North Rose-Wolcott Elementary

Melissa Pietricola
Board of Education Report - February 11, 2020

Upcoming Events:

- February 7 Attendance Incentive for January
- February 14 End of Trimester 2
- February 26 Cubby Club 2:00 pm/2:30 pm, PE Night 6:00 pm HS
- February 27 Parent/Teacher conferences 12:45-7:00 pm
- February 28 Merry-go-Round K-2, Parent/Teacher conferences 12:45-3:25 pm

Character Traits of Focus:

- Forgiveness
- Love
- Enthusiasm

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.

NRWE School Improvement Plan 2019-2020 - Where are we now?

#	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?**	**Where are we now?**
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 '19-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.	Acknowledging that we weren't maximizing our scheduled weekly Tier 1 Instructional Meetings, we solicited 5 teachers willing to be grade-level leaders. These teachers deserve acknowledgement for their willingness to be vulnerable and tackle a growth mindset! (D. McIntyre, J. Camp, J. Samar, D. Hahn, M. Nuwer) These teachers participated in 4 morning training sessions in facilitation and data analysis (this was made possible with classroom coverage until 9:05 am). This training was done by Meaghan Pentycofe and Christie Graves. We are seeing a difference in the minutes from these meetings! Teams are looking at Interims, AIMS Web+, Behavior Benchmarks, and pre/post writing assessments. The results

							are seen in new rubrics, adjusted assignments, revised pacing guides, strategy development, etc.
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 '19-December '19	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	NRWE Mapping Progression tool We have begun reviewing our ELA units of study, planning for next year anticipating potential changes in the curriculum tools/resources.
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 '19-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.	Discipline data definitely reflects a decline in overall misbehavior. Administration began doing the planning for Morning Meetings in early December, in discussion with the Association. These plans are included in our daily digital announcements. MTSS has identified specific students who need added layers of support and worked on creating behavior plans using restorative practices with these teachers.

							Panorama student satisfaction survey was administered during the month of January, results pending.
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 '19-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.	Professional Development Sign-up Calendar for 2019-20 All students k-4 have participated in fall and winter benchmarking at this point. Teachers are expected to execute progress monitoring for a minimum of three total tests per week with their students; many far exceed this baseline. For example, we have a K teacher progress monitoring 5 students weekly to measure letter identification. We also have grade 4 teachers having students progress monitor weekly during their station rotations in math (ie. math fact fluency assessments are timed).

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<td>5</td>
<td>The MTSS model will function as a delivery mechanism for appropriate and on-time interventions according to student needs.</td>
<td>1.1.1-6, 1.2.5, 1.4.3, 1.4.5, 1.6.1-2, 1.7.6</td>
<td>September ’19-June ‘20</td>
<td>Tier 2 and Tier 2+ Team, interventionists</td>
<td>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).</td>
<td>Student summative assessment data will show an improvement of 3% on NYS 3-4 ELA and Math assessments from the 2018-19 school year.</td>
<td>Student specific plans currently in place:

10 Academic Support Plans

3 Behavior Support Plans

Student-specific meetings are scheduled weekly for Fridays, and children are cycled through approximately every 6 weeks as a result of teacher requests for assistance.

Below are the students currently enrolled in interventions determined primarily by AIMS Web+ data from winter benchmarking:
<table>
<tr><td>Grade /total #</td><td>Reading</td><td>Math</td></tr>
<tr><td>K
n=61</td><td>18 in reading
11 in K Lab</td><td>15</td></tr>
<tr><td>1
n=80</td><td>32</td><td>19</td></tr>
<tr><td>2
n=70</td><td>28</td><td>15</td></tr>
<tr><td>3</td><td>28</td><td>18</td></tr>
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<table>
<tr><td>n=82</td><td></td><td></td></tr>
<tr><td>4
n=84</td><td>20</td><td>20</td></tr>
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Data thresholds determine entrance into Check-in/Check-out (behavior intervention) as well as attendance communications and interventions.
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<td>6</td>
<td>Improve academic progress and growth of students with disabilities in ELA and math.</td>
<td>1.8.1-4, 2.3.7, 2.3.1</td>
<td>September ’19-June ‘20</td>
<td>All teachers, instructional coaches, special education team, administration</td>
<td>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</td>
<td>Improvement of students’ with disabilities performance scores on the NYS grades 3-4 math and ELA assessments.</td>
<td>The instructional coaches meet weekly with special education staff while their students are participating in STEAM.

Special education staff have also been encouraged to attend professional development on IEP development, goal writing in transitions, SIPPS and LETRS (reading instruction).

We are exploring how to best use our AIMS Web+ system to track student-specific progress for those with IEPs.</td>
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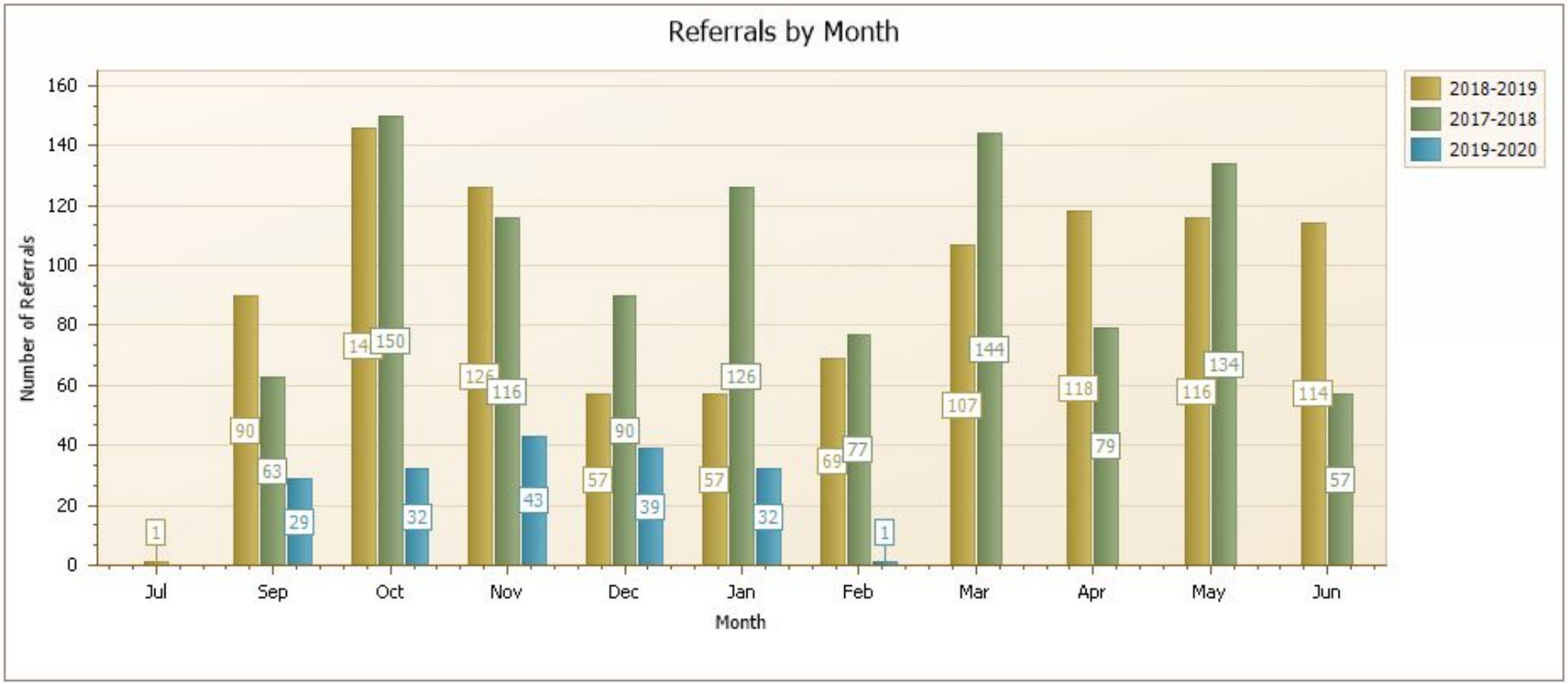
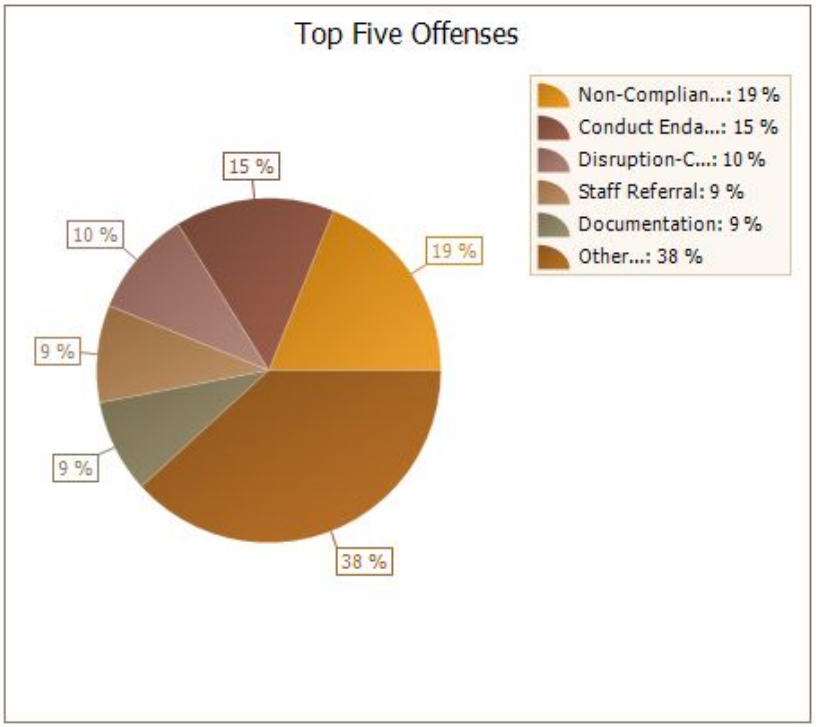
					of instruction for all students.		
7	Implement the Personalized Learning framework for instruction by responding to students interests, promoting self-reflection and ownership, improving the quality of targeted instruction and expanding the use of flexible content.	1.3.4, 1.5.7, 1.6.1-2, 1.7.6	Septembe r '19- June '20	All teachers, SLT members, administratio n	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.	We met in late January as a faculty and began our planning for peer visits by all staff. The planned launch is late February. All staff will complete at least two learning walks through their peer's classrooms. Our planning for the March 13th Professional Development day includes several PL options developed and determined by our design team and School Leadership Team.

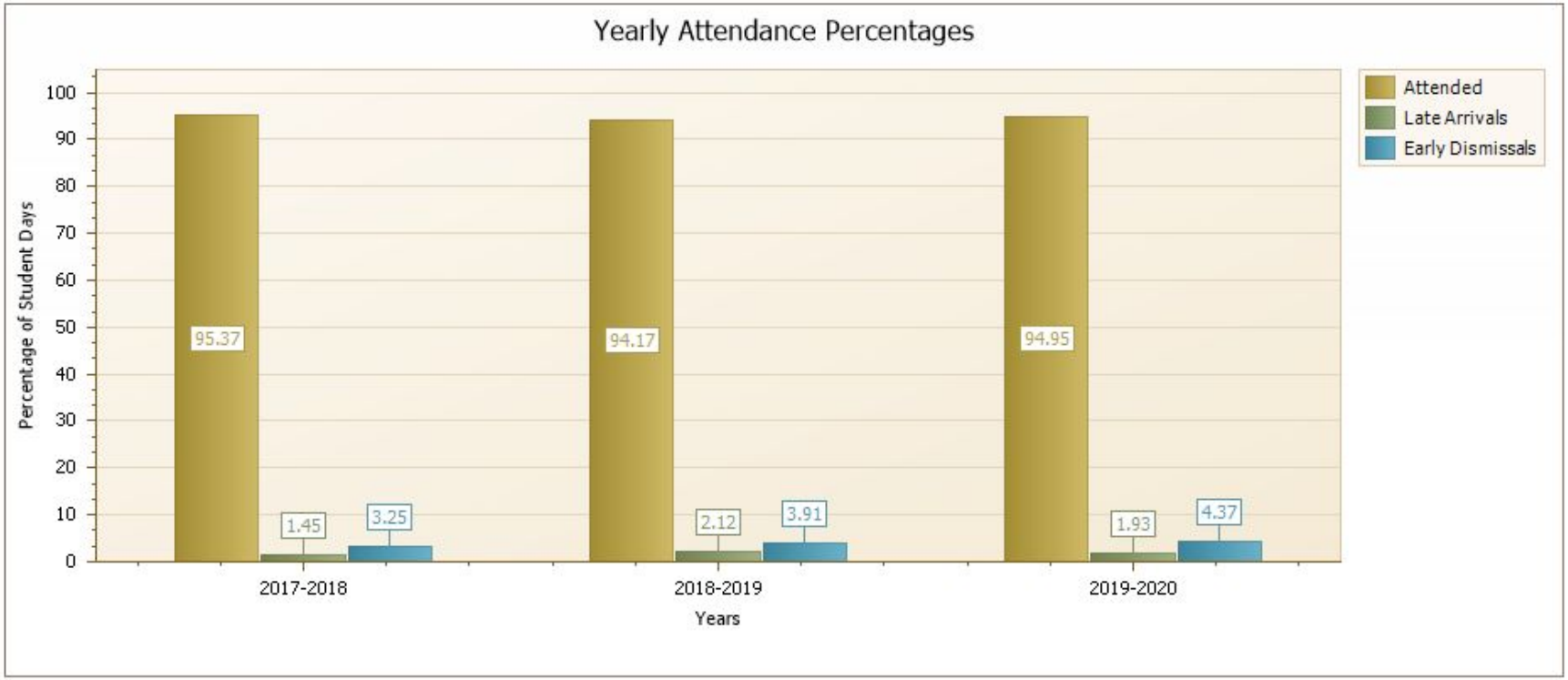
8	Align Tier 1 Social Emotional supports. (CICO, P2, RC, RJ, PBIS)	1.1.6, 2.2.3, 2.3.6, 2.2.3	September '19-January '20	Cougar Pride team	Team members will create a comprehensive Tier one social/emotional instruction plan to be implemented at all grade levels that reflects the core elements of our programming 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.	Daily Morning Meetings are embedded within the daily digital announcements. Positivity Project emblems have been posted widely throughout the building. Restorative Circles are used regularly within the classroom, typically led by admin. These have run the gamut from resolving playground issues, to discussing bullying, to improving behavior in special area classes.


Referrals by Month
Number of Referrals
160
140
120
100
80
60
40
20
0
Jul
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Month
2018-2019
2017-2018
2019-2020
1
90
63
29
146
150
32
126
116
43
57
90
39
57
126
32
69
77
1
107
144
118
79
116
134
114
57



	Offense	Referrals	Percent
☐	Non-Compliance with Expectations	480	18.86
☐	Conduct Endangering Self and/or Others	382	15.01
☐	Disruption-Classroom	255	10.02
☐	Staff Referral	232	9.12
☐	Documentation	223	8.76
☐	Insubordinate to Directive	167	6.56
☐	Profanity/Vulgarity/Unacceptable Language	116	4.56
☐	Physical Attack on Staff, Students/ Others	103	4.05
☐	Threat to Staff, Student or Other Person	101	3.97
☐	Physical Attack on Staff, Students/Others	65	2.55
☐	Bus Report	61	2.40
☐	Left class without permission	56	2.20
☐	Destruction of Property/Vandalism	45	1.77
☐	Bus Misbehavior	43	1.69
☐	5a. Material Incidents of Discrimination, Harassme	25	0.98

Data | Configuration



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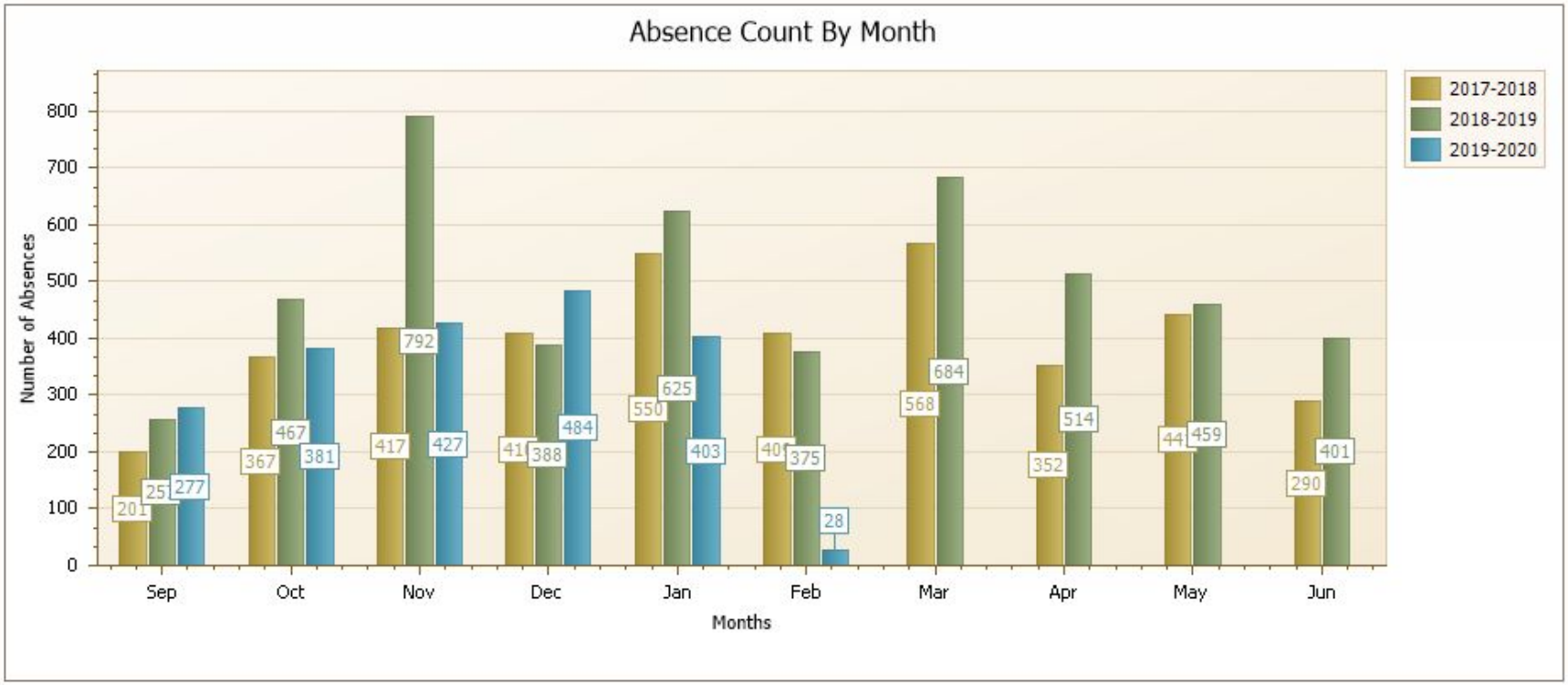
Absence Count By Month
2017-2018
2018-2019
2019-2020
Number of Absences
0
100
200
300
400
500
600
700
800
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Months
201
25
277
367
467
381
417
792
427
41
388
484
550
625
403
40
375
28
568
684
352
514
44
459
290
401