North Rose-Wolcott Elementary

Melissa Pietricola
Board of Education Report - August 2018

Upcoming Events:

- 8/27/18 Kindergarten Q & A 9-10 am
- 8/29/18 Back to School Bash 5:30-7:30 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.

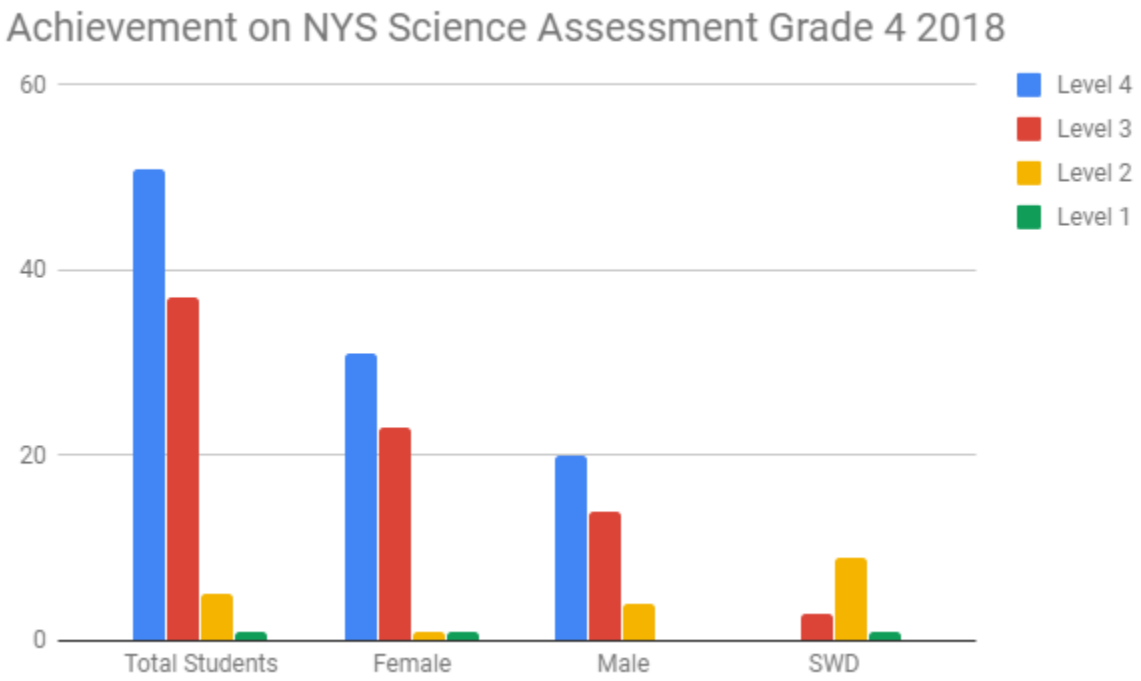
Tenet 2 Building Leadership & Capacity	**SAP Goal(s) Connection**	**Action Steps**
	Goals 1, 2, 3	Beginning in the spring of 2018 and continuing in summertime professional development, staff members led groups of teachers through the work of aligning our writing program K-4. Common units of study were agreed upon, and utilizing the backwards design model, a scope and sequence with shared common summative assessments was created. The alignment of our writing program was an area of weakness determined by our NRWE Leadership Team (*NRWE SLT*) during the previous school year. Thanks to Jen Kelsey, Meagan Pentycofe, Ben Stopka and Maureen Mahoney for leading our teachers in this task. Their work has been saved to a District-wide curriculum warehouse in the Google Classroom suite. Our plan for the upcoming school year to continue this essential work includes: ● Teachers K-4 will focus their week-at-a-glance work on writing ● Ongoing PD will be offered after school in writing workshop ● Tier 1 weekly meetings by our teacher teams will continue to monitor student assessment data, create and revise shared assessments, and share lesson successes
	Goals 1, 3	We are revising the structure of our Multi-tiered System of Support (*MTSS)* in order to better serve students and to distribute the leadership roles more broadly among staff. The intentions are to increase transparency, to serve students more quickly, and to ensure that all key staff members are part of the conversation. We are planning for increased leadership by our counselor, Nichole Clement and our psychologist, Danielle DiMora. Additionally, we have academic teachers and service providers joining the various teams to make sure we are making impactful and effective decisions for our students. We appreciate Adam Bishop, Haley Hutter, Kayli Gropp and Kristin McMorris taking on these new roles with vigor.
		Teachers, Teachers Assistants and Aides were all invited to participate in our hiring process this summer. Many sat on interview committees and shared their feedback. Additionally, the membership in our Tier 1 Cougar Pride team has grown and includes staff from all areas and levels.

Tenet 3 Curriculum Development & Support	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	The K -2 Literacy Audit was completed in the spring and we have received the report. (Please see summary and reflections included below.)
	Goals 1, 2, 3	It was determined by the Leadership Team that historically there was an inconsistency of implementation with our summer professional development and curriculum work due to the optional participation for staff. This upcoming year the NRWE SLT has created a SMART Goal (Specific Measurable Assignable Relevant and Time-based) for the work to be done at our Tier 1 teacher teams. Each teaching team (assigned by grade level) will meet weekly to look at the implementation of curricular decisions by examining the data derived from common formative (frequent, mid-unit) assessments. This will give us measurable data on the effectiveness of our curricular units and instructional methods in real-time, rather than only looking at interim or end-of-year data. Additionally, this will help students by offering interventions fluidly to keep all progressing toward grade level expectations.
	Goal 3	Staff participated in a wide variety of curriculum projects this summer including math, reading, writing, and social studies. K-6 teachers met at NRWE to develop their program for social studies. This scheduled time for science and social studies is a shift for K-2 teachers this year. Grades 3-4 took a close look, as well, at the NYS Social Studies Framework. Teachers examined the Social Studies Toolkit (available on EngageNY.org) and identified Inquiries they are planning to use. The K-4 social studies practices focus on critical reading skills that bridge into other content areas. These key practices include chronological reasoning, gathering and interpreting evidence, chronological reasoning, comparison and contextualization, geographic reasoning, economics and civic participation. Many of these also overlap with our Positivity Project character traits of study.

Tenet 4 Teacher Practices & Decisions	SAP Goal(s) Connection	Action Steps
	Goals 1, 2, 3	The shift to Tier 1 teacher teams meeting weekly will inevitably impact teacher practice. By sharing common student data teachers will be able to discuss what worked well, and what is not. Additionally, the new teachers to our building will have a natural support system to ensure that they are meeting instructional targets and progressing as needed. We are looking forward to a higher level of accountability by our teams towards student achievement and embedded teamwork.
	Goal 2	Responsive Classroom was delivered as a four-day professional development workshop at the outset of the summer. We had 30 staff members work hard toward planning their classroom management strategies and how they intend to teach routines and procedures. We know based on our behavioral data that our students need regular reminding language to structure classroom environments for success. The Responsive Classroom model encourages student reflection, teacher redirection and reminding, and direct teaching of school behavioral expectations. Many who attended have remarked that this was one of the best professional development experiences they've had. It was truly uplifting to hear staff problem-solving, planning and coming together in such a positive way. With clear classroom routines in place, the teacher makes "space" for the focus to be on learning.

Tenet 5 Student Social & Emotional Developmental Health	SAP Goal(s) Connection	Action Steps
	Goal 2	The 2017-18 school year will bring an expansion of the Positivity Project to our K-2 students. This program explicitly teaches our students the 24 universal character strengths and helps them to see these strengths in themselves and others. The program encourages us to shift our thinking off of ourselves and onto those around us, #Other People Matter. (For more information PosProject.org)

Tenet 6 Family & Community Engagement	SAP Goal(s) Connection	Action Steps
	Goal 2	Our SLT worked on a communication plan for the school year. We will continue to reflect on the effectiveness and accuracy of our two-way communication with families. This summer we have solicited parent feedback through our website and Facebook (North Rose Wolcott Elementary). It was shared by families that the Remind app was noteworthy. They liked “just-in-time” reminders and updates on buses, events and spirit days.
	Goal 2	The Cougar Pride Tier 1 team has a great plan for our Back to School Bash. We’re looking forward to dinner as a community with face painting (by our administration), bubbles, crafts, books by the Wayne County Literacy Volunteers, and sharing our local organizations with families.



Summary: 94 students were tested, with **93.6% reaching a score of a 3 or a 4**. 54.3% achieved a 4 for mastery, 39% achieved a 3 for proficiency.

Team reflection from the K-2 Literacy Audit:
The K-2 teacher team met with building and District administration on July 31st to reflect on the Literacy Audit completed by Annette Hauenstein, Staff Developer at Wayne Finger Lakes BOCES. This evaluation of our program included classroom observations, 1:1 teacher interviews, teacher team interviews, and an online survey.

Our noticings included the need for professional development in literacy and writing instruction. It was also noted that an area of opportunity would be to expand our support for students with disabilities and a continuation of Tier 3 reading supports at Grade 2.

Specifically, students who did not discontinue Reading Recovery and were still in need of follow-up at the second grade level are not being supported as they should at the next grade level. Ms. Hauenstein reminded us that though the data was disappointing, our students were making steady progress, and overall a pattern of reading and writing was observed.

A few key discussion threads emerged. It was included within the report that we need to carefully evaluate our students and not classify them in our discussions and planning simply as a reading level (Fountas and Pinnell). We were reminded to look more deeply at their learning and developmental needs. Additionally, it led us to rethink our support of our second graders, and how we can better use our human resources to balance support across the grade levels. Ms. Hauenstein's work encouraged us to look more closely at our Tier 1 classroom instruction. The report urged us to think about whether our K-2 instructional practices were adhering to state-wide expectations of rigor. We are left working on the primary challenge: how do we move our students ahead more than a "year's worth of progress" to close the learning gaps that they are already demonstrating by second grade?

We followed a close reading of the audit report with a deep discussion about revamping our classroom delivery of reading and writing instruction. The team came to agree on a Balanced Literacy approach. Balanced Literacy refers to an instructional framework that aims to include the most effective aspects of whole language and phonics instruction. It is made up of a few key components: guided reading, writing workshop, word study, shared reading, interactive read aloud and phonics study. There is not a sole textbook to purchase or a road map to follow. A clear curriculum map, the gathering of a collection of relevant, high-quality resources, and the development of a scope and sequence with pacing guides all lie ahead of us. This will be the elements of our teamwork and professional development plan for the school year.

If you are interested in a copy of the K-2 Literacy Audit, please communicate this to Tina Fuller.