North Rose-Wolcott Elementary

Kellie Marciano- Elementary AP
Board of Education Report August 2018

Enrollment:
UPK: 35
Kindergarten: 73
1st Grade: 74
2nd Grade: 84
3rd Grade: 92
4th Grade: 90
Special Class: 13
TOTAL: 461

Upcoming Events:

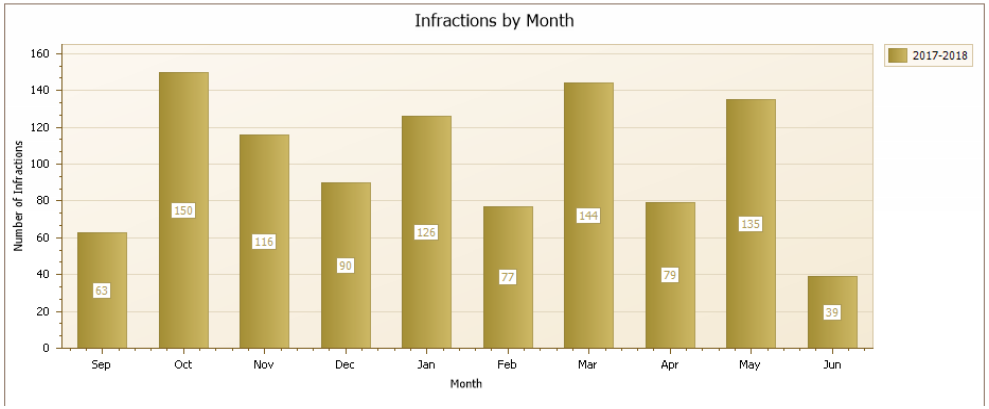
- 8/27/18 Kindergarten Q & A 9-10 am
- 8/29/18 Back to School Bash 3:30-5:30 pm
- 9/12/18 PreK-Grade 2 Open House 6:30-7:30 pm
- 9/13/18 Grade 3-Grade 6 Open House 6:30-7:30 pm
- 9/28/2018 Cubby Club celebration of student effort and achievement 1:45-3:05 pm

Character Traits of Focus:

- Other People Matter Mindset
- Curiosity
- Teamwork/Citizenship
- Open-Mindedness

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.

Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	
		Office Discipline Referrals for the end of the school year decreased drastically. We will continue to work towards improving behavior at the elementary level. 35 teachers were trained in Responsive Classroom at the end of June. Staff members who attended the training will be teamed up with a staff member who did not attend to turn key train the information. One part of our opening day staff meeting will be for staff to determine what information will be essential in turn key training all staff in Responsive Classroom. 

Goals 2, 3

The MTSS process in the elementary school has been revised to create stronger thresholds. Teams will meet weekly to discuss behavior, attendance, and academics of students. Students who hit different thresholds will move to the next tier for interventions.

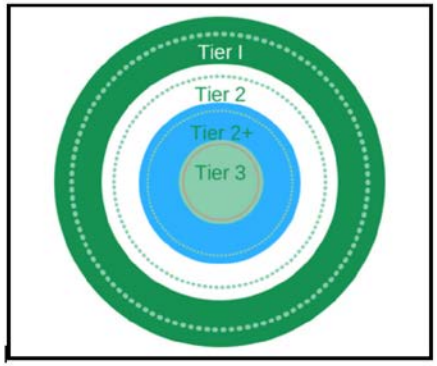
*Thresholds

	Tier 1	Tier 2	Tier 2 +	Tier 3
Attendance *Monthly	0-4%	5-8%	9-14%	15%
Behavior *Monthly	0-3 *does not include documentation	4-6	7-9	10+
Grades *tbd				

* TBD - exit criteria

*Intervention letters to families?

North Rose-Wolcott Elementary School MTSS



Monthly Tier 1

- **Attendance:** PBIS, Cubby Club
- **Behavior:** Responsive Classroom, Positivity Project, Behavior Benchmarking
- **Academics:** K-4 Academic Data File

Bi-Weekly Tier 2

- **Attendance:** Thresholds, Phone Call, Letters
- **Behavior:** CICO, Behavior Skill Groups
- **Academics:** Reading, Writing, and Math Intervention

Bi-Weekly Tier 2+

- **Attendance:**Home Visit, Parent Meeting with Attendance Plan
- **Behavior:** Function Based Thinking Plan, Why Try
- **Academics:** Reading Recovery/Individual

As Needed Tier 3

- **Attendance:**
- **Behavior:**
- **Academics:**

➤ Support from Outside Agencies

➤ Wraparound

<table>
<tr><th>Tenet 5 Student Social & Emotional Developmental Health</th><th>SAP Goal(s) Connection</th><th></th></tr>
<tr><td></td><td>Goals 2, 3</td><td>In August, the Assistant Principals, School Resource Officers, and a few teachers attended a 4-day training on Restorative Justice. The team created an action plan to implement restorative justice practices in the District. The team will meet regularly throughout the year to track progress. We will work with Dr. Tom Cavanaugh via chats to continue fine tuning our implementation plan. See below the action plan for Year 1 (pre-planning/partial implementation) and Year 2 (full implementation).

Action Plan Goals:
<table>
<tr><th>Goals</th><th>Measures</th></tr>
<tr><td>Decrease 3.4% of students suspended from 3.4% to 2.4%</td><td>Office Discipline Referrals.</td></tr>
<tr><td>Increase time in class for students that are tier 3 for behavior (5% of students).</td><td>Time out of class (ISS, time out of class, restorative justice meetings)</td></tr>
<tr><td>By June 2019, students who are suspended are also part of restorative justice conversations.</td><td>ODR-Restorative Justice is a disposition on suspensions.</td></tr>
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Restorative Justice Action Plan for Year 1 and 2 of Implementation

Action Step-Objective	Tasks to Complete/Resources Needed	Date(s)	Responsible Team Member/Building	Success Indicator(s)
Pre-Planning (2018-2019)				
Identify a restorative justice coordinator	Determine if the coordinator will be district wide or building wide.	August 2018-Complete	K Marciano	Continued leadership of the program and continue forward motion in moving towards restorative justice. K Marciano will be the Restorative Justice Coordinator. K DeFeo will also be a coordinator to continue consistency within the district.
Restorative Questions	Print and laminate the restorative questions for lunch monitors. Create restorative questions that are age appropriate PreK-4	September 2018	Elementary Team	Lunch monitors utilize the restorative questions and there is a decrease of behavior in the cafeteria. Script will be utilized in a restorative circle-classroom conference.
Determine what information is being shared with faculty and staff 2018-2019 school year	Opening Day presentation Create a roll out calendar	September 2018	K Marciano	Calendar shared with staff with timelines, and timelines met and reviewed.
Communication with parents about restorative justice.	Communication flyer Newsletter (elem-add to each month) Communication from main office Add a representative from parent group to our RJ meetings	September 2018	K Marciano	Communication with parents is ongoing. Communication is regularly shared, parents are involved in restorative justice practices.
Determine the role of MTSS aide in terms of restorative justice.	Determine schedule, roles, and expectations. Begin re-entry into classroom with repairing harm	October 2018	K Marciano RJ team	MTSS aide takes an active role in the restorative justice program.
Create a mini conference script form	Create a script/form for conferences from referrals. This is to be used with the main office and SROs. Roll out to staff will be in the next school year. This will be communicated with parents.	October 2018	K Marciano	Script will be used in discipline issues.
Norm setting of behavior	Determine definitions of behavior and expectations (establish norms for classrooms) Determine tier 1, 2, and 3 behaviors. Determine changes to code of conduct and discipline ladder.	November 2018	Admin responsibility RJ team responsibility	Norms are created, discipline ladder and code of conduct reflect the changes.

Identify staff member and student relationships	Teachers identify one student they have a strong relationship with. Students identify who they have a strong relationship with. Match students with staff. Determine how a student asks to see the staff member they have identified. Focus on grades 3-4 Staff will go into classrooms to deliver the survey. Staff identified can become student's buddy classroom.	November 2018	K McMorris (3rd grade) and K Gropp (4th grade)	Students have a staff member identified to support when in need/crisis
Focus Group	Develop a focus group including students-get student perspective Collect baseline data in K-2, 3-4, 5-6 bans.	December 2018	Jen Kelsey/Kristin McMorris	Students have a voice and are part of the process.
Extend restorative justice team	Complete tier 1 training for teachers who volunteer to join the RJ team.	January 2019	RJ team	Teachers join tier 1 training, and continue to grow the RJ team.

Action Step-Objective	Tasks to Complete/Resources Needed	Date(s)	Responsible Team Member/Building	Success Indicator(s)
Year 1 (2019/2020): Needs Assessment				
Building community	Encourage staff to attend events Send thank you notes to staff from students Positive postcards (for staff, students, and community member) Positive phone calls home to build community Continue with Wrap Around	Ongoing	RJ team	Staff attends events, thank you notes are sent, positive postcards and phone calls support building the community including members of the community.
Re-Entry Plan	Create a re-entry plan for classroom and share with staff. Include the MTSS aide to support this process. MTSS supports repairing the harm in a less formal way.	October 2019	K Marciano	Students re-enter the classroom successfully
Introduce Circles	Introduce community circles and restorative circles. Determine the process for the circles in the classrooms. Determine how they can be aligned to responsive classroom.	October 2019	RJ Team	Circles are happening in the classroom to build community and restore relationships.
Focus Group	Develop a focus group including students-get student perspective Collect and compare data data in K-2, 3-4, 5-6 bans.	Complete by December 2019	Jen Kelsey/Kristin McMorris	Students have a voice and are part of the process.

SchoolTool referrals	Utilize the mini restorative conference script to make referrals more concrete, specific, and the outcome to reflect on the restorative process.	December 2019	M Wendell will determine if a cells can be added to SchoolTool	Referrals will be more detailed with stronger communication with parents.
Suspension checklist	Include mental health needs and ICMP	December 2019	AP team	ICMPs are created for students and the checklist has triggered a mental health need.

Tenet 6 Family & Community Engagement	**SAP Goal(s) &**	
	Goal 2	The Cougar Pride team decided to plan another Back to School Bash for the 18-19 school year. This will occur August 29th from 3:30-5:30. This is the same night as the middle school orientation. The Back to School Bash overlaps slightly with the orientation to hopefully draw in more families to the bash and orientation. We will be providing dinner, several activities, access to the building, and community groups will be there as well. We will be giving away books and clothes that have been donated.
	Goal 2	Attendance will continue to be an area of focus for the 2018-2019 school year. Each tier group meeting will focus on thresholds for attendance and implementing interventions. A focus for the school year will be on building relationships with students and families to support students coming to school every day. Thresholds: [illegible]

	Tier 1	Tier 2	Tier 2 +	Tier 3
Attendance *Monthly	0-4%	5-8%	9-14%	15%

MONTH						TOTAL
Total days in school per month	5%	8%	10%	15%	20%	Number of days in school
September – 19	1	2	2	3	4	19
October – 20	2	3	4	6	8	39
November – 18	3	5	6	9	11	57
December – 16	4	6	7	11	15	73
January – 20	5	7	9	14	19	93
February – 15	5	9	11	16	22	108
March – 20	6	10	13	19	26	128
April – 16	7	12	14	22	29	144
May – 22	8	13	17	25	33	166
June – 15	9	14	18	27	36	181

Interventions:

- Level 1: 5% Absent- Member of School Attendance Team contact parent/guardian
- Level 2: Letter sent home including the attendance ladder and current student attendance record
- Level 3: Action plan completed with member of Attendance Team and student. Parent/guardian contacted. Action Plan will be mailed home. Home visit may occur at this stem.
- Level 4: Meeting with parent/guardian with member of Attendance Team to review attendance guidelines and possible referrals to outside agencies, including Child Protective Services
- Level 5: Outside agency contacted

Current Data:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)		
	Number of Students Enrolled 10 or More Instructional Days** (a)	Students Absent 10% or More of Enrolled Instructional Days (b)	Percentage of Students Chronically Absent (c) = ((b)/(a))*100
***All Students**	**381**	**33**	**8.7%**
Female	201	20	10.0%
Male	180	13	7.2%
*Black	1	1	100.0%
*Hispanic	47	5	10.6%
*White	319	24	7.5%
*Multiracial	14	3	21.4%
General Education Students	347	26	7.5%
*Students with Disabilities	34	7	20.6%
Former Students with Disabilities	11	0	0.0%
Not English Language Learner	367	30	8.2%

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)		
	Number of Students Enrolled 10 or More Instructional Days** (a)	Students Absent 10% or More of Enrolled Instructional Days (b)	Percentage of Students Chronically Absent (c) = ((b)/(a))*100
*English Language Learner	14	3	21.4%
Formerly English Language Learner	2	0	0.0%
*Economically Disadvantaged	256	30	11.7%
Not Economically Disadvantaged	125	3	2.4%
Migrant	5	3	60.0%
Not Migrant	376	30	8.0%
Homeless	9	4	44.4%
Not Homeless	372	29	7.8%
Not in Foster Care	381	33	8.7%
Parent Not in Armed Forces	381	33	8.7%

Noticings:

- The majority of students with chronic absenteeism are white females.
- Most are economically disadvantaged.
- 8.7% of students are chronically absent.

Next Steps:

- The Tier 2+ team will identify the students who are chronically absent and begin to build relationships with parents.
- The Tier 2+ team will look at the data from the attendance team to determine if the interventions from last year should continue, be modified, or discontinued.
- The Tier 2+ team will share data with classroom teachers to begin building relationships between school and home.