

WOOD ROAD ELEMENTARY SCHOOL

PRESENTATION TO THE BOARD OF EDUCATION

OCTOBER 19, 2016



@Wood_Road_Elem



WOOD ROAD BUILDING LEADERSHIP TEAM

Team Leaders:

- Ann Dierna (Reading)
- Liz Clancy (Kindergarten)
- Kevin Dayton (PE)

Kindergarten:

- Jacqui Evola
- Karen Smiley
- Lisa Srokowski

First Grade:

- Amanda Brunson
- Cheryl Forgea
- Rachael Osinski

Second Grade:

- Brad Fersch
- Andrew Ferrone
- Kelly Morgan
- Kristin O'Connor

Other Student and Staff Support Professionals:

- Jen Barbieri (Social Work)
- Kathleen Jacko (Speech)
- Val Karas (Principal)
- MaryBeth Leslie (Administrative Aide)
- Janice McPhee (District Health Leader)

Third Grade:

- Bonnie Lovett
- Kathy Smith
- Beth VanVolkenburg

Fifth Grade:

- Kerri Miltenberg
- Jen Tetu

Humanities:

- Andrea Williams (Librarian)
- Dania Bianchi (Technology)

Special Education:

- Jess Gurwitz
- Rebecca Potter
- Kim Russell
- Jen Tomaso
- Tracy Smith

Reading and AIS Math:

- Heather Cianfarani
- Heather Coffey
- Jerri Ernst



COMMITTEES ALIGNED WITH THE WOOD ROAD BUILDING LEADERSHIP TEAM

- Literacy
- PBIS
- Safety & Security
- Spirit
- Technology





FRAMING OUR WORK

DISTRICT GOALS AND PRIORITIES



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS (NYSED, 2016)

- Visionary Leaders
 - Curricula
 - Instructional Practices
 - Social and Emotional Development
 - Partnerships
 - Pathways
 - Cultural Competence
 - Cultural Responsiveness
- Presented to Board of Regents and included in the 2016 State Plan for the Every Student Succeeds Act:
<https://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20ESSA.pdf>





GOALS

2016-2017 Wood Road Building Leadership Team

OVERARCHING BLT GOALS

- Review how the characteristics of highly effective schools are currently reflected at Wood Road Elementary School (such as current partnerships, professional development, and instructional practices) and determine areas/a process for enrichment.
- Partner with other district elementary schools to share best practice, offer professional development, and analyze data district-wide.



PBIS

Continue

- Instructional lessons related to school-wide expectations
- Materials provided to all school staff
- Character education
- Rewards and incentives
- Scottie Days



16-17 Focus

- Increase student involvement in PBIS as well as school-wide events and policies
- Increase parent and community volunteer involvement in PBIS
- Position students as school leaders.
- Review and enrich student behavior plans for all RTI tiers
- PBIS in the community



SPiRiT

Continue

- Building school-wide community amongst school staff
- Staff wellness



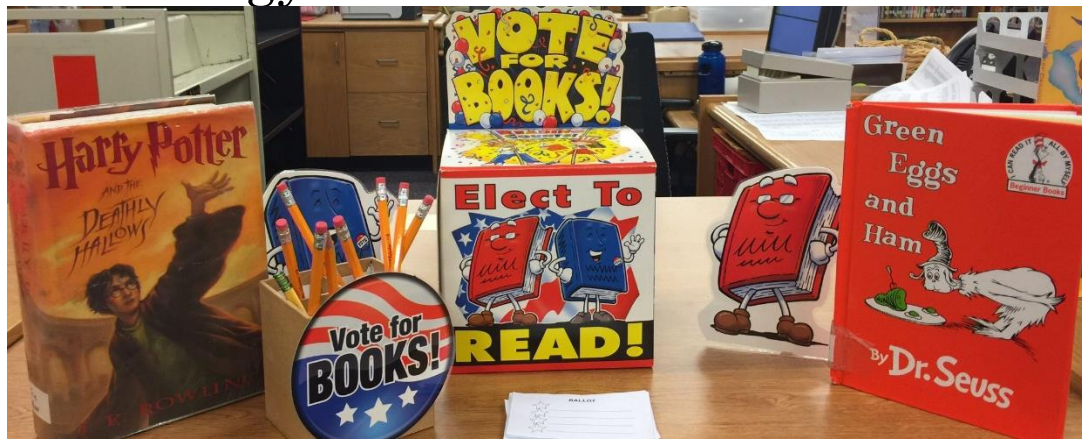
16-17 Focus

- Analyze school culture from a variety of perspectives
- Create opportunities for student, parent, and stakeholder feedback
- Implement initiatives and events to enrich school culture
- Support students and the school community through community-based partnerships



TEACHING & LEARNING 16-17 FOCUS GOALS

- Create opportunities for the sharing of best practice and staff-lead professional development
- Implement school-wide writing initiatives
- Compile and share data to improve teaching and learning
- Review and enrich the services and practices at all academic RTI tiers
- Use school-wide initiatives (such as literacy themes) to enrich student engagement and promote student involvement in learning
- Transdisciplinary learning
- Research, problem-based learning, and service learning
- Integrate technology into classroom curriculum





QUESTIONS?



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

<https://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20ESSA.pdf>

CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Visionary instructional leaders

- Partner with all stakeholders
- Create a professional, respectful, and supportive school culture and community
- Value and promote diversity
- Accomplishes work through collaborative systems of continuous, sustainable school improvement



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Curricula

- Challenging, engaging, integrated
- Tied to appropriate formative and summative assessments
- Aligned to state learning standards
- Responsive to student needs
- Modified to maximize student growth and learning outcomes



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Instructional practices and professional development

- Ongoing
- Effective, research-based, strategic instructional practices
- Utilize multiple measures to maximize student growth
- Address the needs and interests of diverse learners
- Design responsive lessons and activities



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Social and Emotional Development

- Identify, promote, and support social, emotional, physical, psychological, and cognitive development throughout the school day
- Design systems, programs, and strengths-based experiences
- Identify and foster healthy relationships as well as inclusive, safe, and respectful environments
- Develop social and emotional skills; remove barriers to learning



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Partnerships

- Culturally and linguistically inclusive
- Respectful collaboration between students, families, community members, and school staff
- Support academic progress, social-emotional growth, well-being, and personal/civic responsibility
- Support students in reaching their full potential



CHARACTERISTICS OF HIGHLY EFFECTIVE SCHOOLS

Cultural competence and responsiveness

- Continuously, critically examine and challenge cultural assumptions
- Understand how assumptions shape school-wide policies and practices
- Create systems, professional development, and pedagogy which promote an inclusive, linguistically and culturally responsive school environment
- Promote appropriate responses to individuality and differences

