



# Top of the World Elementary

Report to the Board of Education  
February 15, 2024  
Meghan Schooler, Principal

# 2023-2024 Goals

## Goal 1

### College & Career Readiness

Capitalize on Visual and Performing Arts (VAPA), science, garden, library, technology, and PE as spaces for students to explore connections and interests

Professional learning around authentic teaching

Expand opportunities for encore extension in the upper grades

## Goal 2

### Social-Emotional Competencies & Positive Self-Identity

Refine Positive Behavioral Interventions & Supports (PBIS) and Social Emotional Learning (SEL), including robust Tier 1, 2, and 3 supports for students

Increase opportunities for student leadership, voice, and connection on campus

## Goal 3

### Safe, Equitable & Inclusive Schools

Address absenteeism with supportive communication

Engage teacher leaders and staff teams in the work of Multi-Tiered Systems of Support (MTSS)

Continue Training & Implementation of Restorative Practices

# Goal Area 1: College & Career Readiness Skills

- Visual and Performing Arts, science, garden, library, tech, and PE as spaces for students to explore connections and interests
- Professional learning around authentic teaching
- Expand opportunities for Multi-Tiered Systems of Support encore extension in the upper grades



# Integration of Academics & Career Readiness



TK & 5th grade engaging in a shared read and coding to create a balloon parade



Third graders at the Environmental Nature Center learning about local history of indigenous groups

## Goal Area 2: Social Emotional Competencies & Positive Self-Identity

- Refine Positive Behavior Intervention and Supports and Social Emotional Learning, including robust Tier 1, 2, and 3 supports for students
- Increase opportunities for student leadership, voice, and connection on campus



# PBIS: Positive Behavior Interventions & Supports

- MTSS SEL & MTSS Behavior Leads: collaboratively aligned our efforts around SEL instruction and behavioral consistency
- Redefined expectations for behavior and follow up
- Monthly and daily recognition of students for behaviors including
- Themed announcements with parent messaging that highlights social-emotional competencies and prosocial behaviors
- SEL grade level assemblies, classroom lessons and counseling supports



# Student Engagement

## Continuing this year:

- Student Council
- Peer Assistance Leadership Program
- Green Team

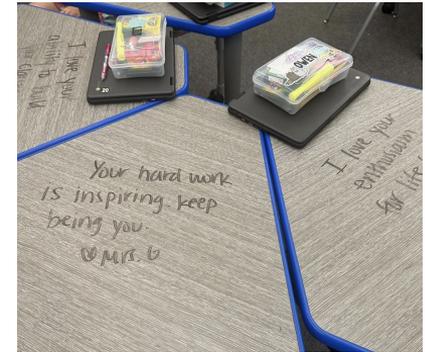
## New this year:

- Earth Savers (3rd)
- Junior Master Gardeners (3rd - 5th)
- Topper's Team (2nd - 5th)



# Goal Area 3: Safe, Equitable, and Inclusive Schools

- Address absenteeism with supportive communication
- Engage teacher leaders and staff teams in the work of MTSS
- Continue training & implementation of restorative practices



# Data: Crunching the Numbers

- Referrals for MTSS team consideration
- iReady Growth
- Attendance Rates



# MTSS Referrals

51 student referrals received via the MTSS referral process from TOW staff

- 46 identify social emotional/ behavioral/ self-regulation concerns as primary

**Goal:** By February 16, 2024, students will demonstrate improved active listening skills by using their skills for learning (ex. eyes watching, ears listening, voice quiet, body still) when transitioning between activities, teacher is gaining their attention, and participating in a lesson, most of the time (80% accuracy) as tracked by pre and post survey data.

Tier	Support	Students/Plan
Tier 1:	<ul style="list-style-type: none"> <li>Weekly mini lesson led by counseling team</li> <li>Slide deck supporting images/language or reminders from counseling team to teachers</li> <li>Other ideas (space camp astronauts laminated around campus)</li> <li>Find corresponding kids book and embed in library lesson</li> </ul>	<ul style="list-style-type: none"> <li>All students, in class</li> <li>2 classes at a time Merda and Bond Hosokawa &amp; Mignosa</li> </ul>
Tier 2:	<ul style="list-style-type: none"> <li>Bi-weekly mini lesson with scaffolded activity for strategic support – co-facilitated with counselor and teacher (ideally during WIN/PE/Recess/Fun Friday etc. time appropriate for the goal)</li> </ul>	<p><b>Proposed strategic groups:</b></p> <p><b>Tues: PE 1:30-2:00</b></p> <p><b>Hosokawa:</b> Mohamed, James Caiton, Scarlett, Taylor, Tinoal</p> <p><b>Mignosa:</b> Lucy, Hudson</p> <p><b>Thur: PE 1:30-2:00</b></p> <p><b>Bond:</b> Aybars, Dean, Josh, Eli</p> <p><b>Merda:</b> Aleah, Sebastian, Hudson Jack, Olivia B.</p>
Tier 3:	<ul style="list-style-type: none"> <li>6-8 week referral for individual or group counseling</li> </ul>	<ul style="list-style-type: none"> <li>Identified by teachers after the first few weeks of tier 1 and tier 2 interventions</li> </ul>

Effective Communicator	I actively listen, strive to understand others, and seek to be understood.				
	Success Indicators	Mastery at Grade Level 3 (Primary Level)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle School)	Mastery at Grade 12 (High School)
I am an active listener.	<ul style="list-style-type: none"> <li>I demonstrate active listening by                             <ul style="list-style-type: none"> <li>Being fully present in the conversation</li> <li>Making eye contact</li> <li>Using non-verbal communication</li> <li>Recalling basic details</li> <li>Paraphrasing what was said</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate active listening by paying attention and seeking clarification to summarize the speaker's message</li> <li>I connect relevant information I learned to my prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate active listening to analyze the speaker's purpose and perspective on a given topic</li> <li>I determine relevant and irrelevant information</li> <li>I integrate information I gained to my prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I actively listen to evaluate relevance, accuracy, and completeness of information</li> <li>I synthesize the speaker's message with prior knowledge</li> </ul>	

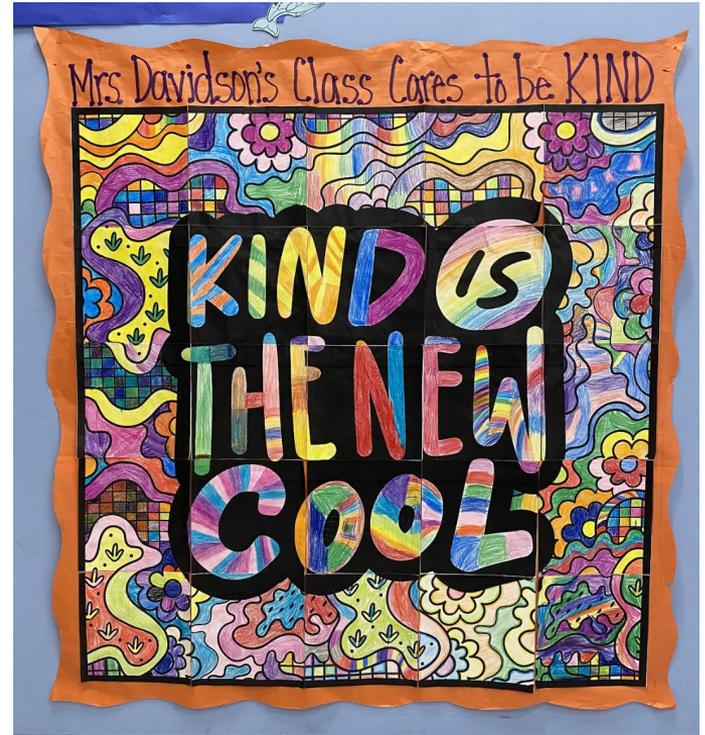
# Counseling

## Tier 2/3 services:

- 90 students have received individual and/or group counseling provided by our counseling team

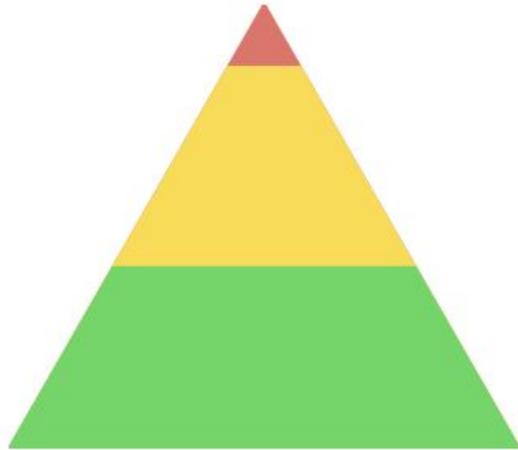
## Tier 1 services include topics/activities:

- Expected Behaviors at School
- Bullying Prevention
- Managing Strong Emotions
- Mindfulness
- Kindness
- Active Listening
- Self-Esteem
- No Place For Hate Lessons and Activities



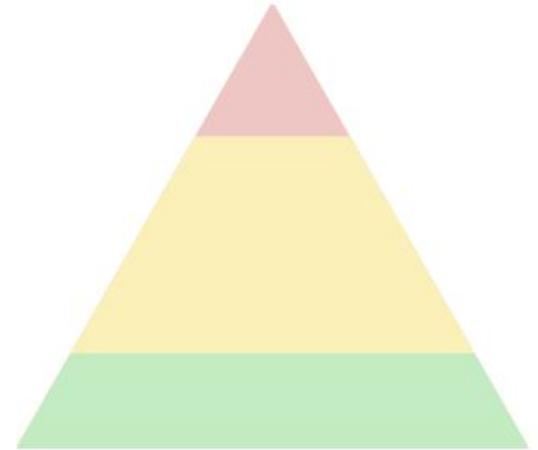
# Multi-Tiered System of Support (MTSS) - Math

## August 2023 vs January 2024



Diagnostic 2

- **At Risk for Tier 3**  
2% (From 9%)
- **Tier 2**  
33% (From 53%)
- **Tier 1**  
64% (From 38%)



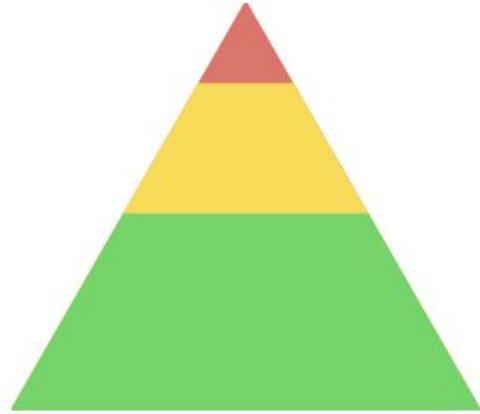
Diagnostic 1

# Multi-Tiered System of Support (MTSS) - Math

Grade Level	Tier 1: Current (BOY)	Tier 2: Current (BOY)	Tier 3: Current (BOY)
K	70% (50%)	30% (50%)	0% (0%)
1	44% (20%)	54% (66%)	3% (14%)
2	66% (34%)	31% (55%)	3% (11%)
3	60% (27%)	38% (58%)	2% (15%)
4	73% (46%)	25% (49%)	2% (5%)
5	70% (49%)	26% (41%)	4% (9%)

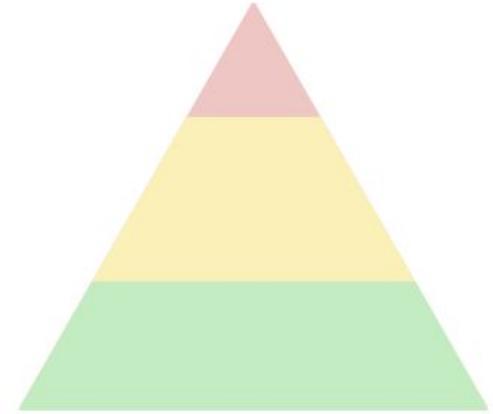
# Multi-Tiered System of Support (MTSS) - Reading

## August 2023 vs January 2024



Diagnostic 2

- **At Risk for Tier 3**  
4% (From 8%)
- **Tier 2**  
23% (From 39%)
- **Tier 1**  
73% (From 52%)



Diagnostic 1

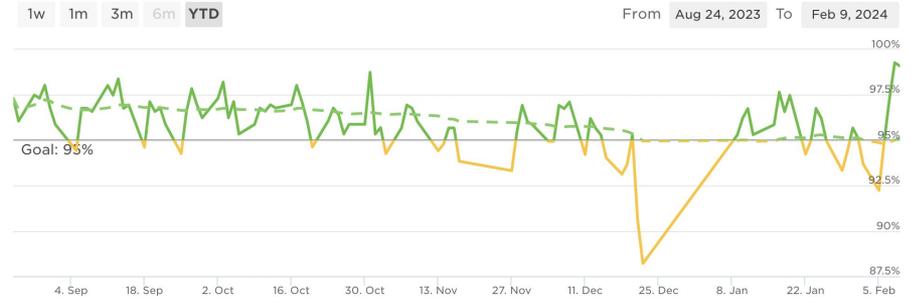
# Multi-Tiered System of Support (MTSS) - Reading

Grade Level	Tier 1: Current (BOY)	Tier 2: Current (BOY)	Tier 3: Current (BOY)
K	87% (60%)	13% (40%)	0% (0%)
1	55% (21%)	42% (68%)	3% (11%)
2	75% (49%)	21% (43%)	4% (7%)
3	82% (64%)	12% (26%)	6% (10%)
4	68% (58%)	28% (35%)	3% (8%)
5	70% (55%)	23% (32%)	7% (13%)

# Attendance Rates & Focus

Overall ADA: 95.9% YTD

What is our daily attendance?



	Letter 1 Sent	Letter 2+ sent
<b>Kinder</b>	15	2
<b>1st</b>	29	4
<b>2nd</b>	36	10
<b>3rd</b>	35	11
<b>4th</b>	29	8
<b>5th</b>	30	5

# JOY: The “It” Factor & the Whole Child

- Everyone “owns it”
- Relationships matter & continuous improvement is central
- Integration of the whole child experience is everywhere!



# Goal Areas: Ongoing Work

## Goal 1

College & Career-Readiness Skills

- T3 Unit Design & Learner Profile – Authentic Teaching & Learning
- Integration of VAPA, Tech, Library, etc.
- Student Agency & Voice: StuCo, PALS, Topper's Team, and more



## Goal 2

Social-Emotional Competencies & Positive Self-Identity

- Continue to use and refine MTSS Referral Form for academic, counseling, attendance concerns
- Use data to guide Tier 1, 2, and 3 approaches



## Goal 3

Safe, Equitable & Inclusive School

- Continue to embed Restorative Practices
- Sustainability
- MTSS Teams with a focus on continuous improvement



