Kellie Marciano - NR-W Elementary School Assistant Principal – May 2018 - BOE Report
Report to the Board of Education
North Rose-Wolcott Elementary School

Meeting Date: May 10th, 2018

Elementary School Enrollment:

UPK	39
Kindergarten	81
1st	84
2nd	96
3rd	94
4th	96
Total	490

Upcoming Events and Character Focus
Positivity Project Traits:

- Connection/Purpose
- Leadership
- Other People Matter Mindset

Events:

- May 3rd: 1st Grade Field Trip
- May 10th: Kindergarten concert
- May 18th: 4th grade roller skating
- May 18th: Special Olympics
- May 22nd: Florentina Fun Days
- May 24th: Memorial Day Parade
- May 30th/31st: 3rd Grade Field Trip

Strategic Plan Goal	**Action Step**	**Progress**
Goal 1:	Action Step	We have revised our SST forms and paperwork for the SST meetings. Attached is a copy of the new paperwork to be

By June 2017, all students taking a NYS assessment will be proficient (3 or 4, 65 or higher).	1: Establish and implement district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior Action Step 2: Work with families as partners in learning Action Step 5: All students will have access to interventions in the least restrictive environment	completed at SST (Student Support Team) meetings. This framework provides an area for concerns to be identified, goals to be set, and data collection. The first form is for the initial meeting, and the second is for any follow-up meetings that may be needed. This month we continue to focus much of our energy on the kindergarten cohort. 10 students in kindergarten have had 5 or more referrals for the school year. As seen in the chart below, the student misbehavior has had a steady decline. In April, there were only 3 referrals written for these ten students. Reasons for the decline include: • Extended K-Lab: 7 out of the 10 students were identified as in need of social skills teaching, behavior interventions and support. These students were selected by the team based on the number of discipline referrals and types of infractions, time spent out of class, and the number of crisis support calls. These students participate in an hour-long block of instruction at the end of the day with a teacher, teaching assistant, aide, and mental health provider. They work on expressing emotions, targeted behavior interventions, and math skills. The students have been successful in the program, but continue to struggle with transitions within the building. The team has created a more natural transition from the classroom to their intervention, which has supported the development of pro-social behaviors. The team is also noting by teacher feedback and observation that the students are transitioning their newfound skills to the classroom setting, as well. This is evident by the number of referrals declining. • SST: 8 out of the 10 students are involved in the Student Support Team process. They each have an extensive plan that is designed to support their needs, both academically and behaviorally. The team meets every 5-6 weeks to discuss the effectiveness of the plan, the students' goals, and progress towards the goals. The team determines if the goal should continue, be modified, or changed based on progress. • CSE process: 5 out of the 10 students have gone through the CSE process and most have been identified. Plans are in the process of being developed for the students at the CSE meetings. • MTSS Aide: The MTSS aide supports the students with timed breaks, areas of frustration, transition, structured lunch, structured recess, and supporting in crisis. The MTSS aide's schedule is full working with students in all grade levels, but a large part is in the kindergarten level. With the support of the MTSS aide, the student's referrals have declined in specials, lunch, transitions, and in the classroom. The aide is able to help in a crisis and support a student in need. The MTSS aide also works on building relationships with the students to support them better.

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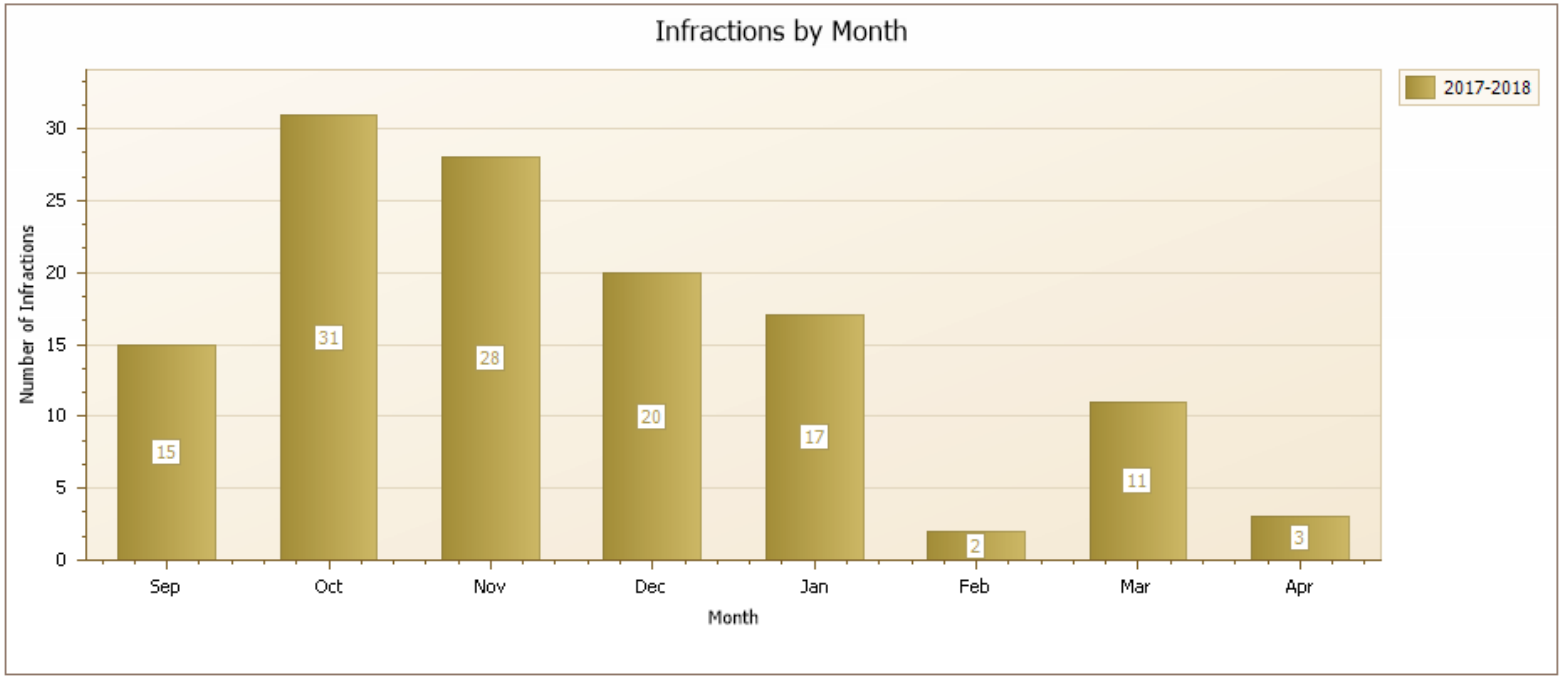
<td> 
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<td>Action Step 4: Utilize focused professional learning to support district-wide initiatives</td>
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- We held our first meeting for our Conscious Discipline Book study. 29 staff members joined the first meeting to discuss the introduction to the book.
- Data and information to support this book study can be found at https://consciousdiscipline.com/methodology/
- There are seven skills taught throughout the program. They are skills needed to transform everyday discipline issues into teaching moments. These moments are opportunities to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. By implementing the powers and skills together, we learn to stay in control of ourselves and in charge of children in a manner that models the same skills we seek to teach. This, combined with the willingness generated by the School Family, empowers children to successfully learn and internalize lifelong skills.

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CONSCIOUS SKILL (emerges from powers)	LIFE / COMMUNICATION SKILLS	VALUE
Composure	Anger management, delay of gratification	Integrity
Encouragement	Pro-social skills: kindness, caring, helpfulness	Interdependence, optimism, gratitude
Assertiveness	Bully Prevention, healthy boundaries	Respect for self and others
Choices	Impulse control, goal achievement	Persistence
Empathy	Emotional regulation, perspective-taking	Honoring diversity, honesty
Positive Intent	Cooperation, problem-solving	Compassion, generosity
Consequences	Learning from your mistakes	Responsibility

INITIAL SST AGENDA Total Minutes: 40

1. Review Referral Summary of Concern and Discussion of Classroom Performance……..15 minutes
2. Discuss Student Strengths……..……..……..…..5 minutes
3. Establish Student Goal ...……..……...10 minutes
4. Action Steps……...……...7 minutes
5. Establish bring back date/parent contact……..……3 minutes

SST Meeting Date:	

Initial/Follow-Up #	
Student Name:	
Grade/Teacher:	
Referral Source:	
SST Attendance:	

Summary of Concern(s) & Discussion of Classroom Performance **(*utilize referral and team discussion*)**

Student Strengths/Interests

Academic Behavior Attendance	Goals	
	Goal 1:	**Responsible for data collection**
	Goal 2:	**Responsible for data collection**
	Goal 3:	**Responsible for data collection**

Area of Concern:		
Specific Target :		
Tier : (Indicate tier & description per SchoolTool)		
Intervention #1:	Intervention #2:	Intervention #3:
Frequency/Duration:	Frequency/Duration:	Frequency/Duration:

Start-End Dates:	Start-End Dates:	Start-End Dates:
Service Provider:	Service Provider:	Service Provider:

Goal:	
Data Collection:	
By Whom:	
How often:	
(insert data/graphs/charts)	

Area of Concern:		
Specific Target :		
Tier : (Indicate tier & description per SchoolTool)		
Intervention #1:	Intervention #2:	Intervention #3:
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Start-End Dates:	Start-End Dates:	Start-End Dates:
Service Provider:	Service Provider:	Service Provider:

Goal:	
Data Collection:	
By Whom:	
How often:	
(insert data/graphs/charts)	

Future Action Steps **(*strategies for the classroom, building-level consultation, etc.)***

Parent Contact		
Date	**Type of Contact** **(phone/digital/conference, etc)**	**Outcome**
Date	**Type of Contact** **(phone/digital/conference, etc)**	**Outcome**

Anticipated SST Timeline	
Bring Back Date	
Follow-up Packet Due Date	

Parent Contact Date **(discussion of SST plans)**	

CSE/504		
Referral to CSE/504	**Not at this time**	**Yes, warranted at this time**

FOLLOW UP # **AGENDA** Total Minutes: 35

6. Review Referral Summary of Concern and Discussion of Classroom Performance……..……..5 minutes
7. Discuss Student Strengths……..……..……..…..5 minutes
8. Review Student Current Goals/Data and Establish New Goals as Needed ...……....……..……....15 minutes
9. Action Steps……..……...7 minutes
10. Establish bring back date/parent contact…….3 minutes