

FLORENCE RIDEOUT ELEMENTARY SCHOOL
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Principal's Report: 10/11/2017

Florence Rideout Elementary School/Lyndeborough Central School

The adoption and implementation of a Response to Intervention (RTI) program assists our school staff in ensuring that all efforts have been made to meet student needs in the general education environment. As part of this initiative, all students in grades 1 through 5 were screened using the new STAR 360 assessment the last week in September. Students who are below benchmark or are not making adequate grade level progress will be targeted for more specific intense intervention. Members of our W.I.N. (What I Need) team deliver small group researched based intervention instruction and monitor student progress closely. During the first week in October classroom teachers and **Michelle Locke**, RTI Coordinator, reviewed student data and agreed upon appropriate interventions for students and established goals to ensure learning and progress for all students. An informational Open House for parents will be hosted by our W.I.N. staff held on **October 18th**.

We continue our initiative to become a **Responsive School** and adopt the **Responsive Classroom** tenets within our school. This approach to teaching emphasizes academic, social, and emotional growth in a strong school community. At Florence Rideout Elementary School, we believe that *how* children learn is as important as *what* they learn, and academic success is inextricably tied to building social-emotional competencies. A responsive classroom and school strive to teach each student to value learning and develop a student who "**C.A.R.E.S.**": Students who Cooperate, Assert themselves, are Responsible, Empathetic, and have Self-Control. At Florence Rideout we have adopted these C.A.R.E.S. traits as our "Habits of Learning" and introduced them to the entire school during our first "Shining Stars" assembly on **Friday, September 29th**.

Our early release day on **September 29th** was spent working on school and district initiatives. The afternoon was highly productive as staff engaged in various tasks and learning. Kindergarten through Grade 5 Classroom Teachers engaged in a workshop with Stephanie Maze-Hsu to build their understanding of text complexity as part of our Reader's Workshop Initiative. Special education case managers worked with Michelle Locke and spent some time familiarizing themselves with the new Star 360 assessment reporting capabilities. Specialist teachers continued to develop their competency based student learning profiles.

On **September 25th and 26th** I joined other members from our district and attended the 2017 Best Practices Conference on Curriculum, Instruction and Assessment at the Grappone Conference Center in Concord NH. The focus of this year's conference was designing a framework of competency education within our schools and district. Much of our time was spent discussing and assessing where our district is with this statewide initiative, identify areas that need improvement and develop a plan to address our next steps.

Results from the **2017 Science NECAP** have been released. This assessment was administered to fourth grade students in May of 2017. Individual student results will be sent home to parents on Friday, **October 13th**. Results from this assessment are summarized in the table below.

Science NECAP 2017	Level 4 Proficient w/Distinction	Level 3 Proficient	Level 2 Partially Proficient	Level 1 Substantially below Proficient
FRES	0%	47%	39%	14%
STATE	1%	48%	39%	12%

I am very proud of our October Students of the Month Montana Jackson, Eli Fish, and Wil O'Toole. These students have consistently demonstrated success in the classroom during the first few weeks of school and exemplify our C.A.R.E.S. Habits of learning.

Respectfully Submitted,

Tim O'Connell

Principal