

# Faulconer Chapman School

## Board Report

### January 2016

#### How are we doing?

##### **FCS 1st Grade team**

In January we are busy gearing up for the implementation of our chromebooks . The team is researching websites, and is developing lessons about how to teach the log-in process, teach using a cursor to explore a website and set expectations for proper use of our chromebooks. We are also scheduling a visit to a McMinnville classroom in January and another school in early February to look at their classroom technology systems.

From our visits we hope to gain insight on how they manage new technology and continue teaching reading and math curriculum.

The 1st grade team has a meet with Robin VanBuren on January 6th, about next steps in grant implementation.

#### Student Highlights:

##### **Boys' Basketball Season Begins!**

Boys' basketball season has begun at Faulconer-Chapman School. Nineteen 8<sup>th</sup> graders and seventeen 7<sup>th</sup> graders are participating. The first game was January 14 versus Willamina. The teams play in the West Valley Conference during the months of January and February, every Tuesday on the road and every Thursday at FCS. The games begin at 3:45. We hope that you will come support us!

##### **Updates on Rtl/ Title 1**

We are very excited about the new changes in Rtl that will begin on February 1st. January 12th the teachers will be trained on what the Rtl flowchart looks like and how to move students between tiers, what the intervention group profiles look like and their protocols, how to use the data they have collected (STAR, unit tests, and the Phonics survey) to place students into intervention groups. We will briefly cover the intervention curriculum that will be used and follow up with this on January 25th.

Here are a few success stories:

Hope is in 4th grade and based on her DIEBLS scores at the end of last year she was very low. She was given intervention for the first 6 week cycle and by the end she had made significant growth to where she no longer needed intervention. Her first test score in October for STAR was 355 and as of December she is at 482, that is 127 points growth. (The 40% cut scores for 5th grade on STAR in December is 438). She is now on grade level and continuing to make progress.

Tristan is in 5th grade and was also considered low based off of the DIEBLS scores. He received intervention for 6 weeks and was able to make enough progress to be on grade level. In October his STAR score was 420 and by December it was 550. He is continuing to make great progress.

### **Updates on PBIS**

On January 19, 4-5 FCS licensed staff attended PBIS Tier 2 training workshops in Salem, OR. During first semester of this school year, FCS has been organizing and training for Tier 2 of PBIS. Tier 2 focuses on finding more behavior supports for our K-8 students. There's a substantial amount of organizational shifting and we are excited that Tier 2 student services and supports will begin at the beginning of semester 2 in February. FCS PBIS coordinator, Leah Gottheiner and Associate Principal, Ryan Sticka have been teaming up with NW PBIS coaches to help strengthen positive student support at FCS this school year.

### **What's New:**

#### **PE Grants**

##### Fitness Gram

We are purchasing the equipment and supplies for the Fitnessgram to implement the program at our school. By implementing this program, we will be meeting a standard of the "Let's Move in Schools Program." The Fitnessgram program assesses students' physical fitness in the five physical fitness components. This will allow us to have a baseline for our students' physical fitness which will then allow us to target instruction to their needs. We will also make this information known to the student so that they can be rewarded. It is also a K-12 program that we can see trends that will help us vertically align our fitness program. In addition, the research shows that the more fitness tests passed the more academic success.

##### Pedometers

We are purchasing pedometers to track movement in the classroom. Pedometers will allow for each student to be motivated, set participation goals, and track increased physical activity. It also increases student accountability and keeps students interested. The students will be impacted by being able to see personal data, measure their level of participation, and be able to track their progress. We will also be implementing a physical activity program that will allow them to keep a daily log of their steps so that they can assess their progress toward their goals.

### **FCS Technology:**

Technology at FCS has been improving and becoming more available at a rate greater than the past few years. So far this year FCS has seen improvements on many of the problems previously faced with classroom computers and computers used in the three computer labs. These improvements should continue as the district switches back to using Windows from the Linux system it had been using the past few years. Thanks to the “mini grants” awarded this year many teachers and grade levels have seen an increase in the amount of technology available to them. After the grants were awarded FCS added more than forty new iPads and forty Chromebooks to various teachers and grade levels. The beginning of the school year and the past few weeks have also seen an increase in the amount of technology being used to support reading through the new reading programs online portion, to progress monitor all students and to provide interventions through Star testing and Dreambox Learning. Technology is starting to grow and should only continue to improve as the year goes on.

### **Things to look forward to:**

#### **FCS Leadership Class**

Faulconer-Chapman School is pleased to introduce our middle school Leadership and Mentoring pilot program which will be taught by Mr. Pratt, beginning the second semester. The class will meet twice a week in order to learn from Stephen R. Covey’s book, “The Seven Habits of Highly Effective Teens”. During the other meeting times the students will push in to kindergarten through third grade classrooms in order to mentor students in reading and math.

#### **FCS Community Committee 2015-16**

Bullying / Physical Aggression Prevention:

FCS Administration and Staff are dedicated to reducing and eliminating bullying and physical aggression among students at school.

This year, FCS is taking measures to reduce bullying and aggression by:

1. FCS Counselor teaching pro-social skills to all K-3 students on a weekly basis, year round, through a program called "Second Steps." [www.cfchildren.org/second-step](http://www.cfchildren.org/second-step)
2. FCS Counselor conducting a K-5 anti-physical aggression program in November 2015, called "Hands are not for Hurting." [Handsproject.org](http://Handsproject.org)
3. Partnering some at-risk K-5 students with grade 6-8 student mentors, one period during each school day.
4. Continuing to strengthen our K-8 Positive Behavior Intervention Program (PBIS). [www.pbis.org](http://www.pbis.org)
5. Creating a Community Committee, of parents, educators and administrators discussing bullying and physical aggression prevention at FCS.

Mission of the FCS Community Committee:

To discuss and plan school activities and systems that will reduce the number of behavior referrals with respect to bullying and physical aggression by 30%.

First meeting was held on Thursday, November 11, 3:30 at FCS, Upstairs Library

**Next meeting is on Thursday, February 11, 3:30 at FCS, Upstairs Library**

Please contact Mr. Sticka, Associate Principal for more information. 971-261-6960

#### **Additional Resources**

<http://www.stopbullying.gov/prevention/at-school/>

Research shows that school administrators can play a powerful role in bullying prevention. They can inspire others and maintain a climate of respect and inclusion. But a principal cannot do it alone. When parents and youth are involved in the solutions:

1. Students feel safer and can focus on learning.
2. Parents worry less.
3. Teachers and staff can focus on their work.
4. Schools can develop more responsive solutions because students are more likely to see or hear about bullying than adults.
5. School climate improves because students are engaged in taking action to stop bullying.
6. Parents can support schools' messages about bullying at home. They are also more likely to recognize [signs that a child has been bullied or is bullying others](#).

#### **Dates to remember:**

- 2015-16 Home Boys Basketball games
  - Thurs Jan 14: Willamina @ FCS, 3:45pm
  - Thurs Jan 21: Dayton @ FCS, 3:45pm

Thurs Jan 28: Perrydale @ FCS, 3:45pm

Thurs Feb 11: Nestucca @ FCS, 3:45pm

Thurs Feb 18: Amity @ FCS, 3:45pm

- FCS Community Committee Meeting, Thursday, February 11, 3:30-4:30pm, Upstairs Library.