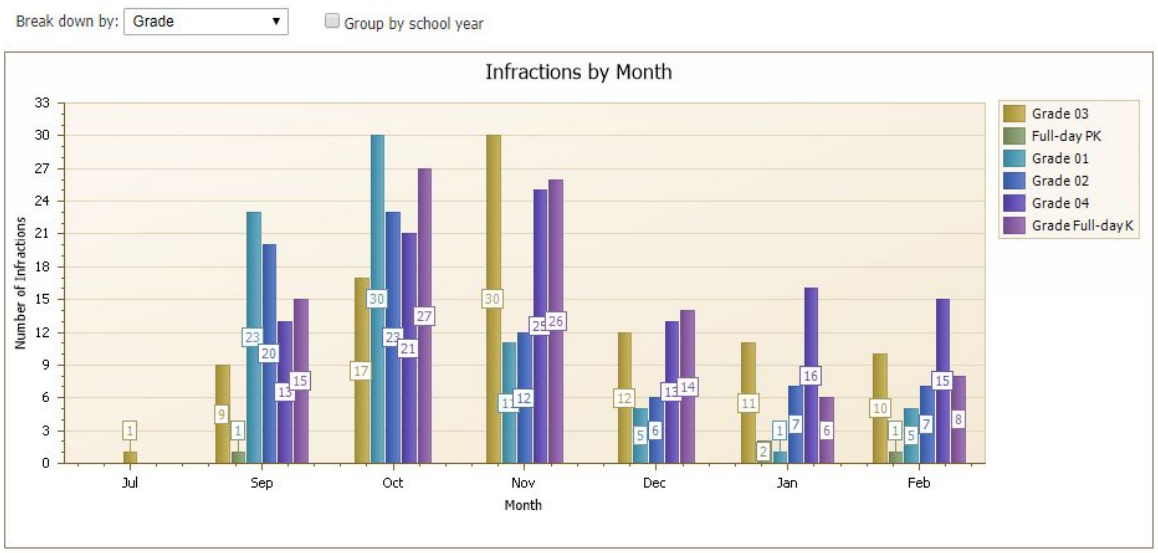

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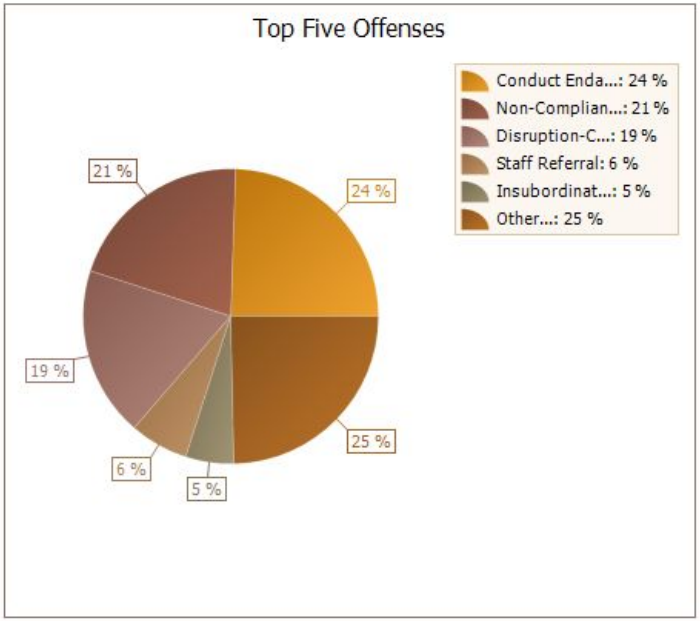

- Misbehavior has continued to decline in the classroom. The reason we are seeing this shift is due to:
    - Restorative practices with discipline vs punitive consequences. There has been a shift in students learning from their misbehavior, and determining the function of the behavior instead of giving a punitive consequence unrelated to the behavior. Here is what the restorative conversation looks like and includes:

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RESTORATIVE CONVERSATION

Purpose: Used between 2-3 people. The facilitator does not voice their opinion. This is an opportunity for the ones involved to discuss and share their thoughts on the problem.

Time: 5-7 minutes

Materials Needed: Script

Script:

1. "What is the problem?"
2. "How does this make you feel?"
3. "Outside of the problem, how do you normally get along?"
4. "What could we do moving forward to get back to being friends/being kind"
5. "Are we all in agreement? Is this something we can try moving forward?"

-
- There has been a shift in the counseling skills groups; students are now grouped on behavioral/emotional need. Students have been receiving three weeks of skilled counseling groups at this point and it has shown carryover into the classroom. Students have learned about ignoring disruptive behavior, self-regulating their emotions, and self talk. Students will continue in this intervention for 5 more weeks. At that time, the

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		behavior benchmark, crisis calls, and office discipline data will be looked at to determine if the student needs a more intensive intervention, should continue with the intervention, or can fade from support. ○ Responsive classroom- We have been reviewing key elements of responsive classroom during the faculty meetings. The shift to a classroom culture of care has allowed for teachers to have more difficult conversations with students and restore relationships. The staff is able to focus on areas of concern, such as conduct endangering others, disruption of the classroom, and being disruptive within the morning meeting. ○ Read this article to learn more about responsive classroom and the importance of morning meeting. ■ https://www.responsiveclassroom.org/highlighting-academics-with-belonging-significance-and-fun/ ● We currently have 23 students in Check In/Check Out. In the month of February we have added one student to the intervention, 5 students have graduated, faded, and no longer need the intervention, and 10 students have modified their CICO chart to focus on key areas they are struggling in. For example, the student may demonstrate the behavior of escape or avoidance, so their CICO chart is now focused on completing work, staying in class, attending to a lesson.

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<table>
<tr><th rowspan="2">Tenet 5 Student Social & Emotional Developmental Health</th><th>SAP Goal(s) Connection</th><th>Action Steps</th></tr>
<tr><td>Goal 2</td><td>

Attendance Data for January.

<table>
<tr><th></th><th>% Missed</th><th>%of students at NRWE</th><th>Intervention</th></tr>
<tr><td>Level 1</td><td>5%</td><td>3%</td><td>Letter Home</td></tr>
<tr><td>Level 2</td><td>8%</td><td>3%</td><td>Letter and Phone Call</td></tr>
<tr><td>Level 3</td><td>10%</td><td>2%</td><td>Parent Conference</td></tr>
<tr><td>Level 4</td><td>15%</td><td>1%</td><td>Parent Meeting-Attendance Plan</td></tr>
<tr><td>Level 5</td><td>20%</td><td>1%</td><td>Outside Agency</td></tr>
</table>

The attendance team has begun collecting data around who has missed 3 or less days. These students will be invited to our yearly attendance trip this year.
We have been able to support the families at level 5. We have worked with the families to determine why their child is unable to attend school. They may not have clothes that fit, transportation may be an issue, childcare, etc. We have come up with solutions for these families to support them, including getting clothes donated to the families, supporting with transportation, and opening lines of communication with the school when they are in need.

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