North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP

Board of Education Report October, 2018

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
D H O M	A E C O M	B I N G W	C E E K PreK-6 School Pictures	D Homecoming Night Bonfire at 8:30 HS Track		
8	9	10	11	12	13	14
Columbus Day No School	A BOE Meeting High School 6-7PM	B	C	D		
15	16	17	18	19	20	21
A	B	C	D	A		
22	23	24	25	26	27	28
B R	C E D	D CUBBY CLUB UPK-1 2:00-2:30 GR 2-4 2:30-3:00 R I B B	A Community Halloween Party 6-8PM O N	No School for Students W E E K		
29	30	31	1	2	3	4
B	C	D Halloween Parade 2:00	B	C		

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Enrollment:
UPK: 38
Kindergarten: 81
1st Grade: 82
2nd Grade: 86
3rd Grade: 95
4th Grade: 93
TOTAL: 483

Character Traits of Focus:

- Other People Matter Mindset- Identifying and appreciating the good in others
- Integrity
- Perspective
- Creativity

https://posproject.org/resources/

Upcoming Events: (see calendar)

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.

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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 2, 3	• Daily announcements are presented in a google slides presentation daily. This allows for the classroom teacher to focus on the parts of the announcements that are meaningful to the classroom. It is a way for tier 1 data to target areas that are in need of improvement. For example, student behavior continues to be a concern on the bus, so I am able to write a message about bus behavior and the class is able to have a discussion on bus behavior. The more frequent reminders of expectations is allowing success in areas that were typically areas students struggled (cafeteria and bus). • Check out our daily annoucements here: https://docs.google.com/presentation/d/1d5GWsvkk449nEqNsYfIsEfAgwI2HFCGx7aWIeRENi0o/edit?usp=sharing • As the year progresses, the announcements can target specific tier one behavioral instruction that needs to occur and allows for booster lessons to happen within the classroom. • Responsive classroom continues to be an area that is evident in classrooms. Teachers are utilizing the language, the morning meeting, and creating a classroom community. Teachers that typically would write referrals for behavior have been able to use restorative discipline questions with the students, repair the harm, and make it right within the classroom without impacting instructional time. Teachers who did not attend the training have had another staff member buddy up to model the morning meeting. The SLT team has flagged resources that are essential in having responsive classroom be effective in the classroom, and have helped facilitate the distribution of materials to staff.

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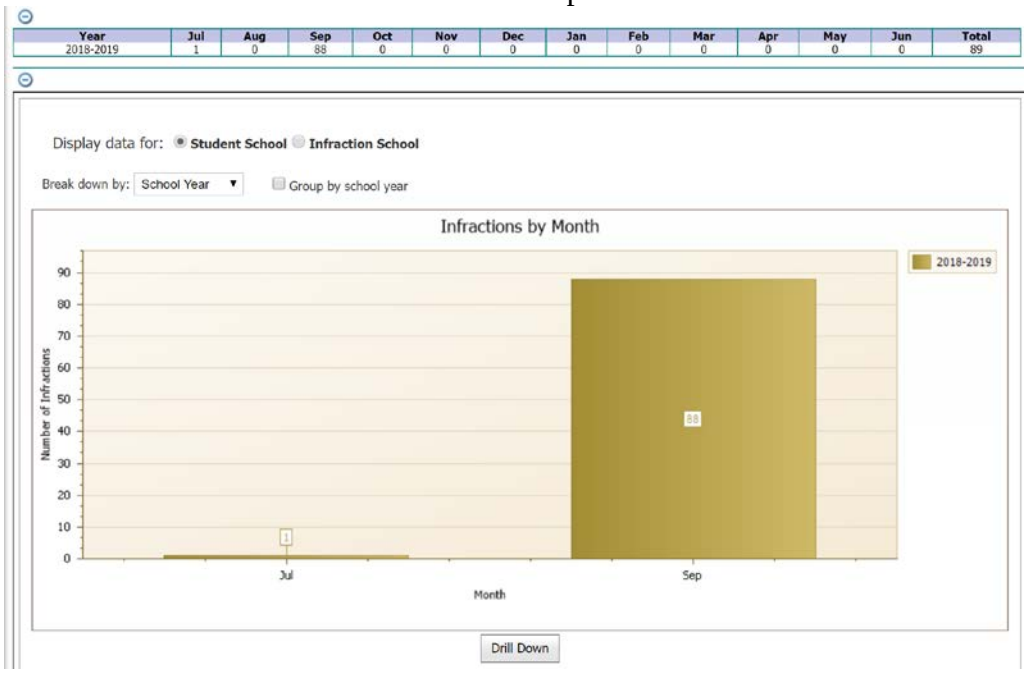
Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	• The MTSS team has been working on identifying students early who need intervention based on academics, attendance, and behavior. The following demonstrates the data on behavior: • This chart shows we had 88 referrals in September.  • This data shows by grade level how many referrals for the month of September. The first grade cohort is the grade we are watching and have supports in place carried over from last year. The students with the high number of referrals are not consistent with the students who experienced high rates last year.

Year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
2018-2019	1	0	88	0	0	0	0	0	0	0	0	0	89

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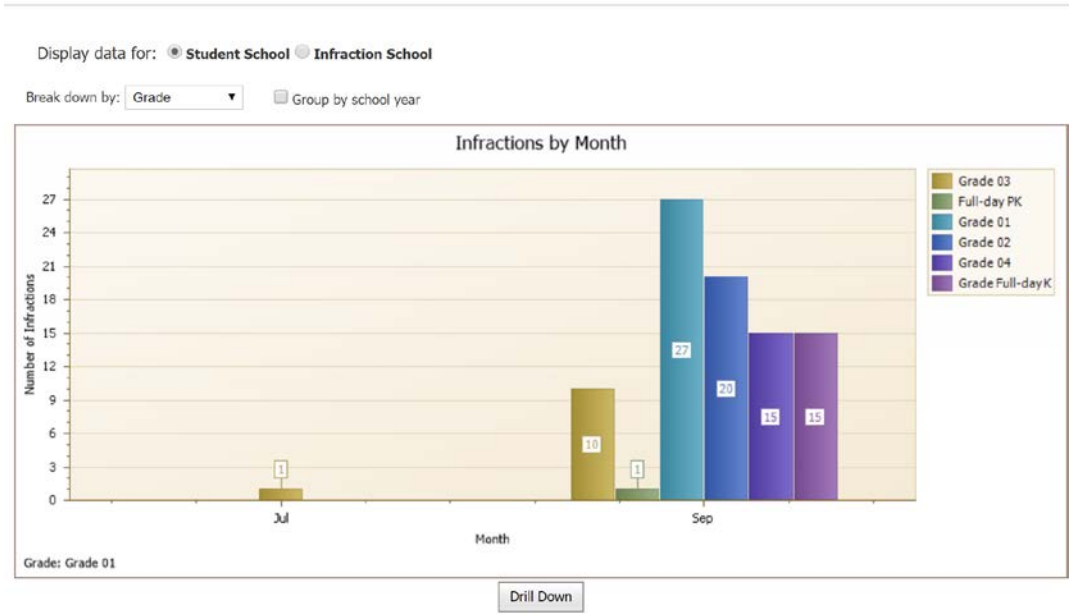

- This chart shows the top offenders. Due to confidentiality, the names are not included.
- Of these students:
  - 2 are kindergarteners
  - 7 are first graders
  - 3 are second graders
  - 2 are third graders
  - 3 are fourth graders
- Make up of the group:
  - 4 are part of outside agencies (pathways, FACT, Wayne Behavioral)
  - 6 students have IEPs
  - 2 students are in tier three support with a referral to CSE
- Interventions in place:
  - Of the 17 students listed, 3 student behaviors have decreased throughout the month, 1 student has moved to a new district, 12 students have a tier 2 plan, and 2 students have a tier 3 plan.

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		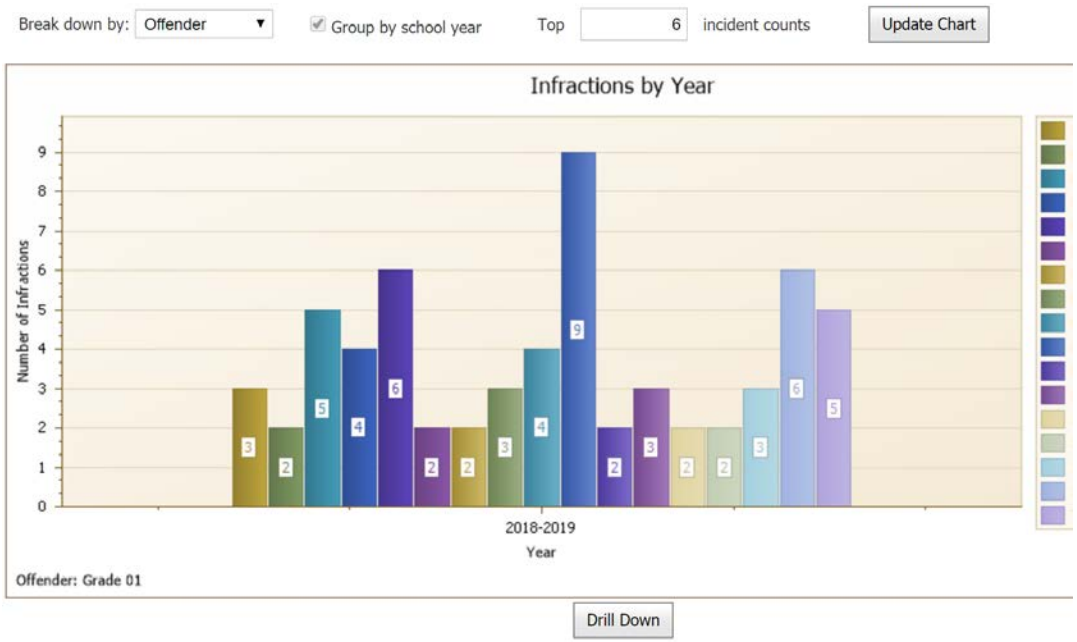

Tenet 5 Student Social & Emotional Developmental Health	SAP Goal(s) Connection	Action Steps
	Goal 2	• We have revised our MTSS process this year. The reason for this is to make sure all students in need of support get the interventions they need. See below for the changes to the MTSS process:

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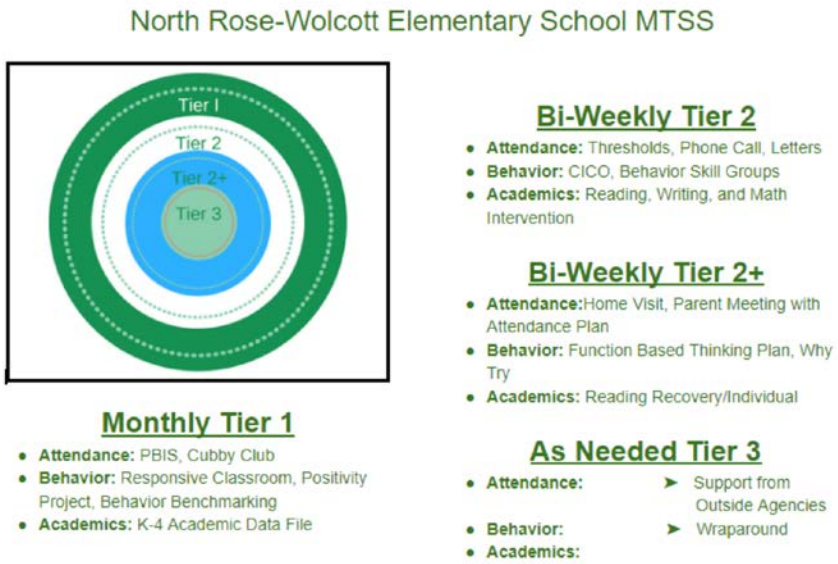

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Why the change?

We were missing students who needed support academically, behaviorally, and with attendance concerns.

By implementing thresholds and meetings weekly to discuss data, this will allow for students to be monitored and "caught" when they reach an area of concern.

Allows for the data to drive what students need, as well as teacher to request for assistance still.

Timeline for MTSS process: Academic and Behavior

Route 1 to Tier 2

1. Student meets data thresholds
2. Tier 2 team implements and monitors Tier 2 Interventions. The intervention would be given to the classroom/provider/interventionist teacher to implement in the classroom and track the data for. Data will be collected on a routine schedule and discussed at tier 2 to check validity of the intervention and the effectiveness.

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Timeline for MTSS process: Academic and Behavior

Route 2 to Tier 2

1. Submit NRWE RFA to AP (PreK-3 submits to K Marciano, 4-6 submits to K DeFeo)
2. AP will provide next steps:
   a. AP will provide NRWE RFA Part 2 if needed
      i. Teacher will fill out the paperwork to describe more in depth strategies/interventions taking place
   b. AP will provide data collection sheets to gather more information
3. Teacher will monitor and continue to collect data
   a. If student makes progress - no further action necessary
   b. If student does not make progress, data will flag student forTier 2 Team or AP will recommend to Tier 2 team
4. Tier 2 team ensure implementation and monitors Tier 2 Interventions

Beyond Tier 2

1. If student shows progress and success with Tier 2 interventions and supports, no further action necessary
2. If student does not show progress, or meets thresholds for a higher tier, or data collection shows a higher level of need, the Tier 2 Team recommends to Tier 2 PLUS team.
   a. Tier 2 PLUS team - the psychologist will run this team; meeting will be held with all relevant staff members to the student and create a Support Plan that is function based and includes parent input
3. Tier 2 PLUS team will create, implement, and monitor Support Plan
   a. If student shows progress, no action necessary
   b. If student does not show progress, Tier 3 meeting and interventions will be implemented.

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Request for Assistance (RFA)

Request for assistance forms:

RFA Form

RFA Step 2

Monitoring Tools (will be given from AP based on intervention and data collection needed)

ABC Behavior Monitoring Chart

Behavior Duration Recording Form

Scatter Plot Behavior Monitoring

Where are we currently with teams?

The tier 2 team has met already this year and identified students who need interventions based on the Academic Data File, end of the year testing, and other data points. Groups are being created based on the needs and data.

Data for attendance is looked at biweekly, and discussed monthly. Any student within the threshold will have an attendance intervention.

Behavior thresholds have already indicated students who need a behavior chart. Kellie will be sending emails to staff members with students who have met a behavior threshold to start collecting data, and make sure an intervention is in place.

Tier 2 Plus has met as a team, and several students have a behavior support plan that has been created with the psychologist and teacher.

BOTTOM LINE: More kids are identified and supports are already in place for students - AND IT ISN'T EVEN OCTOBER! :)!

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		Keep in Mind… • Interventions will not "fix problems" overnight. • An intervention should be in place 4-6 weeks before it is decided the intervention is working or not. • Data collection is necessary to determine if the intervention is working, needs to be changed, or modified. We cannot use our "gut feelings". • Feedback on RFAs, step 2, and behavior tracking sheets are to support the need and identify the actual concern. We need to identify the problem before we can create an intervention that works! • Be patient! As we work through a new process, it may be messy, but we are doing what is best for kids. • Ask questions and provide feedback • Here is the new form for teachers to request assistance. Teachers will utilize this form, it will go to the assistant principal, and then a second data collection tool will be utilized to identify the correct intervention for the student.

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NRWE Tier Request For Assistance

Please complete the following tool, if you are concerned with the student's academic progress, behavior or attendance.

Student Name: _____ **Student Grade:** _____

Referring Staff Member: _____ **Date of Referral:**_____

List several strengths, talents, motivators and/or special interests for this student:

What is the main area of concern? Please check only one and explain on the lines below.

_____ Academic Progress _____ Behavior _____ Attendance

_____

_____

_____

Communication with Parent/Guardian: *a minimum of 2 contacts should be made with parent/guardian*

Date of Contact: _____ Type of communication: _____ (Call, Letter, Text, Meeting)

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Date of Contact: _____ Type of communication: _____ (Call, Letter, Text, Meeting)

Out of those Tier I Supports you have already tried, which support was the ***most useful*** (please include data to support this):

*attach additional documentation if necessary

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Tenet 6 Family & Community Engagement	**SAP Goal(s) Connection**	**Action Steps**
	Goal 2	• It was requested by families that we bring back dress up days during Red Ribbon Week and that we take part in Homecoming Spirit Days at the elementary level. Here is the flyer that went home to families:

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North Rose-Wolcott Central School District

Academics. Commitment. Excellence.

2018 HOMECOMING

Show your School Spirit by dressing up the week of October 1st!

Oct. 1 – Monday – Decade Day – 50s, 60s, 70s, 80s, 90s

Oct 2 – Twin Day – Twin with a friend by wearing a matching outfits or themed ideas

Oct 3 – Wacky Wednesday – Polka Dots, stripes, mismatched shoes, or whatever you can think of.

Oct 4 – Travel Day – Dress as you would to travel to your favorite place.

Oct 5 – Green and White Day – Dress in your best NRW Apparel or green and white

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Red Ribbon Week

October 22nd - Superhero Day! Dress like a Superhero to show your super trait!
October 23rd - P2 Day - Show your positivity trait by wearing your positivity shirt or green!
October 24th - Athletic Wear Day - Wear your athletic wear to show your choices to be healthy!
October 25th - Wear Red!

Halloween

Students are welcome to dress up on Halloween-October 31st-like their favorite storybook character.

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		● Students are enjoying showing their school spirit by dressing up, and families are getting engaged with it on Facebook! ● Our first Cubby's Club went well this month. We split the grade levels to do two shorter Cubby's Club. UPK-1 met and recognized student of the month for safety, and positive referrals. We were able to teach assembly expectations to the younger students. Student Council started off both assemblies with a reminder of the trait we were recognizing for the month of September: Safety. The 2-4 assembly was slightly longer as we also recognized Pawsome Reader. Grade levels in grades 2-4 nominated 2 students who were showing progress, effort, and determination in their reading. This award will be given at the UPK-1 starting in October. Parents were invited by the classroom teacher instead of a letter from the main office. This made parents feel more connected and the feedback of staff calling families was positive.