Melissa Pietricola
Report to the Board of Education
North Rose-Wolcott Elementary School

Meeting Date: February 13, 2018

Upcoming Events:

- February 15 - Family PE Night at the HS (6pm), Family Literacy Night at NRWE (6pm)
- February 26 - Cougar Pride Parents at Wolcott Library (6:30 pm)
- February 28 - Cubby Club (2pm)
- March 2 - K-4 Dismissal at 12:45pm, Read Across America Day

Character Focus:

- Love
- Social Intelligence

Strategic Plan Goal	**Tenet Addressed**	**Progress**
Goal 1: By June 2017, all students taking a NYS assessment will be proficient (3 or 4, 65 or higher).	• MTSS for academics & behavior • Strengthen core programming • Increase partnerships between school and	• We are anticipating another fun Family Literacy night on 2/15. Students will receive new books for attending. We will also enjoy a Family Movie Night at NRWE to culminate our *Mouse and the Motorcycle* One School, One Book project on 2/9. Students will also be given their choice of book and snack at this event by the Mr. Poole. • Staff attended PD on using STAR Reports (Renaissance Learning), Personalized Learning, Running Records, Guided Reading, Google and Google Classroom, and how to use iPads in the Classroom. Coming up, we have more PD opportunities including on Guided Reading, math workshop and Personalized Learning. • Grade 3 engaged in our Team Benchmarking pilot. Students were assessed for their

	families ● Professional development for staff ● Use data to make instructional decisions	mid-year benchmark by a large teacher team. The purpose of this pilot was to foster staff collaboration, increase instructional time by minimizing class time needed for assessment, and to encourage consistency in evaluation. We are continuing to refine the process to meet the teacher and student needs. ● The before-school tutoring program for our grade 3-4 students has begun; we are noticing increased communication between our teacher-tutors and the classroom teachers to the benefit of the students involved. ● Our MTSS process continues to evolve in our attempt to serve the students to our fullest capacity, and to take complete advantage of our human resources. We utilize this structure to problem-solve how to help students who are struggling with academics, behavior and attendance issues on a weekly basis. ○ The team is working hard to integrate interventions that meet the academic, attendance, and discipline challenges our students face. Behavior is a functional response to a stressor or a lack of skill (low frustration tolerance, inability to understand fully cause and effect, or the inability to regulate one's emotions). These skills need to be explicitly taught, reinforced and practiced. Brain science shows us that children who have experienced trauma struggle with these areas more significantly than their typical peers. One purposeful attempt to make sure we include this instruction is in our plans to extend our K Lab setting to explicitly teach and practice prosocial behaviors with our youngest students. At the upper grade levels, regular counseling, behavior plans and mentoring opportunities are utilized to frequently teach, re-teach and practice. ○ Another avenue we have utilized to reinforce positive behaviors is to publicly celebrate the students who make great choices. Our recent Florentina Fun days allowed these students to get a small timeout from the class to go play, explore and celebrate. The Cubby Club monthly assemblies also celebrate the students who make the right choices in attendance, academic efforts and literacy growth.
Goal 2: By June	● Access to enrichment	● The One School, One Book program was a success. We distributed copies of The

2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	opportunities for students ● Establish a culture that fosters a community of readers and writers	Mouse and the Motorcycle to all students. Spanish versions were shared with families who preferred that option. Students were encouraged by daily trivia questions to read a chapter an evening. Students all participated in text-related activities in Library and STEAM classes. We culminated our reading project with a character dress-up day and free family movie night. This school-wide project moved us forward in our efforts to build a literacy "bridge" into students' homes with a shared text.
Goal 3: By June 2019, by the end of 2nd grade, all students will read at or above grade level.	● Continuum of Literacy utilizing Fountas & Pinnell Benchmarking ● Use assessment information to intervene for students at proficiency and mastery levels ● Provide professional development for staff on types of interventions	● Grade K-4 benchmarking was completed for math and reading in late January. ● We are in the process of follow-up data meetings to assess the appropriateness of student services at all grade levels. ● Teams are working on creating shared data warehouses to capture multiple and varied common formative assessment measures. These documents will better enable us to monitor student progress comparatively and adjust our interventions and instruction with efficient team meetings.

Goal 4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year.	● Promote STEAM through NRW educational community ● All teachers of STEAM content are knowledgeable and have confidence in teaching STEAM	● STEAM has begun integrating the Chromebooks into daily instruction in the lab. Students K-4 will be exposed to coding and apps in the Google Classroom suite during the next month in STEAM and computer special. These projects are at the students' own pace and connected to our Dash and Dot robotics. ● Classroom teachers continue to push-in to STEAM rotation for embedded professional development on STEAM instruction techniques and vocabulary and to maximize student success and access to these higher-level constructivist tasks.

The elementary and middle school teams have been meeting and communicating regarding the space planning and master scheduling for the 2018-19 school year. Staff feedback on our transition survey overwhelmingly expressed a willingness to share and an excitement about working together in the future. Staff are looking forward to the opportunities this transition will afford our students.