Kellie Marciano - NR-W Elementary School Assistant Principal – June 2018 - BOE Report

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

Meeting Date: June 12th, 2018

Elementary School Enrollment:

UPK	39
Kindergarten	81
1st	85
2nd	95
3rd	94
4th	96
Total	490

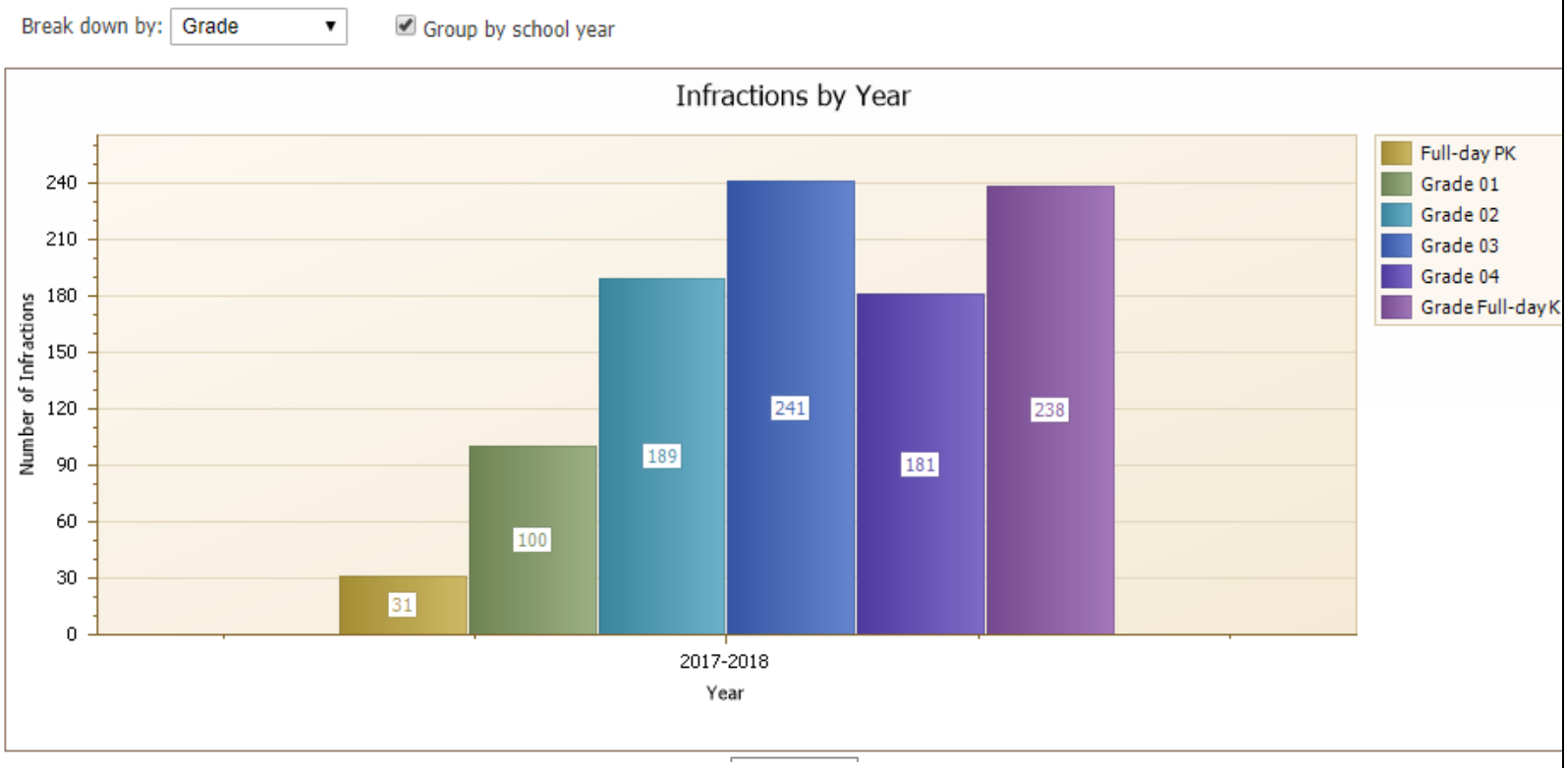
Upcoming Events and Character Focus

Positivity Project Traits:

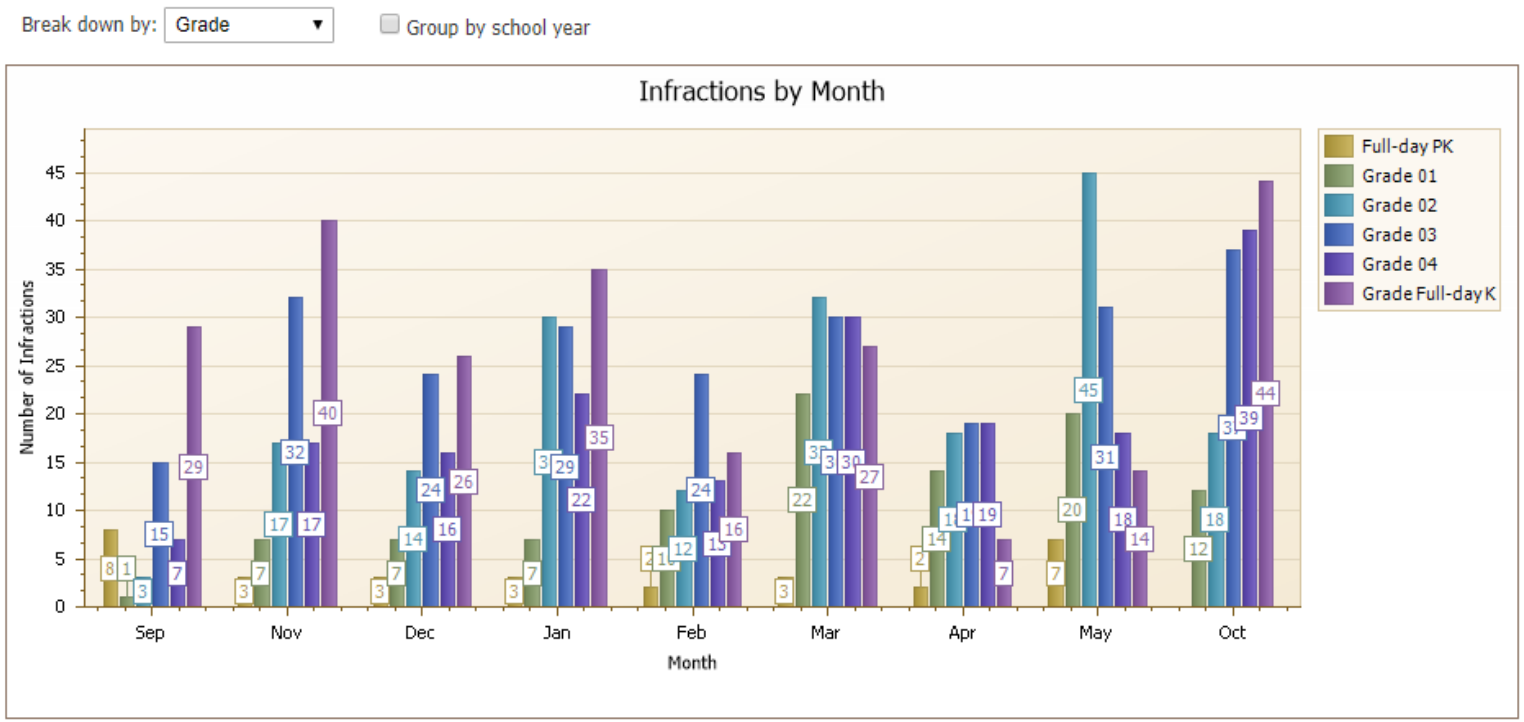
- Other People Matter Mindset

Events:

- June 6th: Grade 3 Butterfly Man Presentation
- June 7th: UPK concert at 6:30
- June 7th: Grade 4 Field Trip
- June 8th: Field Days
- June 11th: Attendance Field Trip to WonderWorks
- June 12th: 4th grade track and field day
- June 14th: Flag Day 9:00
- June 15th: Kindergarten trip to the zoo
- June 15th: Donuts with Dudes at 1:30 (PreK)
- June 18th: Cubby Club 2:00
- June 19th: UPK graduation 2:00
- June 19th: 4th grade Moving Up Day at 9:30
- June 20th: School wide Moving Up Day at 9:00
- June 20th: School wide treat day from student council

Strategic Plan Goal	Action Step	Progress
Goal 1: By June 2017, all students taking a NYS assessment will be proficient (3 or 4, 65 or higher).	Action Step 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	 • **<u>Year in review of Office Discipline Referrals (ODR)</u>** • Kindergarten has been a focus for the school year. Moving forward to the 2018-2019 school year, the students will still receive the support needed for behavioral and academic concerns. Kindergarten students will have access to the MTSS aide as needed. Student placement will be conducted with the first grade team, mental health staff, and administration. This will allow for a better picture of all students to determine the best fit of students/student needs/teacher's teaching style and demeanor. By taking a careful look at student placements and needs, the support needed for the classrooms will be integrated. Reading teachers will also be sharing the grade 1 teachers' classrooms. This will allow for the reading teacher to complete Reading Recovery in the classroom. There will be better integration of skills from Reading Recovery into their guided reading. Three kindergarten students have been classified with having the needs of a self-contained educational setting. One kindergarten student is completing CSE evaluations at this time. Several students will be in the consultant teacher classroom and will receive the supports they need, as well. The six students who have been attending extended KLab have shown progress in their behavior and as a result, their referral rates have declined. One student out of the six has had a discipline referral in the last two months. The rest have had zero.

- The current thrid graders have been a focus, as well. They have received support through the MTSS aide and Teaching Assistants. One TA has been working with students on a program called *Why Try*. The TA meets with several students daily to complete lessons focused on behavioral expectations and social interactions. We have seen success with these students. One student in particular has gone from a daily referral to no referrals in the last month.
- We are considering the following programs for the school for next year: We will continue with Why Try, we will begin Check In Check Out, Lunch groups targeting specifice behavior concerns, Tiered meetings based on student needs at different levels, Wrap Around for families, and continue seeking support with FACT and Wayne Behavioral. The staff at NRWE will continue working on low-level behavior supports in the classroom, as well. These could include behavior charts, the explicit repitition of consistent expectations, and consistent and predictable consequences for actions. We will continue reading *Conscious Discipline* as a staff for next year, and dive deeper into the book, practicing its teachings.



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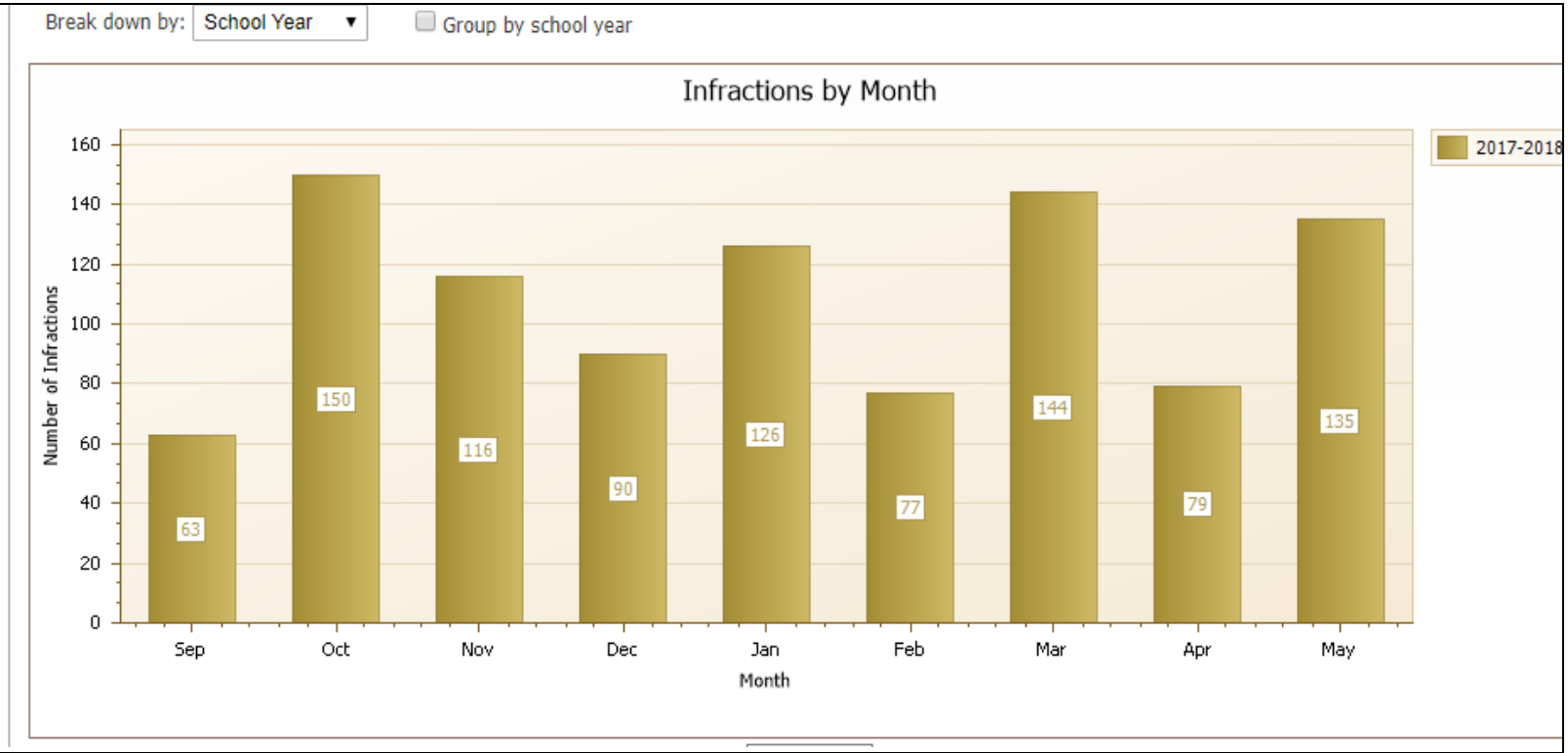

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<td>Action Step 4: Utilize focused professional learning to support district-wide initiatives</td>
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We held our second meeting for our Conscious Discipline book study. Thirty staff members joined the meeting to discuss the first and second chapters of the book.
Data and information to support this book study can be found at https://consciousdiscipline.com/methodology/
At our meeting discussing chapters 1 and 2, we discussed the shift in thinking about the causes of behavior. One large shift was thinking that behavior is a form of communication. The group also discussed the focus on pausing as adults before we react to a student and a situation. The pathway will be event->pause-> reaction/consequence. The research behind this supports an opportunity for the adult to think through the function of the behavior before assigning a consequence that does not impact the undesirable behavior.
Staff are being vulnerable and shifting their way of thinking. They are willing to think through behaviors and problem-solve the issue. One message that came out of the meeting was that NRWE's discipline needs to be more teaching based, and the discipline needs to teach the student a replacement behavior. Students need explicit teaching of replacement behavior before fulfilling our behavioral expectations.
The need for students to feel safe in school was another key element discussed. We made the connection to the Responsive Classroom approach, and the need for a morning meeting to set the tone of the day and help students feel safe. This supports the idea of fight, flight, or freeze. A student is less likely to fight, flight, or freeze if they feel safe within the school.

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