

## NCS Site Council Meeting November 15, 2016



### Site Council Members

Ann Princ'l*	Jennifer Klawiter*	Abby Jakowski*	Jennifer Bradley*(Jen)
Katie Kohl*	Leigh Schmidt*	Kim Wroblewski*	Sarah Gaskell *
Tiffany Minter	Brett Polglaze*	Susan Christiansen	Charyn Grandau

\*=Present

Time	What	Next Steps
4:00-4:10	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the Positives</li> <li>• Norms for Collaborating               <ul style="list-style-type: none"> <li>○ Equity of Voice</li> <li>○ Active Listening</li> <li>○ Respect for all Perspectives</li> <li>○ Safety and Confidentiality</li> <li>○ Self Monitor (take care of your needs)</li> </ul> </li> <li>• Review agenda and outcomes</li> </ul>	

<p>4:10-4:20</p>	<p><b>Presidents Report from 501c3:</b></p> <p><b>Budget: \$14,588 = balance</b>  <b>(Does not reflect any fundraising, which will be for 2017-18)</b></p> <p><b>Treasurer’s Report, from President Brett Polglaze</b>  Summary Sheet showing our spending since June was shared.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <ul style="list-style-type: none"> <li>• Should we explore an endowment fund? (Put money into this account). This would be a great position to get to. Brett and Sarah will explore.</li> <li>• Do we need to consider a scholarship fund? Brett and Sarah will explore.</li> </ul> </div>	
<p>4:20-5:00</p>	<p><b>Staff / School Updates:</b></p> <p><b><u>Next Community Gathering</u></b> = Thursday, December 13, 7:45-8:05 SC Step Room</p> <ul style="list-style-type: none"> <li>• Theme = Self Control</li> </ul> <p><b><u>Picture Retake Day</u></b> = Tuesday, Nov. 17th</p> <p><b><u>Behavior Plan:</u></b></p> <ul style="list-style-type: none"> <li>• Lots of positives happening! <ul style="list-style-type: none"> <li>○ Greatness Ambassadors <ul style="list-style-type: none"> <li>▪ Gratitude, Tree, Videos, Recess Ideas</li> </ul> </li> <li>○ Community Gatherings</li> <li>○ Teachers have completed the PBIS Survey. Staff will receive overview and plan in December, allowing them to implement ideas and expectations in the classroom. Full school kick off in January--<b>Full school kick off, which indicates expectations for all areas of the school, will be discussed with the students and posted.</b></li> <li>○ Positive Teaching Strategies Tool Box: Nurtured Heart, Love &amp; Logic, Restorative Practices, Nonviolent Crisis Intervention, Responsive Classroom</li> <li>○ Culturally Responsive PBIS training occurred on October 28 (Ann and Cole Melvin attended)</li> <li>○ More information will continue to become available.</li> <li>○ <b>Site Council needs update on current behavioral incidents (in general, no private information needed) and course of action taken as well as proactive plans for student safety. Any updates on theft? How should we start to shift culture?</b></li> </ul> </li> </ul>	

Should governing board be involved in identifying benchmarks for school? If we are successful, what should we expect to see from staff and students? And do we have plans to include our parents/guardians in making this a success for the school? Parents will be informed of the expectations in the classrooms and school wide in December and January, as PBIS unfolds. This will be a process both staff and students will participate in.

**Data Dive** Teachers will receive training with EduClimber, our new district wide Data Collection Resource, on Thursday, Nov. 17.

**New Century School Learning Goals:** Our Goals are below.

After reviewing our data, teachers discussed the need to increasing writing within our school. We discussed writing programs and discovered that a teacher at our site has experience with a writing program from a previous district. We researched the program and are interested in implementing it to allow all of our students to be successful with writing.

The details to this writing program are below.

We are requesting Site Council to review this program and determine if they approve it for our NCS learners.

Will we implement this as a pilot or for core curriculum piece? Should we also look at other goals specific to our school? STEM? Outdoor Classroom?

This curriculum allows our STEM focus to be included in the writing process.

This will be a positive addition to our curriculum.

Ann will copy the K-5 target skills for tours.

Books are needed for each grade level, to support this program. This could be a fundraiser/teacher wish list for teachers to receive. The "Book Tree" idea could be used.

Motion to approve was moved and seconded.

All approved.

Sarah will look for additional books that include diversity.

**Next Community Gathering** = Thursday, December 13, 7:45-8:05 pm in the SC Step Room

- Theme = Creativity

**Picture Retake Day** = Thursday, Nov. 17th



<p>5:00-5:05</p>	<p><b>(Abby) Enrollment / Tour Dates</b></p> <ul style="list-style-type: none"> <li>• <b>Tentative Overview meeting with all VASD Elementary Schools: January 10 (Snow Day = January 12), 6:00-7:00 pm at the Boys and Girls Club, 4619 Jenewein Rd.</b></li> <li>• <b>NCS overview at NCS = Jan. 19, 6:00-7:00 pm</b></li> <li>• <b>Tours (Art on the walls needed on December 1st and a table in the hallway).</b></li> <li>• <b>Tour dates + Dec 1, 8, 15, Jan. 5, 12, 19, 26, 8:30-9:30 am</b></li> <li>• Wish Tree for Teachers...Abby will ask if they have any requests.</li> <li>• Santas without Chimneys...fundraiser to help others. We have been a drop off site in the past. We can't be a drop off site for safety, but we could advertise/promote and then deliver. This could be in the newsletter, that we support it.</li> <li>• For next year, could we connect with the Boys and Girls club, or other organizations, to see what their needs are, to focus on giving to a place we would like to share information about NCS with. This will be discussed next October (2017) to plan ahead.</li> </ul>	<p>Check on Art for the Auction.</p>
<p>5:05-5:10</p>	<p><b>Fundraising Update (Susan)</b></p> <ul style="list-style-type: none"> <li>• Silent Auction, Begins Dec. 5 -- letters have gone out to our sponsors and donations are starting to come in. Will send out an email to families this week to remind them to donate personal items, etc. We are implementing a new online auction site with mobile bidding. All other deliverables on track.</li> </ul> <p>Consider asking for folks to make monetary donations. The \$ will be used to purchase gift cards, or other items which can be auctioned off.</p> <p>Advertise on Facebook to inspire others. A "sneak peek" could be provided of items available to auction off.</p> <p>Tuvalu owner will give us a monetary donation in connection with a wrapping night, which will happen on December 7th. Advertise this in our newsletter.</p> <ul style="list-style-type: none"> <li>• Brandi M. Winter Greenery Fundraiser Thanksgiving pick up. (early estimates show a \$275+ profit increase over last year)</li> <li>• Kristin Yeager coordinating REAP and Equal Exchange Fundraiser order pick-up @NCS will be 12/5. <b>Our profit for these 2 fundraisers was reduced by almost \$900 between the two, in relation to last year. Time frame to order, # of fundraisers occurring at one time, no link to offerings, as well as fewer EE options contributed to the decline.</b></li> <li>• Lee Lohr looking for some \$\$ help with items for outdoor classroom. Considering a Go Fund Me campaign.</li> <li>• Spirit Gear Fundraiser update: I've extended ordering a second run and will know by this Friday if we have enough orders for a second printing. Early estimates show a profit of</li> <li>• Susan is working on the letters and a template for parents/families to use to reach out to their businesses for corporate sponsorship. Try</li> </ul>	

	<p>to make connections to make sustaining sponsors. This will help with projecting our spending and have consistency. <b>Update: looking to launch a Spring donor campaign to balance large financial ask of families/community in fall/winter. Planning for beginning of April.</b></p> <p>Ideas: Consider all the new businesses for donations for the Auction or for potentially being who they donate to.</p> <p>Artsonia...is this happening this year? Abby will check with Cole. Volunteers have been found.</p>	
<p>5:10-5:15</p>	<p><b>Monday After School Programs (Jen Bradley):</b> Enrollment is down.</p> <p>We will dip into our budget to offer this due to the bus, yoga, supplies, and teacher payments for homework club. May consider getting/using a grant to help defray costs.</p> <p>Increasing the payment due may not help. This money due is requested at the beginning of the year, can be challenging for families. Scholarships were provided.</p> <p>Buses are utilized. This is a big expense for this program.</p> <p>We can send a survey to find out parent responses to attending/not attending. Jen will come up with a few questions which we will discuss at the December meeting. Consider how we will communicate this. Email is our main communication method to parents. Is this preferred?</p> <p>Consider a writing club in a future year.</p>	
<p>5:15-5:20</p>	<p><b>Grant Writing Committee (Charyn Grandau)</b> We are making boiler plate language, collecting information on grants and compiling all the grants we have. I am looking forward to meeting with the teachers and presenting them with some direction we can go in grant applications and getting their input on that.</p> <p>Christine Posey is interested in providing guidance with our grant writing.</p>	
<p>5:20-5:30</p>	<p><b>Diversity and Equity (Leigh Schmidt)</b></p> <ul style="list-style-type: none"> <li>• Social Justice (still on the radar, and still working on it).</li> <li>• Potential of talking with school board to make enrollment more</li> </ul>	

	<p>equitable. This has been discussed with Lilada Gee. She indicated our lottery system discriminates. It is a state policy. We are invested in providing a diverse community.</p> <ul style="list-style-type: none"> <li>• We should catalog/record our efforts of outreach.</li> <li>• Goal: nail down how the lottery system works and not works for increasing diversity.</li> <li>• Is there an opportunity to connect with the Boys and Girls Club and open our after school program?</li> <li>• Groups have not responded back at this time. Speakers were not available for our Native American event.</li> <li>• May need to look at other topics.</li> <li>• More members needed on this committee to make connections and bring in new ideas. Thank you for considering!</li> <li>• Think small, but still provide.</li> <li>• Dyslexia will be our next topic to potentially provide information about. Wilde Organization, Communication Innovations = potential connections.</li> </ul>	
5:30-5:40	<p><b>Upcoming Events:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
	<p><b>Potential, coalition amongst the Charter Schools. Is there a way we can work together? Is there a way to work together in the Charter renewal process?</b></p>	
5:40-6:00	<p><b>Next Steps / Closing:</b>          Potential...Can we look at/discuss a coalition amongst the Charter Schools. Is there a way we can work together? Is there a way to work together in the Charter renewal process?</p>	
	<p><b>NEXT MEETING = TUESDAY, December 13, 4:00-6:00</b></p>	
	<p><b>Parking Lot:</b></p>	

**New Century School  
School Improvement Team Goals (SIT)  
And  
School Learning Objectives (SLO)**

**SIT Goal and SLO #1:** *100 % staff engagement in PBIS.*

**What is PBIS?**

- A collaborative, assessment-based process of developing effective interventions for problem behavior.
- Emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve.
- Aim is to build functional, effective environments in which appropriate behavior is more effective than problem behavior.

**Why do we have this goal?**

- To provide a universal supports within our school, which are consistent.
- We need more sensitive measures that can help us identify our areas of strength and areas of growth to ensure that we are providing strong universal supports for our students.
- Fidelity to PBIS
- Kids don't know what is expected
- Start here in our locus of control, move out (concentric circles)

**How will New Century achieve this goal?**

- All staff will participate in the Self-Assessment Survey (SAS).
- Staff will utilize Office Discipline Referrals (ODRs) to record behavioral data.
- The following practices will be utilized:
  - Cool Tools (Kick off and then 1-3 times per month)
  - Morning Meetings
  - Greatness Calls
  - Community Gatherings (monthly)
  - Positive Teaching Strategies Tool Box: Nurtured Heart, Love & Logic, Restorative Practices, Nonviolent Crisis Intervention, Responsive Classroom

**How will we measure success?:**

- PBIS self-assessments (SAS)
- Peer walk-through assessments and student interviews. The assessments will look at staff engagement in aspects of our Tier 1, such as Morning Meeting, Cool Tools, and school-wide acknowledgements. The focus when reviewing this data will be on the school wide trends in staff engagement with PBIS.

**SIT Goal and SLO #2:** *100% staff engagement in Capstone's Craft Plus Writing Curriculum, so that all NCS students will show growth in their writing based on the rubrics and assessments provided in this curriculum, by May, 2016.*

**What is Capstone's Craft Plus Writing Curriculum and Why do we have this goal?**

- The skills-based approach for informational writing genres supports content-area reading programs, enhancing reading instruction and supporting writing across the curriculum.
- The CraftPlus approach encourages ongoing professional learning communities, a PD approach supported by major literacy organizations.
- Students learn to organize writing in genre-specific formats, create well-crafted drafts, revise to specific Target Skills, and practice conventions authentically. This process is essential in the writing process.
- Embedded formative and summative assessments allow schools and districts to provide frequent and substantive evidence of student writing progress and skills mastery.

**Why do we have this goal?**

- This curriculum will specifically support our STEM curriculum.
- This curriculum will provide our K-5 staff a common ground for discussing writing growth from kindergarten to fifth grade. This supports data collection and analysis, and thus our Continuous Improvement Team (CIT) goals.
- This curriculum will provide our K-5 staff the process for teaching writing, in addition to the flexibility for working with a variety of topics at each grade level.
- This curriculum will provide guidance for assessing our learners in the writing process.

**How will New Century achieve this goal?**

- All staff will participate in the professional development webinar provided by Capstone's Craft Plus Writing Curriculum.
- Staff will review the curriculum at their grade level, work with their grade level team, and ask questions to guide themselves with the process.
- Staff will teach writing Target Skills explicitly and systematically within the writing workshop format.
- The following practices will be utilized:
  - Use clear expectations and instructional consistency as provided by the curriculum guidelines.
  - Connect the writing process with our science curriculum.
  - Use rubrics provided by Capstone.
  - Use formative and summative assessment data.
  - Collect data and analyze it with the staff.
  - Set goals based on data collected.

### **How will we measure success?:**

- Rubrics will be used to determine what is expected of the students and how teachers will assess the students.
- Pre-assessments and Post-assessments will be conducted to determine individual growth.
- Staff will analyze data at staff meetings.
- Data will be recorded in Educlimber (if possible) or in Google Docs and/or Google Sheets
- Data will be used to guide teachers with their next steps, and the cycle will continue.

## **The following provides an overview of the Writing Program the NCS staff is interested in implementing.**

Additional details and handouts will be available at the November 15 Site Council Meeting to help you make a decision.

### **CraftPlus K-8 Writing Program**

CraftPlus: Curriculum + Daily Writing Lessons

The CraftPlus K-8 Writing Program is correlated to the Common Core State Standards for writing. It supplies the missing middle of writing instruction: explicit skills-based content that informs the writing process and empowers young writers to attain desired rubrics.

The CraftPlus K-8 Writing Program teaches writing process skills, writing craft skills, and conventions using the writing workshop format. It uniquely combines a differentiated and scaffolded K-8 writing curriculum with a year's worth of modeled, daily writing workshop lessons, assessments, and rubrics for all assessed genres. The spiraling curriculum is organized around organizational and composing writing Target Skills® and grade level-appropriate conventions skills. Writing process stages are incorporated.

### **Why CraftPlus?**

- A school or district can create a unified writing program for all assessed genres that meet Common Core State Writing Standards.
- Daily lessons support allows teachers to follow the curriculum effortlessly from day one.
- Students learn to organize writing in genre-specific formats, create well-crafted drafts, revise to specific Target Skills, and practice conventions authentically.
- Trade-book, teacher, and student models show pupils how to write like a real author in all assessed genres.
- Embedded formative and summative assessments allow schools and districts to provide frequent and substantive evidence of student writing progress and skills mastery.
- Teachers become comfortable with teaching writing Target Skills explicitly and systematically within the writing workshop format.
- Every grade-level teacher plays a vital role in preparing test-year students for state and national assessments.

- Clear expectations and instructional consistency benefit everyone.
- The skills-based approach for informational writing genres supports content-area reading programs, enhancing reading instruction and supporting writing across the curriculum. **This program allows our staff to utilize the STEM focus with their writing activities. In other words, the program fits with our curriculum, instead of us needing to fit our curriculum into the program.**
- The CraftPlus approach encourages ongoing professional learning communities, a PD approach supported by major literacy organizations.

## **CraftPlus Professional Development Options**

**Capstone Classroom offers a variety of professional development options. All are specialized to meet the school's or district's needs.**

### **Telephone and E-mail Support**

The lead teacher or program facilitator receives free e-mail and telephone support for the life of the program.

### **Interactive Webinars**

**Teachers can be trained with interactive webinars at a rate of \$199 per hour. The format can be used for small school kick-offs, grade-level orientation, troubleshooting, or to train school writing leaders. This would be the choice for NCS.**

## **Kick-off Training**

### **Single-day Training**

Trainers work with school leaders to design six-hour training sessions to fit faculty schedules. Sessions can include lectures, demonstration lessons, small-group or grade-level groupings, and general writing workshop information.

CraftPlus offers on-site (at your school) professional development training tailored to meet your writing instruction challenges.

- Half-day implementation starts at \$1,900
- Full-day implementation starts at \$2,900

Full-day implementation includes all expenses for as many as 35 teachers.

As many as 50 teachers may participate for an additional fee of \$49 per participant.

Additional consecutive full-day sessions qualify for a discount of 25 percent.

### **District Support**

One full-day implementation training for CraftPlus is included as part of a district-level sale of four or more schools, even if that sale occurs over a year's time. Training takes place at a single location on a single date. Long-term district support for teachers or trainers is priced according to each project.

### **Customized Follow-up Training**

Half-day, multiple-visit, and other customized training options can be developed to suit school and district needs. Contact [customerservice@capstonepub.com](mailto:customerservice@capstonepub.com) to learn more.

## **How the Curriculum is Organized**

Unlike the Daily Writing Lessons, which are organized by grade level, the curriculum presents the **Target Skills** by writing competency levels that correspond roughly to grade levels, but which can be usefully applied for differentiated instruction. Generally speaking on-level Initial writers will be in found in K-1; Developing in grades 2-3; Fluent in grades 4-5, and FluentPlus in middle school.

Many classes, however, contain students who write at different grade levels. After assessing writing with a simple descriptive prompt, teachers can use the Curriculum Guide to adapt their instruction of the Target Skill to a different writing competency level. For example, a fifth-grade teacher who is targeting the skills of paragraphing for expository pieces to generally Fluent writers may need to first teach a new ELL student the precursor paragraphing skill of list-making. A striving young writer responds more quickly when a teacher recognizes and honors his specific writing level.

### **Initial writers:**

These young writers are making, or have made the oral-to-written connection. They eventually can write a few related sentences, but they often start a sentence in the same way over and over. These writers learn to write a beginning and ending and use basic composing skills.

### **Developing writers:**

These young writers are more comfortable writing several ideas based on a topic. They can include beginnings and endings, and they attempt to vary sentence structure. They begin to use composing and literary skills to engage the reader.

### **Fluent writers:**

These writers are capable of writing developed, multi-paragraphed pieces with a variety of beginnings and endings. They use many composing skills, and they strive for varied sentence structure.

### **Fluent Plus writers:**

Fluent Plus writers are comfortable writing developed, multi-paragraphed pieces in all assessed genres. They use logic, their pieces flow, and they use composing skills and literary devices to convey meaning and style and to set the tone for the piece. This most sophisticated writer fully engages the reader.

The price below is for the materials. (\$1,303.13). With shipping, the total cost of materials is: \$1,433.44. An additional \$400 would be needed for 2 hours of staff professional development.

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