

PRINCIPAL'S REPORT

CLARK-WILKINS SCHOOL DISTRICT

September 9, 2019

Anna Parrill Principal

Clark-Wilkins Summer Updates

We had activities and programs going on in the buildings all summer long. These programs were intended to keep students connected to school routines and allow them the opportunity to practice key academic and social/emotional skills. Here are some highlights from those programs.

Keep It Going- Grades 1& 2

This summer, for two weeks, our rising first graders participated in a program called *Keep It Going!* The goal of the program was to offer students an opportunity to engage with peers, become familiar with the Wilkins building and maintain skills acquired during Kindergarten. Lessons taught, for the 3.5 hours per day students were in attendance, were designed to address the needs of the whole child including: literacy and math, integrated motor and self-regulation exercises, as well as cognitive and listening skills. All activities were rolled into this fun and integrated program designed to inspire our students to develop a true love for learning.

Our second-grade program was held for three weeks in July. Twenty-two students attended and enjoyed working with new friends three days a week for two-hour sessions. Lessons included: read-alouds, partner reading, phonics activities, math problem-solving and collaborative learning activities.

Keep It Going- Grades 3 & 4

This summer's theme was "Take A Road Trip through the US National Parks". Students read a variety of books and wrote about their top three National Parks. Lessons also focused on: multi-digit addition and subtraction plus multiplication and division. Students enjoyed playing math games and reviewing grade level skills. The third and fourth graders conducted STEM investigations using HESS trucks to study force and motion.

Blast Off to Kindergarten Program

This two-week program offered a jumpstart to Kindergarten. This program helps to ease students into daily school routines and allows them the chance to get to know the building, their teachers and the tenants of the kindergarten program. This summer, we had two classrooms of eight students participate in the program. These students are fully prepared for the first day of school because of this jumpstart.

STAR Summer Program: Success Towards Academic Readiness

This summer seven students participated in this program, which ran Monday through Friday from 9:00 a.m.-1:00 p.m. between June 17th-August 22nd. The program offered a condensed version of the day including morning meeting, snack, recess, lunch, group activities, time for individual teaching/programming, and access to related services. Each day, students participated in Morning Meeting. In the afternoon, students participated in various group activities. Units designed included: patterning and the water cycle, as well as other integrated skill-based activities including reading, math, fine-motor skills, turn-taking, group attending and participation. Every Tuesday, students participated in planning, measuring, and preparing (cutting, blending, mixing, etc.) their snack. Students enjoyed a hands-on, fun and engaging experience in this program this summer.

Goals and Objectives for 2019-2020

I. To create a positive, healthy and risk-taking school culture:

On August 26th, a small task-force comprised of administrators, social-workers, school counselors, para-educators, and other related service providers convened to work to proactively address challenges relative to student behaviors and expectations. We reviewed Dr. Ross Greene's book, "Kids Do Well If They Can," and discussed ways we might approach teaching lagging skills. We reviewed current behavior response protocols, lunch and recess behavior expectations and past video expectations of those behaviors. We shared tenets of Responsive Classroom expectations and discussed how we might leverage those expectations for everyone. We introduced a meeting norm/protocol of "Yes And" for meetings to stimulate positive conversations and insure all voices are heard. This model will be implemented for all meetings at the school. Additionally, by the conclusion of our meeting, we had created a model of what a positive, healthy, and risk-taking culture looks like at Clark-Wilkins.

On August 27th, we shared these protocols and expectations for student behaviors and expectations with the staff.

As a part of the implementation phase, we will have an assembly with students to review these expectations. Our primary goal would be to start a positive program that recognizes and celebrates students being kind, respectful, hard-working and exhibiting perseverance across all school settings. We will form a committee to put structures in place and to monitor the results of the implementation phase.

This September, we will have a mascot naming campaign. All students and staff will be encouraged to participate. Once our OWL has a name, we will have him/her be the cornerstone of the student recognition and positive behavior program. Additionally, we will develop a student leadership program. To date, we have had several conversations with the PTA regarding the ways in which we might continue to partner together in support of this building initiative.

Lastly, we will continue to work with a sub-committee to review data from student referral sheets and other building needs relative to behavior. We will use morning meeting time, where appropriate, to explicitly teach, model and lead conversations around school behavior expectations.

II. To build and leverage positive risk-taking within a collaborative school community that prioritizes and embraces student-centered decision-making.

This summer, as an integral part of my entry plan as the incoming principal, I met with 102 staff members during July and August. These meetings afforded me the opportunity to begin to personalize relationships with staff and hear their perspectives relative to what they feel are both strengths and opportunities for growth at Clark-Wilkins. The meetings were invaluable, and I loved getting to hear everyone's "story." There was such a clear, positive vibe and love of the school and community. People love working in Amherst and that message came through loud and clear, repeatedly. Three areas of concern emerged from these meetings, which helped me determine the objectives, included in this report, that require attention and will become the foundation for the work our school will be focusing on throughout the year.

We purchased the book the **Strength Finder**, by Tom Rath for all staff members. Drawing from past successful experiences having used this tool in other school communities, I have found it serves as an important vehicle for us to positively build a school culture that not only celebrates one another's strengths, but looks to build upon them as a community. During the opening of school meetings, we will spend time collaborating with team members with like-minded strengths. We will then meet as teams to: share our individual strengths, discuss what we bring to the team and what we need from our team in order to be our most successful selves. This is a powerful exercise, from day one, to say, "...at my best, these are my strengths-use them, celebrate them, understand me at my best, and what we can be as a team."

We will form cultural committees that look at building positive energy for staff and students. As mentioned previously, having high expectations for inclusive language and protocols at meetings, to insure all voices are heard. Lastly, we will continue to develop opportunities for both student and teacher leadership. We will work to empower all members of our school community to leverage their agency and governance, as we collectively build a stronger, more unified, culture.

III. To create structures and supports to build an effective Multi-tiered system of supports (MTSS)

The administrative team is in an information gathering state. There have been several meetings in August with case managers and related service providers to review and discuss current processes and protocols. We are gathering information under the large umbrella of Social Emotional Learning (SEL) at both Clark and Wilkins. In addition, we are meeting with AMS to coordinate and collaborate on their successes around SEL and Response to Instruction (RTI).

With the implementation of the STARS and My Time Programs at Wilkins, we will take time during the opening meetings to re-introduce the programs. The staff will discuss: what qualifies a student for these programs, what the philosophy is of each program, the training that the teachers and para-professionals have that is helping lead these programs, and how we can continue to fully integrate and collaborate with the program.

Each administrator will serve as a representative at each grade level RTI team in order to develop a common understanding of expectations for the structure, processes and protocols we need to leverage and help to move us forward.

In September, building administration will meet with the building level interventionists to better understand past processes and protocols for RTI meetings. Other questions that will be explored are: what data is being collected, how progress is being monitored, how often the teams meet, as well as reviewing past successes and projecting areas for growth. During a future staff meeting, we would look to simulate a successful RTI meeting in order to share a framework for these revised processes, norms, data collection and intervention plans. Additionally, we will highlight each team member’s role in this process. This will help us leverage a successful framework helping to set the stage for productive and efficient RTI meetings/plans.

Facilities, Finance, and Operations

- Enrollment**

Grade	New Summer Enrollment	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
PK3		16										
PK4		21										
K	97	97										
1st	16	144										
2nd	11	130										
3rd	4	142										
4th	17	138										
Total	48	688										

Upcoming Events

Clark-Wilkins Upcoming Events

- Sept. 10 Late Start
- Sept. 11 Staff Meeting
- Sept. 16 Grade 4 Miller State Park (2 classes)
C-W Open House Grades PK, K, 3 & 4
- Sept. 17 C-W Open House Grades 1 & 2
- Sept. 18 Grade 4 Miller State Park (2 classes)
Mentor Meeting, 3:30-4:30, Library
- Sept. 19 Grade 4 Miller State Park (2 classes)
- Sept. 25 School Pictures
Staff Meeting
- Oct. 8 Late Start
- Oct. 9 School Picture Rain Date
Staff Meeting