North Rose-Wolcott Elementary Strategic Improvement Plan

District Vision:

The educational community of the North Rose-Wolcott Central School District believes that our students will learn and achieve at or above commencement level and have the tools necessary to fulfill their own personal goals and dreams.

To achieve this vision, North Rose-Wolcott Elementary School, has created the following plan which addresses the district goals and priorities and articulates the steps each building will take to achieve those goals and priorities.

District Goal #1: Student Achievement

All North Rose-Wolcott students will demonstrate improved student achievement and increased college, career, and community readiness.

This plan will address the following:

-Effective Core Instruction

-Response to Intervention (RTI): 3-tier system, research-based strategies, progress monitoring

-Setting clear instructional outcomes (Learning Targets) that are aligned with standards

-Formative Assessment (Checking for Understanding) that drives instruction (DDI)

-Assessment, grading, and reporting of student progress

-Creation of a safe, positive, and engaging learning environment for all students

-Students achieving proficiency level on district & state assessments

-Achievement gaps that exist with race, gender, and students with disabilities

Our building's current state in this area is as follows:

- RTI process is in place with a focus on ELA, Math, and Character Education (Responsible, Respectful, Safe, and Kind)
- Curriculum is aligned to the Common Core Learning Standards for grades PreK-4
- Tier 1 ELA consists of:
    - Balanced Literacy/GRAIR time for grades PreK-4
    - ELA Domains for PreK-2 from Core Knowledge
    - ELA Modules for grades 3 and 4 from Expeditionary Learning
    - "I can" statements are posted in each classroom and are aligned with the CCLS (Common Core Learning Standards) being address for each lesson in ELA.
    - "I can" statements are posted in student friendly language and referred to during instruction and as a formative assessment at the completion of instruction.
- Math Tier 1
    - Implementation of the Common Core, Inc. Math Modules on EngageNY.
    - "I can" statements are posted in each classroom and are aligned with the CCLS (Common Core Learning Standards) being address for each lesson in Math.

- "I can" statements are posted in student friendly language and referred to during instruction and as a formative assessment at the completion of instruction.
- "I can" statements are to be posted in support classrooms, including speech, OT, PT, reading, and special area.

- Formative Assessments are built into each lesson through the protocols in the Tier 1 curriculum for both ELA and Math
- Interim Assessments will be created, administered, and analyzed to guide instruction for grades 3 and 4. These will also used to monitor progress during RTI interventions for individual students.
- Behavioral screenings are completed by parents at the beginning and end of each school year, as well as at parent-teacher conferences
- Benchmarking assessment occurs minimally three times per year for ELA using the Fountas and Pinnell Benchmarking System. This is also used to monitor progress during Tier 2 and 3 reading interventions, and sight words and other formative assessments.
- Math is assessed using the pre, mid, and post module assessments that are embedded in the Common Core, Inc. curriculum, and/or are teacher created.
- Standard- Based report cards are used at all grade levels
  - The grade level outcomes listed on the report cards are aligned to those stated in the CCLS (Common Core Learning Standards).
  - They are aligned with what is taught and learned within the Tier 1 curriculum and support by Tier 2 and 3 for students who are need
  - Report cards are completed and given to families three times during the school year.
- Parent-Teacher conferences are scheduled at the completion of the 1st and 2nd trimesters, and are additionally available to parents upon request.
- Parents are also invited to RTI (Response to Intervention) meetings that occur every 6-8 weeks to review and monitor student progress.

Instructional Data:

NYS 4th Grade Science Assessment:

- 90% passing (13-14)
- 89% passing (15-16)

NYS 3rd Grade ELA and Math Results for 13-14:

- ELA: 23% passing (BOCES avg. 28%) **-5 compared to BOCES**
- Math: 49% passing (BOCES avg. 43%) **+6 compared to BOCES**

NYS 4th Grade ELA and Math Results for 13-14:

- ELA: 29% (BOCES avg. 31%) **-2 compared to BOCES**
- Math: 38% (BOCES avg. 36%) **+2 compared to BOCES**

The following is the % of students at each grade level who are either at or above Benchmark (grade level) for reading OR have made at least one year's growth in reading for the 13-14 and 14-15 school year:

Grade Level	Percentage making one year's growth or are benchmark	Students with Disabilities making one year's growth or are benchmark **New Data for 14-15*
K	67% (13-14) 73% (14-15)	14%
1	96% (13-14) 92% (14-15)	30%
2	92% (13-14) 95% (14-15)	60%
3	85% (13-14) 84% (14-15)	46%
4	84% (13-14) 91% (14-15)	17%

SLO Results:

% of NRWE teachers who have an SLO had 85% or more of their students meet their goals for their SLO assessments	
13-14	80%
14-15	89%

At this time there is an achievement gap identified by NYS for white student performance in ELA. This is being addressed through interim assessments, Reading Recovery, continued LLI, full day UPK, and continued implementation of the ELA Domains and Modules.

% of students at each grade level who are either at or above Benchmark (grade level) for reading OR have made at least one year's growth in reading for the 14-15 school year:					
Year	Cohort 1 (started KDG in 14-15)	Cohort 2 (started KDG in 13-14)	Cohort 3 (started KDG in 12-13)	Cohort 4 (started KDG in 11-12)	Cohort 5 (started KDG in 10-11)
13-14		67%- KDG	96%- 1st	92%- 2nd	85%- 3rd
14-15	73%	92%- 1st grade	95%- 2nd	84%- 3rd	91%- 4th

Our student achievement targets at each grade level for the 15-16 school year, based on cohort information (with the exception of KDG) are:

- KDG-78%- increase of 5% from 14-15 (students were at EOY KDG for 13-14)
- 1st- 96% increase of 4% from 14-15
- 2nd-98%- increase of 3% from 14-15
- 3rd- 88%- increase of 4% from 14-15
- 4th- 93%- increase of 2% from 14-15

NYS 4th Grade Science Assessment:

- 89% passing- decrease of 1% from 13-14

NYS 3rd Grade ELA and Math Results for 13-14: (Green is waiting for updated data)

- ELA: 35% increase of 12% from 13-14
- Math: 55% increase of 6% from 13-14

NYS 4th Grade ELA and Math Results for 13-14: (Green is waiting for updated data)

- ELA: 35% increase of 6% from 13-14
- Math: 45% increase of 7% from 13-14

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
• Implement Reading Recovery for Grade 1 • Ruby Payne Training in Framework for Understanding Poverty • Using School-Based Inquiry Process to look at student data • Implement Level Literacy Intervention for Tier 2 reading intervention • Continued implementation of Pre K-2 ELA Domains for both Foundational Skills and Listening and Learning while maintaining a balanced literacy program for consistent reading instruction across grade levels and for vertical alignment	• Professional Development and Coaching • Provide needed materials • Learning Walks • data driven meetings • Parent information regarding curriculum changes • Building Schedule • Leverage Leadership • Change to Trimester Schedule • Interim Assessment Development and Administration	• Faculty Meetings, Vertical Grade Level Meeting, ½ days that are planned by grade level teams for School – Based Inquiry, BOCES Bootcamp • LLI Training for Coaches and Principal Special Education Teachers • District Office supporting the building through trainings and financial support for needed materials • Training for lead teachers in School-Based Inquiry • Training for Learning Walks	• Fountas and Pinnell Benchmarking • Data Days • Grade Level Meeting around data • Interim Assessment School-Based Inquiry Days • RTI meetings • Formal and Informal observations and classroom visits with follow-up conversations • State Assessments results

January 2016 Update:

- Three reading teachers are involved in Reading Recovery training and we are having the 1st cohort of 12 students starting to exit the intervention having made the expected growth and met their growth targets. 9/12 met satisfactory progress and of the 3/12 students who did not make expected growth, 2 will have IEP adjustments, and 1 will be referred to CSE. The second group of 12 students will begin over the next 3 weeks.
- Ruby Payne has been addressed and integrated into
    - PBIS

        - Future Stories
        - Check and Connect goal setting (75% of 20 students had this as an effective intervention)
        - College Spirit-Wear Day
    - APPR
        - tenured-shared plan that sets up future story workshops for 3rd grade
    - Leverage Leadership Conversations
    - Faculty Meeting Agendas- advancing from poverty's effects on students socially and emotionally to the academic affect (specifically on writing) and researched based interventions and strategies that can be helpful in the classroom.
- Interim Assessments were given and grade level teams were facilitated by lead teachers in the School Based Inquiry Process to adjust future instruction as needed. This was done on scheduled half-days. This also led to follow-up work with Betsy Sirapillio-Frank from BOCES (ELA coach).
- Leveled Literacy Intervention is in place for grades K-4 as needed by students. This is taught by the four reading teachers.
- The ELA Domains are used in grades PreK-2 and are monitored with Leverage Leadership and APPR.

District Goal #2: Student Management

Our goal at North Rose-Wolcott is for students to exhibit the following character traits in all settings: Be Safe, Be Kind, Be Respectful, Be Responsible.

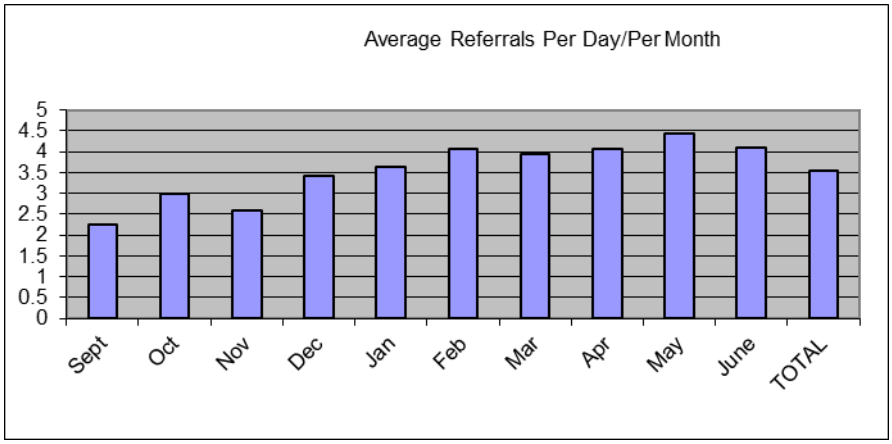
This plan will addresses the following:
-Response to Intervention: system, research-based strategies, progress monitoring of student behaviors
-explicit instruction for students and staff regarding expected student behaviors as part of PBIS (Positive Behavioral Intervention and Support)
-gaps with regard to race, gender, students with disabilities
-increased communication with parents by the teacher regarding their student's behavior in school (positive communication included)

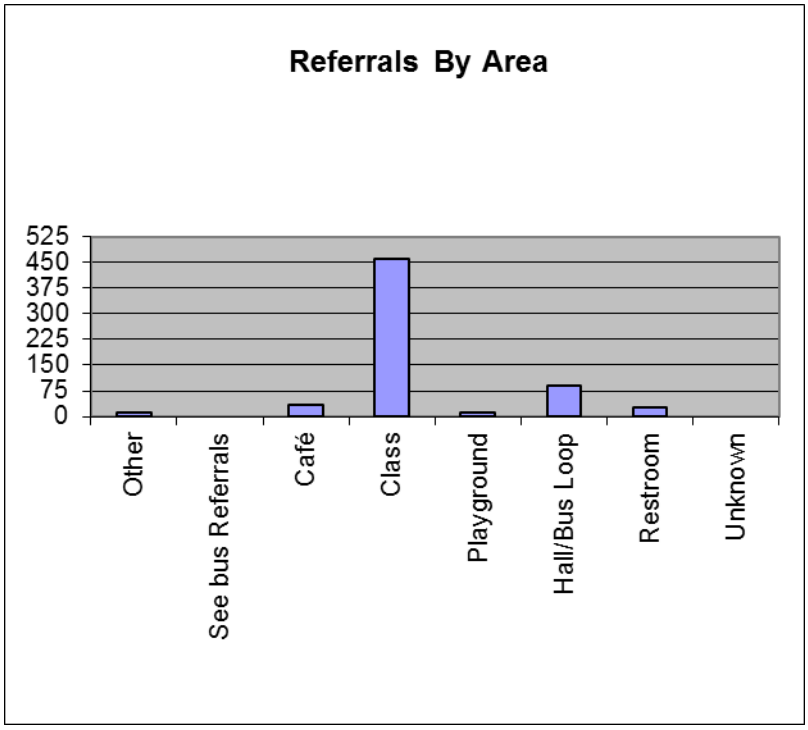
Our building's current state in this area is as follows:

- A PBIS model is in place to address character education with supports for Tiers 1, 2, and 3, utilizing the implementation of a school wide matrix
- Counseling Center to support PBIS
- Beginning of the year PBIS lessons to teach expected behaviors
- PBIS Data is used yearlong to target needed areas that arise
- Incentives include:
    - "Gotcha" stickers
    - Cubby's Club, Bus awards
    - Florentina Fun Days
    - Pawsome Readers
    - Positive Referrals

- Schoolwide assembly once per month including family invitations to attend
- School Climate Transformation Grant
- Training in Ruby Payne A Framework for Understanding Poverty
- Tier 2 intervention occur with the classroom through multiple system that are used by classroom teachers and correlate to the Cougar Pride Traits and include:
    - Counseling
    - Check and Connect
    - target re-teach in the early morning
    - Individual plans as developed by the RTI Team
- Tier 3 includes:
    - ICMP (Individual Crisis Management Plan)
    - FBS (Functional Behavioral Screening) and FBA (Functional Behavioral Assessment)
    - BIP (Behavioral Intervention Plan)
    - Parents are invited to all RTI meetings

Discipline Data: 2014-2015 School Year

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Hall/Bus Loop
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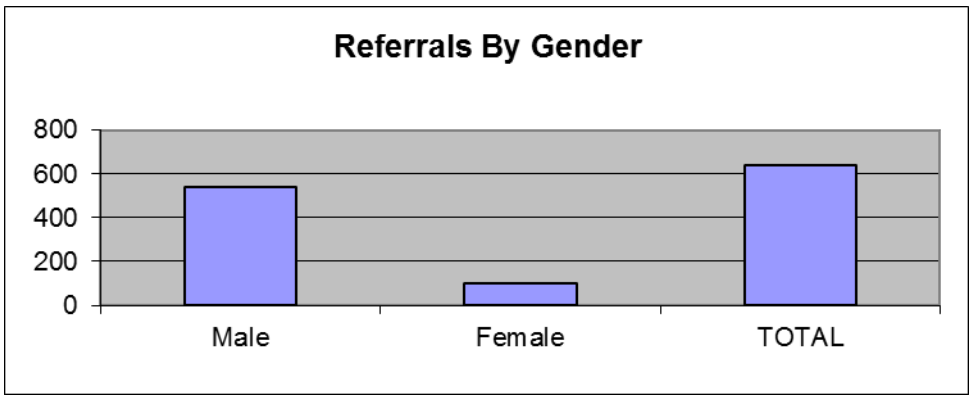
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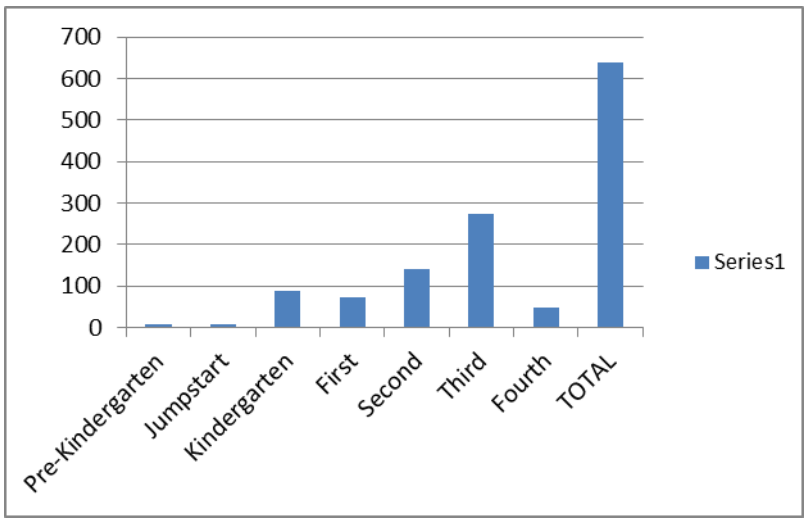
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Jumpstart
Kindergarten
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Second
Third
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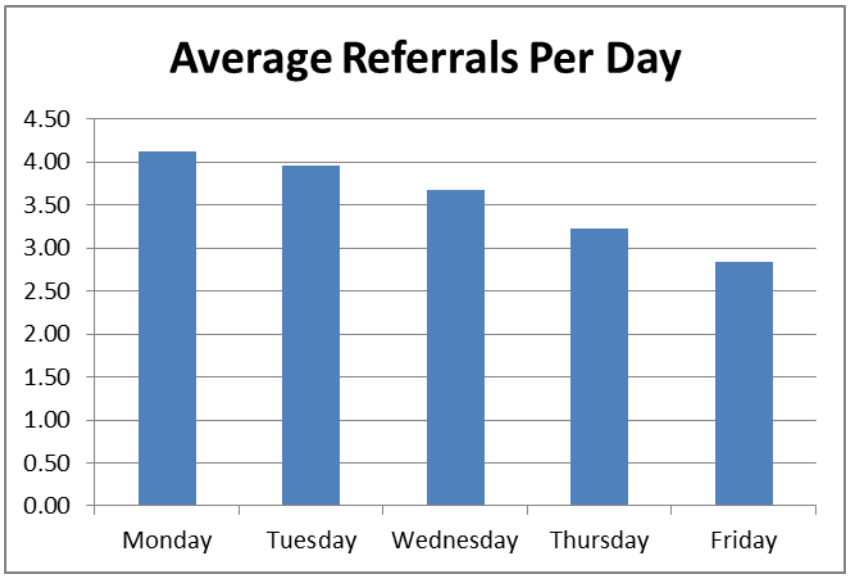
TOTAL
Series1



Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
• Continue "Bucket Filling" school philosophy for PBIS with Cubby's Bucket of Pride • All Staff trained in TCIS • New referral forms on SchoolTool • Check and Connect for students that hit a threshold of two referrals within a month	• PBIS Team • District Provided TCIS trainers • Scheduled PBIS meetings, trainings, and communication • Collection and analysis of discipline data • Share new referral form and process • "Have You Filled a Bucket Today?: The Play"	• PBIS Team planning and roll-out of Cubby's Bucket of Pride and Bucket Filling with continued support throughout the year • District training provided for TCIS with continued TCIS coaching for staff • Share monthly discipline data with all staff • Leverage Leadership	• PBIS team data evaluation once per month • Follow-Up conversations through Leverage Leadership visits

January 2016 Update:

- Bucket-Filling has continued throughout the building. Bucket filling strips are read over the announcements in the morning and afternoon, in which students recognize students, staff, and whole classes for "bucket-filling". Students are able to identify the actions they are recognizing as either being respectful, responsible, safe, or kind as evidenced by the bucket filling strips. There was also a bucket-filling play that kicked off the school year for the students. Students also may earn "bucket-filling" Gotchas with a picture of the bucket-filling fairy from the play.

- 72% of North Rose-Wolcott Elementary School staff is trained in TCIS at this point in time.
- A new referral form was not completed due to not implementing SchoolTool for the 15-16 school year.
- Staff members involved in Check and Connect were trained by the counseling staff. 20 students were enrolled in the intervention for the 1st semester. 75% of those students met their goals for Check and Connect. Students were chosen based on the number of discipline referrals they had earned. 20 more students will be enrolled during the 2nd semester. The 5 students that were unsuccessful in this intervention have either been referred to FACT, Wayne Behavioral Mental Health Services, Academic Victory, PINS, or CSE (depending on the individual circumstances).
- PBIS Team meets once a month and a standing agenda item is to review the student discipline data with grade level reps bringing that information back to the grade level teams.
- The PBIS committee sponsored, a "Boys' Night Out" was held. Boys were accompanied by a male role model (father, uncle, older brother), and participated in activities focused on "What is a real hero?"

District Goal #3: Parent & Community Partnerships

At North Rose-Wolcott, we will foster partnerships for learning that build communication and understanding within the school district and community.

This plan will address the following:

-increased communication with parents regarding their student's progress toward learning standards, behavior in school (positive included), understanding the Common Core Learning Standards, how to support their student with homework
-increased communication and interaction with community members, area businesses to establish relevance and context for student learning and increase student college, career, and community awareness
-increased sharing of student, staff, and district accomplishments and achievements with local area media and social media
-use of shared decision-making teams and processes

Our building's current state in this area is as follows:

- Standards based report cards
- PBIS program with positive reinforcement and parent invitation to all celebrations
- Parent invitation to RTI meetings
- Classroom and grade level communication to parents regarding curricular changes
- Monthly presentations and BOE meetings
- Collaboration with local Rotary, Lions, and Civil Service Organizations (e.g. Food Pantries, Literacy Volunteers of Wayne County)
- Monthly Newsletters, Connect Ed, Remind101, NRWE Website
- Updated teacher websites

- Parent Invitation to PBIS meetings as a means of shared-decision making
- Communications in Spanish
- Parent Invitation to ALL RTI meetings.
- Literacy Nights
- Reading Dog Partnership with Wolcott Rotary

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
• Continue to increase parent understanding of the EngageNY Curriculum and CCSS	• Send information home to support homework and through classroom newsletters • Providing needed materials • Open House	• Volunteers as needed for the evening • Financial support from the district office if needed	• Monitor parent attendance at events • Documenting parent communication through building form or teacher generated form

January 2016 Update:

- Articles in the NRWE News regarding CCSS and homework help strategies
- Open House classroom presentations included information on all aspects of the EngageNY curriculum
- Information sent home regarding the standards based report card with the report card and in the NRWE News
- 2 topics for parent meetings were showing parents how to navigate EngageNY for homework help and the standards based report card.

District Goal #4: Organizational & Professional Growth

Our goal is to have a highly qualified and collaborative staff that is committed to continuous improvement and collaboration. We accomplish this goal through effective and collaborative school leadership.

This plan will address the following:

-professional development cycle (plan, act, reflect, share) for all staff members
-school organization
    -vertical team, grade level, content area work
    -program development (e.g. work-based learning, UPK)

-APPR implementation

-staff supervision

-administrator supervision

Our building's current state in this area is as follows:

- Shared-Tenure Plans for staff providing professional development to their colleagues
- Vertical Team and Staff Meetings occur once per month and are designed around professional development
- Instructional Coaches provide professional development to staff
- APPR implementation is current and included professional development focused on Danielson's Components for Domains 2 and 3 through 13-14

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
• Develop their own staff development that is relevant to supporting building and district initiatives • Learning Walks • Leverage Leadership • School-Based Inquiry Process	• Conference Days • Lead Teacher Training • CSDC • Lead Teacher meetings working with Principal (Jenn Hayden) Learning Walks • Interim Assessments	• Supply needed information and learning opportunities • Providing time for professional development • Providing training and materials	• Evidence of curriculum implementation includes formal and informal observations and walk-throughs • Minutes from grade level meetings • Implementation of Learning Walks for all teaching staff

January 2016 update:

- School-Based Inquiry Process (using data from the interim assessments) assisted staff in identifying student instructional needs and they requested and received targeted staff-development from BOCES to assist them. This included but has not been limited to: classroom visits and feedback from administrators and the BOCES coach, co-planning with the BOCES coach, and co-teaching while video-taping with the BOCES coach to evaluate the implementation of the ELA Modules
- We did not implement the Learning Walks due to Leverage Leadership and the APPR

District Goal #5: School Operations

NRW will provide school and district staff with the resources required for highly effective job performance. These resources include: facilities, equipment, materials, and support services.

This plan will address the following:

-provision of a high-quality instructional program, while continuing to be fiscally responsible
-clear administrative guidelines for district procedures and protocols
-grade level configuration (based on student enrollment)

Our building's current state in this area is as follows:

- Utilizing materials from EngageNY for both ELA and Math to meet the Common Core Learning Standards and using BOCES aid and services as applicable
- Budget process is in place using zero-based budgeting allowing staff to prioritize instructional needs
- EdData is in place for all stakeholders that work in the building to have access to facilities as needed
- Transportation, Food Services, and Buildings and Grounds departments work in collaboration with the building administration to support a schedule that prioritizes classroom instruction and researched based programs in ELA and Math

Objective #1:

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/Evidence for Monitoring Progress
• Implementation of SchoolTool for students management and data-base	• SchoolTool roll-out from the district level	• Report Card format • Staff training to include discipline referrals, attendance, grade reporting • Secretary training • Train the Trainor • BOCES (EduTech)	• Scheduled trainings • All staff is conversant in and know how to use SchoolTool

- **January 2016 update:**
    - We did not implement SchoolTool for the 2015-2016 school year.