North Rose-Wolcott Elementary

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Board of Education Report - September 10, 2019

Upcoming Events:

- September 11 Grade 3-6 Open House
- September 12 Grade UPK-2 Open House *date change*
- September 27 Cubby Club 2:00 pm/2:30 pm

Character Traits of Focus:

- Other People Matter Mindset - introduction to Positivity Project
- Curiosity
- Teamwork & Citizenship
- Open-mindedness

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.
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 1, 2, 3	The teachers worked hard all summer! They participated in the PD to write new assessments, develop their curriculum maps, update the interim assessments for ELA/math, exploration of strategies to use with 1:1 devices in the classroom, Personalized Learning,

		Playful Learning, implementation of Fundations, and quality IEP development. Many staff members completed the round 1 training of Responsive Classroom as well as the supplemental one-day trainings: strategies to prevent bullying, teacher/student language, responding to misbehavior, and connecting morning meeting to academics. Not only did teachers explicitly learn new instructional skills, they gained assessment literacy, collaborated, built relationships, acquired new resources, and were inspired to explore and create new learning activities for our students! We are so grateful for the members of the Leadership Team who planned and delivered many of these sessions.
	Goal 1, 2, 3	The NRWE Leadership Team developed a SAP-aligned School Improvement Plan (attached below). The team spent significant time developing their thinking and debating their priorities for improving our school. We utilized the ESSA NYS report card, NYS Assessment scores in ELA, math and science, as well as F & P local benchmark data to drive our thinking.

Tenet 3 Curriculum Development & Support	**SAP Goal(s) Connection**	**Action Steps**
	Goals 1, 2, 3	Our curriculum development is in full-swing.Teachers and teacher leaders took advantage of the summer months to expand the maps, dive deeper into differentiation, and organize the different subject areas (social studies, writing, ELA and math). We have work to do, but we are off to a strong start. Below is an example of the maps fully developed for writing K-4. Each colored box indicates a different map that has been shared across the teaching teams:

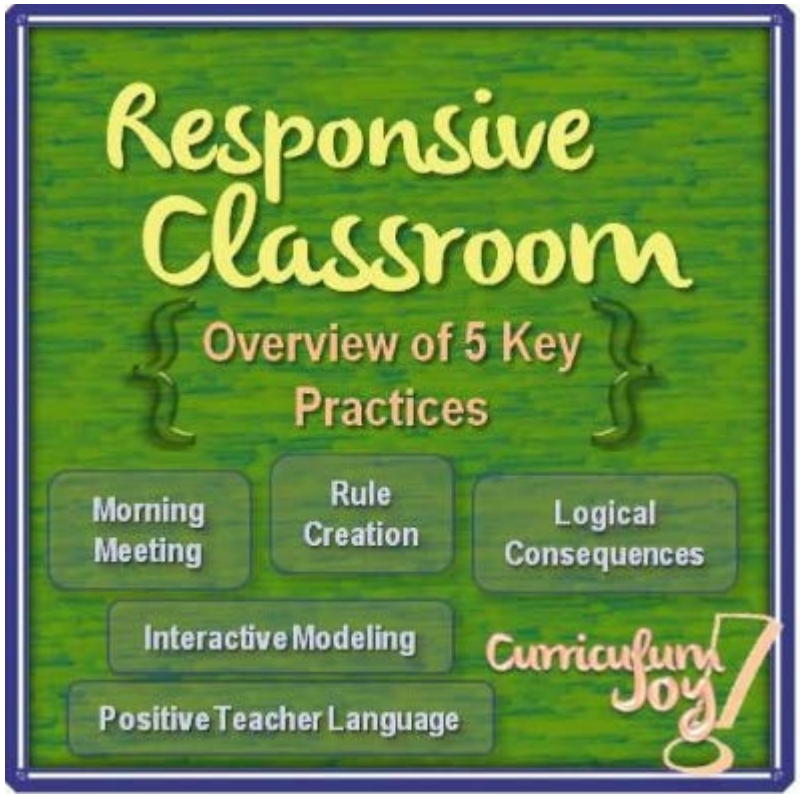
	September	October	November	December	January	February	March	April	May	June
K	Routines/ Pre-Assessments	Launch Writing About Me	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Opinion-Topics Persuasive	Opinion-Books	Personal Narrative	Research
1	Routines/ Pre-Assessments	Personal Narrative	Personal Narrative	How -To Writing	How -To Writing	Opinion Writing	Opinion Writing	Writing Non-Fiction	Writing Non-Fiction	Research
2	Routines/ Pre-Assessments	Personal Narrative	Personal Narrative	Persuasive Writing	Biographies	Biographies	Opinion Writing	Writing Non-Fiction	Writing Non-Fiction	Research
3	Routines/ Pre-Assessments	Personal Narrative	Writing Non-Fiction	Writing Non-Fiction	Writing Non-Fiction	Narratives	Poetry	Opinion Writing	Opinion Writing	Research
4	Routines/ Pre-Assessments	Personal Narrative	Writing Non-Fiction	Writing Non-Fiction	Narratives	Narratives	Poetry	Opinion Writing Debates	Opinion Writing Debates	Writing Celebration

This illustrates the vertical and horizontal alignment of our planning.

The following is a list of the tasks within the mapping process our teacher teams completed this summer:
- all third and fourth grade social studies maps finished
- all third and fourth grade writing maps finished
- all third and fourth grade ELA module maps finished
-Fundations (phonics K-1) pacing guides completed
- all kindergarten math units are finished
- kid-friendly versions of all third and fourth ELA module resources with evidence statements and RATTS (restate the question, answer in your own words, text evidence, text evidence, summarize/does it make sense?) embedded on work pages
- kid-friendly mini versions of two alternate third grade NYS ELA modules adapted to be used in book clubs/social studies (culture) and read aloud/writer's workshop (Peter Pan)
- work started on creating smart board files for ELA module lessons
- morning meeting PowerPoint slides created for Responsive Classroom. A RC folder was created and resources were compiled by teachers who attended summer curriculum work.
- third and fourth grade math Expressions maps were started
- academic vocabulary workbooks created for 3-6 with 72 words using the frayer model
- all third grade math and ELA interim assessments were revised
- fourth grade interim 1 math and ELA interims were revised

		- second grade created a social studies unit on communities to launch their year - curriculum mapping team drive organized for easy access for third and fourth grade resources. For example, there is now an assessment folder so everyone has the same assessments, access to digital benchmarks, and directions for giving assessments to maintain validity and consistency. *This is not a comprehensive list, but illustrates the depth and breadth of work on curriculum happening K-4.

Tenet 4 Teacher Practices & Decisions	**SAP Goal(s) Connection**	**Action Steps**
	Goals 1, 2, 3	Summer work on instructional practices and decision-making revolved around Responsive Classroom. This extensive classroom management system helps teachers establish student-friendly rules and expectations that are explicitly taught. The intention is to clarify communication between the teacher and student, reducing confusion and misbehavior. A key component of RC is the building of a classroom community. This starts with a daily “morning meeting” where the Positivity Project character strengths are embedded. Teachers emphasize sharing, listening, and getting to know one another on a deep level. Additionally, a closing circle completes the day and sends students to the bus calm and with all relationships restored, regardless of the day’s events. This holistic management approach is being implemented school-wide. Nearly all of our teachers have attended RC training within the last two years.

Tenet 5 Student Social & Emotional Developmental Health	**SAP Goal(s) Connection**	**Action Steps**
		Our student council created posters and brief videos to share with students when they returned this fall. Utilizing students within the authentic settings is aligned with the re-teach recommendations from PBIS. Below are a few examples students and faculty made that we included in our morning announcement slides.

		   We appreciated the Student Council leadership by Miss Joanna Samar and Miss Jordan Camp, as well as the Cougar Pride team that worked hard this summer to prepare for our students' return by Mr. David Hahn, Mrs. Alison Maloney, and Miss Jessica Regelsberger.

Tenet 6 Family & Community	**SAP Goal(s) Connection**	**Action Steps**

Engagement	Goal 1	Our Back to School Bash was a fun evening where we welcomed all students back! There was a scavenger hunt around the school, a free hotdog dinner and many community organizations shared their information with our families. Our Cougar Pride Parents provided the face painting for the Bash. The students loved finding their new classrooms!
	Goal 2	Our monthly newsletter was sent home in September and offered tips to families for helping students return to our school schedule.

2019-20 North Rose-Wolcott Elementary School Improvement Plan

The Mission of the NRWCSD is to prepare each student for a successful future.

#	What is the specific action step?	SAP Correlation	What is the timeframe?	Who is responsible?	How will we know it is happening?	How will we know if it worked?**
1	Tier 1 teams will meet regularly to collaboratively improve the quality of instruction and address data-identified challenges	1.1.2-3, 1.15, 1.3.2-4, 1.5.1, 1.7.4, 2.3.8	September 2019-June ‘20	Grade level teaching teams, instructional coaches	Grade levels teams will produce action plans driven by common formative assessment data. To be evidenced by the successful completion of the Data Wise cycle, including the development of at least one action plan per team.	Student data will evidence improvement by cohort. Goals will be set by teams within their action planning process.
2	Develop curriculum maps for all grade levels and courses using the District map template.	2.1.3, 2.2.2, 4.2.1, 2.2.3	September 2019-December 2019	Grade level teaching teams, to be managed by instructional coaches	All documents and associated supporting resources will be organized in Team Drive by level	Maps will be reviewed by 3rd party for quality, comprehensiveness and clarity

3	Full implementation school wide of the Responsive Classroom behavior management system.	1.1.6, 2.3.1, 2.3-4, 4.1.2	September 2019 June ‘20	All classroom teachers with support by administration	Morning meetings will be executed with fidelity daily across all classrooms K-4	Student survey data will reflect connectedness to the building and their classroom communities. Overall student referral data will be reduced by 10% from 2018-19.
4	Professional development offered to teachers that focuses on advancing reading and writing instruction across the curriculum areas.	1.5.3-7, 1.5.9, 1.7.3, 2.1.4, 2.3.8, 4.1.1, 4.1.5	September 2019-May ‘20	SLT members and administration	NRWE PD calendar will evidence offerings and attendance Monthly courses offered teachers will include development of writing instructional methods, F & P, RR refreshers and initial trainings	Successful completion of school wide benchmarking screening using AIMS Web+ evidences an increase in student proficiency rates in ELA by the completion 2019-2020.

5	The MTSS model will function as a delivery mechanism for appropriate and on-time interventions according to student needs.	1.1.1-6, 1.2.5, 1.4.3, 1.4.5, 1.6.1-2, 1.7.6	September 2019-June ‘20	Tier 2 and Tier 2+ Team, interventionists	Students will be entering and exiting interventions based on skill-specific data, teams will employ the academic and behavioral support plan model of articulating Tier 2+ plans, and student-specific team meetings will be scheduled in a timely fashion (approximately 4-6 week cycles).	Student summative assessment data will show an improvement of 3% on NYS 3-4 ELA and Math assessments from the 2018-19 school year.
6	Improve academic progress and growth of students with disabilities in ELA and math.	1.8.1-4, 2.3.7, 2.3.1	September 2019-June ‘20	All teachers, instructional coaches, special education team, administration	Ongoing and purposeful PD for special education teachers, SWD enrolling in interventions through the MTSS process, and instructional coaches will facilitate resources and communication to increase differentiation of instruction for all students.	Improvement of students’ with disabilities performance scores on the NYS grades 3-4 math and ELA assessments.

7	Implement the Personalized Learning framework for instruction by responding to students' interests, promoting self-reflection and ownership, improving the quality of targeted instruction and expanding the use of flexible content.	1.3.4, 1.5.7, 1.6.1-2, 1.7.6	September 2019-June '20	All teachers, SLT members, administration	Classroom observations and leverage leadership visits will evidence implementation of flexible content, targeted instruction, student ownership and reflection and data-driven instruction.	NRWE teacher end-of-year survey and evaluation by the PL Design Team will evaluate progress.

8	Align Tier 1 Social Emotional supports. (CICO, P2, RC, RJ, PBIS)	1.1.6, 2.2.3, 2.3.6, 2.2.3	September 2019-January ‘20	Cougar Pride team	Team members will create a comprehensive Tier one social/emotional instruction plan to be implemented at all grade levels that reflects the core elements of our programming commitments.	Rich, content-driven morning meetings will be held daily across classrooms that embed Positivity Project weekly traits. Behavior management within the classrooms will reflect the Restorative Justice model and our District-wide PBIS expectations.

* The Strategic Action Plan is referenced as follows: (Focus Area).(Action Step).(Implementation Methodology). For example, "1.1.4" refers to Focus Area 1 (Multi-Tiered Systems of Supports), Action Step 1 (Refine the district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior), Implementation Methodology 4 ("Utilize the Leverage Leadership model to support teachers in their implementation of MTSS).

** This column is intended to identify "short term" indicators or measures of successful implementation. Ultimately, successful implementation will be evidenced by increased academic achievement results and, by extension, greater preparation for college and/or careers.