

October 23rd – October 27th, 2017

The Artemus Weekly

**Every Scholar, Every Moment, Every Day:
Attend, Believe, Achieve!**



Staff,

- Our next PD day will be November 7th. We will be offering PD on site to all grade levels. The district will be offering “Blue in the Middle” to teachers in grades 6-8. If you would like to attend Blue please let me know now so that we can know how many teachers we will need to accommodate. Our PD day will start at 8:20am and end at 3:40pm. A light breakfast will be provided. The following topics for PD have been shared by teachers and administration. They are: Tiered Instruction, Curriculum Mapping, Moby Max/Study Island, PBIS. If you are interested in facilitating PD we will have a short meeting in the conference room on Tuesday to discuss what will need to be done. The meeting should take no more than 15 minutes and is optional. We will meet at 8:45am.
 - 10/23 First Marking Period Grades Due
 - 10/25 Report Card Distribution
- There will be no school for students this Wed. due to report card pick up. Report time is 12:20pm. I will be printing report cards on Tuesday morning and will attempt to have them to you by the end of the day Tuesday.
- SLOs are due October 31st.
- Alternative Seating: Many classrooms have received additional alternative seats in the form of Wobble Chairs or Stand Up Desks. Please make sure these are put into use and are utilized in an equitable fashion. If you are seeing success and would like additional seating please let me know. We will be ordering seats for classes who have not received them.
- All students must be issued passes to be in the hallway. Do not send students on errands without passes. This is a school wide expectation. Let's work together to enforce..
- We are currently looking for a book to be read in a “All School Book Read”, to be kicked off at our upcoming reading night. If you have any ideas please email me. Thanks.

Ongoing reminders:

- Bulletin Board / Work Samples must be dated
- NWEA data binders need to include current student groupings.
- Middle school bathroom policy must be enforced with diligence. 1 student at a time is permitted to the bathroom after signing the In/Out clipboard. Times must be written down each time a child signs the board.
- All students must have a “Math Fact Goal”
- Do not redirect with a question.

October -Monthly Instructional Focus: Emotional Constancy / Improving Student Discourse

- Writing Focus: “Art of a Sentence”
- Data Binders: Student groupings need to be evidenced and referenced in plans.
- Fact/Sight Word Mastery - Fact mastery data should be available and progress monitored
- Collaboration w/ Intervention and Support - Team! Team!! Team!!!
- This week's rounds will focus on the “Class Breakdown Reports” and Time Efficiency.

Have a great week!!!

Sincerely,

-Mr. Myslenski



PBIS:

- Thank you for everyone that assisted with the school store this week. The new process seemed to go well. Moving forward the store will run in the morning for grades 3 – 8 in the Media center from 8:40 – 9:10. K – 2 will have arrangements made with Mrs. Beets for an afternoon store. The next opportunity for students to shop will be November 9 & November 10.
- Continue to acknowledge S.O.A.R. behavior by praising students and passing out Cardinal Cash. Please encourage students to write their name on their Cardinal Cash.
- This is another reminder to please send students out of the room with a note documenting the infraction. Mrs. Beets is still getting students greeting here stating they were kicked out of class.
- Addressing Behavior Data
 - o The SWIS data is telling us that the majority of referrals are occurring in the classroom under disruption.
 - o Remember that one of the main characteristics of PBIS is explicitly teaching expectations. Consider involving the class in a discussion around expectations. Identify the top three problem behaviors in the classroom and brainstorm replacement behaviors. For example, if students are talking out in class frequently remind them that the expectation is they raise their hand. Continue to communicate that expectation daily as needed. If there are students that are not following that expectation; follow the Tier I interventions of a private conversation with that student. Avoid the phrase, "stop calling out," or "you are always talking out." One of the main factors of a positive classroom environment is relationship building. Having private conversations with students will help in maintaining a positive relationship with that student instead of publicly correcting them.

-Mrs. Beets



- To Mr. Pempin from Mrs. Taylor for helping me with my scholars in the afternoons so that I remain in compliance.
- To the Sunshine Committee from Mrs. Taylor the popcorn pick me up on Thursday.
- To the Sunshine Committee from Mr. M. Thanks for the gift card.
- To Stofan and Mrs. Muhammad from Mr. Myslenski for making a great team.
- Ms. Shick, Ms. Bircher and Ms. Cree from Mrs. Beets for assisting with the school store. It was greatly appreciated!
- Ms. Adams from Mrs. Beets for helping out with one of our Kindergarten students. Your flexibility is greatly appreciated!
- Ms. Cooper from Ms. Wise for keeping her records extremely organized and assisting me with contacting of my student's (her former student's) parents.
- Mr. Widman from Mrs. Beets for printing out certificates for the school store. Your last minute assistance is greatly appreciated!
- Ms. Bircher from Mr. Widman for always a positive welcome and there to help the students who really need assistance with out of the classroom issues.
- Ms. Berlinger, Ms. Maskil, Mr. Szwagulak, Ms. Pecek and Ms. Gorie for assisting with coverage this past Friday. Your "whatever it takes" attitude is greatly appreciated.



From the Desk of Instructional Coach...

By Liz Cree

- The short planning meeting for our All School Reading Night has been changed to Monday morning at 8:30 in the Media Center. All staff who expressed an interest in helping to coordinate this project have already received an invite (and a shout out to Mrs. Gorie for reminding me about the conflict on Tuesday morning with SLO's). However, all are welcome to attend. This meeting is voluntary, but all participation will be greatly appreciated so that we can hit the ground running.
- There will be no PD this week due to Parent Teacher Conference.

Artemus Ward School

Motto

Every Scholar, Every Moment, Every Day:
Attend, Believe, and Achieve!

Vision

Artemus Ward School envisions a place where all students strive for excellence academically, socially, and emotionally in a safe and supportive community.

Mission

The Artemus Ward community provides all students with a safe and nurturing environment to support the development of academic excellence and create civic-minded members of society who make ethical decisions. This is accomplished through the use of a core curriculum that respects the individuality of each student and encourages them to maintain high expectations for themselves as they aspire to become productive, contributing members of society.

2017/18 Goals

Our Goals – NWEA

- **K-3 On Track - % of students meeting fall cut score increases by 10%**
- **80% of scholars in all grade levels meeting growth targets**
- **40% of scholars proficient (above the 50th percentile)**

Our Goals – OST

- **Reduce the number of limited student in any grade/sub below 25%**
- **30% or less proficient = increase by 15%**
- **31%-50% proficient = increase by 12%**
- **50% or greater = increase by 10%**
- **Increase proficiency level of all Spec. Ed. Scholars by 15%**

ACADEMIC REMINDERS 2017-18

Ongoing Instructional Focus:

K-3 : Building a strong Literacy Block.

4-8 : Tiered Instruction

All Grades: Writing

All Grades: Co-Planning w/ Intervention Specialists (Reading, Math, Special Ed.)

Data you must Know!!!

- Who are your limited students (low 25%)
- How are they connected to our Intervention Services?

Writing Focus for 2017/18:

Everybody Writes: Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss

The Art of a Sentence: Ask students to synthesize a complex idea in a single, well crafted sentence.

Show Call: Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing –regardless of who volunteers to share

Build Stamina: Gradually increase writing time to develop in your students the habits of writing productively, and the ability to do it for sustained periods of time.

Front the Writing: Arrange lesson so that writing comes earlier in the process to ensure that students think rigorously in writing.

What to bring to TBT Meetings:

- Lesson plans
- Student Groupings
- Samples of Student Work
- Student data binder



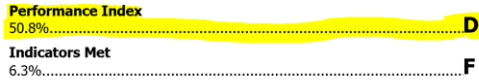
2017 State Report Card Highlights

- Our overall performance index increased from an “F” to a “D”. This is a noted improvement in the right direction



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.



COMPONENT GRADE

F

[VIEW MORE DATA](#)

[VIEW GIFTED DATA](#)

- Even though we received an Achievement rating of “F”, our PI moved from an “F” to a “D” Nice job! In order to move to a “C” we’re going to have to continue to decrease the amount of limited student and increase overall proficiency.

Performance Index



50.8%
60.9 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Calculation Pie Chart Trend

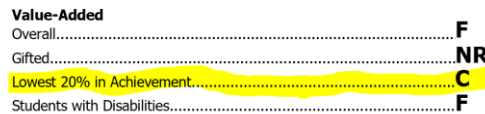
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	2.1	x	1.2	=	2.5
Accelerated	9.0	x	1.1	=	9.9
Proficient	19.6	x	1.0	=	19.6
Basic	27.1	x	0.6	=	16.3
Limited	42.2	x	0.3	=	12.7
Untested	0.0	x	0.0	=	0.0
					60.9

- We earned a C in progress for our “Lowest 20% in Achievement”!!! We need to continue to move all scholars in order to meet our overall Value-Added goal of a “C”. This is where tiering instruction becomes critical. Our goal is to move all learners.



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



COMPONENT GRADE

D

[VIEW MORE DATA](#)

- Our “K-3 Literacy” grade improved from a “F” to a “C”. Our next steps are to continue to developing a strong literacy block and to engage our parents in the curriculum. Let’s think about this as we roll out our K-3 Literacy Night later this week.....



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.



COMPONENT GRADE

C

[VIEW MORE DATA](#)

Important Links

MathNWEA RiT Tool: Use this to look align students learning path and learn about the continuum

<http://rittoresource.org>

MAP Math: Use this for activities that are aligned to were students are on the continuum

<http://www.sowashco.org/ro//pages/studentlinks/map/>

NWEA MATH Activities: Use this as a resource for activities and lessons aligned by RiT

<https://sites.google.com/a/wfsd.k12.ny.us/nwea/math-map-activities>

NWEA Reading Activities: Use this as a resource for activities and lessons aligned by RiT

<https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities>

Ideas for Centers that can be implemented in your classroom:

http://www.busyteacherscafe.com/literacy_centers/

http://www.atozteacherstuff.com/Lesson_Plans/Learning_Centers/Literacy_Centers/

http://www.atozteacherstuff.com/Lesson_Plans/Learning_Centers/Math_Centers