Report to the BOE
Mark Mathews
November 13, 2018 meeting

Upcoming dates to note for grades 5-8:
November 7th – CSE @ NRWE
November 8th – 504 meetings @ NRWE
November 9th – Veterans' Day Assembly – 8:30-10:00 @ NRWE
MS and HS Quarter 1 Ends
November 10th - District Wide Craft Fair
November 12th – Veterans Day Observed (No School)
November 13th – BOE Meeting – 6:00 @ HS
November 14th – Parent Teacher Conference – Grades 5/6 Early Release @ 11:45
November 15th – Fall Picture Retakes – 9:00-noon @ NRWE
Roller-Skating Party 5th/6th grade – 6:30-8:30
November 16th – PreK through 4th grade Early Release @ 12:45
Cougar Pride Block Parties – 5th and 6th grade – 1:00-2:00
November 19th – Middle School Quarter 1 Awards Assembly for 5th and 6th grade – 7:30-8:30 am @ NRWE
November 21st-23rd – Thanksgiving Recess – No School

MTSS-Tier 1 Action Plan
SAP Goals 1, 2
Tenets 3 and 4

Grade level teams have participated in the process of analyzing student data from the NYS ELA exams. In particular, we studied the Gap reports, and reviewed the standards that represented the largest gaps between our students' performance and that of BOCES. Across the board, we noticed the following gaps in our students' literacy skills:

- Determine a central idea of a text and how it is conveyed through particular details.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Interestingly, these gaps were apparent in all grade levels, 5-8. In a nutshell, it seems that our students do not strategically read to find the main idea of informational text, or they don't adequately read to identify the theme in a piece of literature. It also seems as though our students do not consistently use effective strategies to decode, or identify, new words as they read. When they come upon a word they don't know, we have noticed that they tend to guess at the word using the initial consonant. After noticing the gaps and recording some observations of how our students read, we decided to gather more data, so we chose a passage from the 2017-2018 NYS ELA and asked our students to read the text to themselves.

While they read, we asked them to identify the "gist" of the paragraph. The gist statement represents the most important idea from the paragraph or section of the text. We collected student responses, and analyzed their gist statements. If a student generally identified the most important ideas through their gist statements, we scored it a 3, if they identified some of the most important ideas, we scored it a 2, and if they identified few or no important ideas, we scored them a "1." This represented our initial data sample. You can see from the plan below that we put interventions in place to try to close this gap, thereby creating more active reading strategies in our students, reading for big ideas and themes, while learning strategies to attack unknown words.

We found that the modules tend to over rely on strategies like "context clue" strategies, where the student uses the sentences around unknown words to determine the meaning of the unknown words. The module lessons do not provide our students with alternative strategies, for example, strategies that enable them to break apart words into prefixes, suffixes, and root words. In our action plan, we've decided to use root word/prefix/suffix strategies to help decode unknown words. See below for the sixth grade ELA action plan.

Student Learning Problem: Students are not consistently writing concise or relevant gist statements when they read a text. Students are not consistently using strategies to identify the meanings of unfamiliar or unknown vocabulary words.	***Causes:*** Students may not understand how to identify the most important idea of a paragraph. Students may not understand how the main ideas of paragraphs lead readers to a central idea of informational texts, or a theme of fictional text. Students may not be consistently using a vocabulary/word learning strategy.
PLAN: What do we want student to learn? We want students to write relevant and concise gist statements. Their gist statements should not be more than a complete sentences, and realistically should be key phrases. Students should be circling words that are unfamiliar to them. They should then be writing a word that could be a synonym based on their understanding from using context clues.	**PLAN: How will we know if they've learned it? (when/how will you be assessing again, e.g. next module, interim, formative assessment)** This will be demonstrated on their weekly ELA Weekly Progress Monitoring (previously released ELA test passages and questions)
PLAN: What does success/proficiency look like? Students active reading! They should be underlining key ideas in the text and using these key ideas to write relevant, concise gist statements. All students will write relevant, concise gist statements that capture the important ideas of the text.	**ACT: What strategy will we put in place? How will we implement it?** Close reading strategies… circle unfamiliar words, underline key ideas, jot the gist Give students texts, cutting apart details, main idea, students have to consider where they go, students work together to talk about it, share their thought process. Generally, students are analyzing sentences, paragraphs, and reasoning through the process of finding the main idea. graphic organizers

All students will consistently use strategies to decode unknown words for meaning.	Common lit-many passages have multiple-choice strategies that may help measure student acquisition of topic/main idea. Teach students: theme is "the message" Use Flocabulary and Vocabulary.com to create practice activities for students that require them to work with vocabulary words in context. We will select some vocabulary words in our practice passages and require students to write a synonym for each word or explain the meaning of the word.

SLT and Leverage Leadership
SAP goals 1, 2
Tenet 2, 3, 4
SLT has been closely monitoring the 2018-2019 SCEP, and they gave some input into the design of the Tier 1 meetings, where we have been working on Tier 1 action plans at all grade levels. The teachers would like to create agendas that are more responsible, and to do more data collection and analysis at the lower levels. In other words, they want to have more input into the Tier 1 agendas. I agree, as long as careful minutes are taken and shared with the team, and as long as we are keeping track of the timelines in the Action plan.

For Leverage Leadership, I have been working on my schedule, as the transition between schools daily has been challenging when it comes to meeting the timeframes for Leverage Leadership. I have been through a full cycle, and am hoping to develop the capacity to move through the meetings and follow-up meetings more efficiently so I can move through the cycles more quickly.

Tenet 3
We were not able to have the UBD session at the October Superintendent's Conference Day due to the illness of one of the facilitators, and this set us back on with our goals in Tenet 3. At our SLT meeting, we planned to use the Superintendent's Conference Day with the following goals:

- UBD should be seen as a process not a product.
- For the activity, we will start with stage 1. We will define what this looks like, what we need to think about at stage 1, and we need to give people time to look at it
- We wanted people to bring a future unit, not one that they are currently working on.
- We discussed how we wanted to divide things up with grade 5 and grade 6, splitting teachers into specific areas.

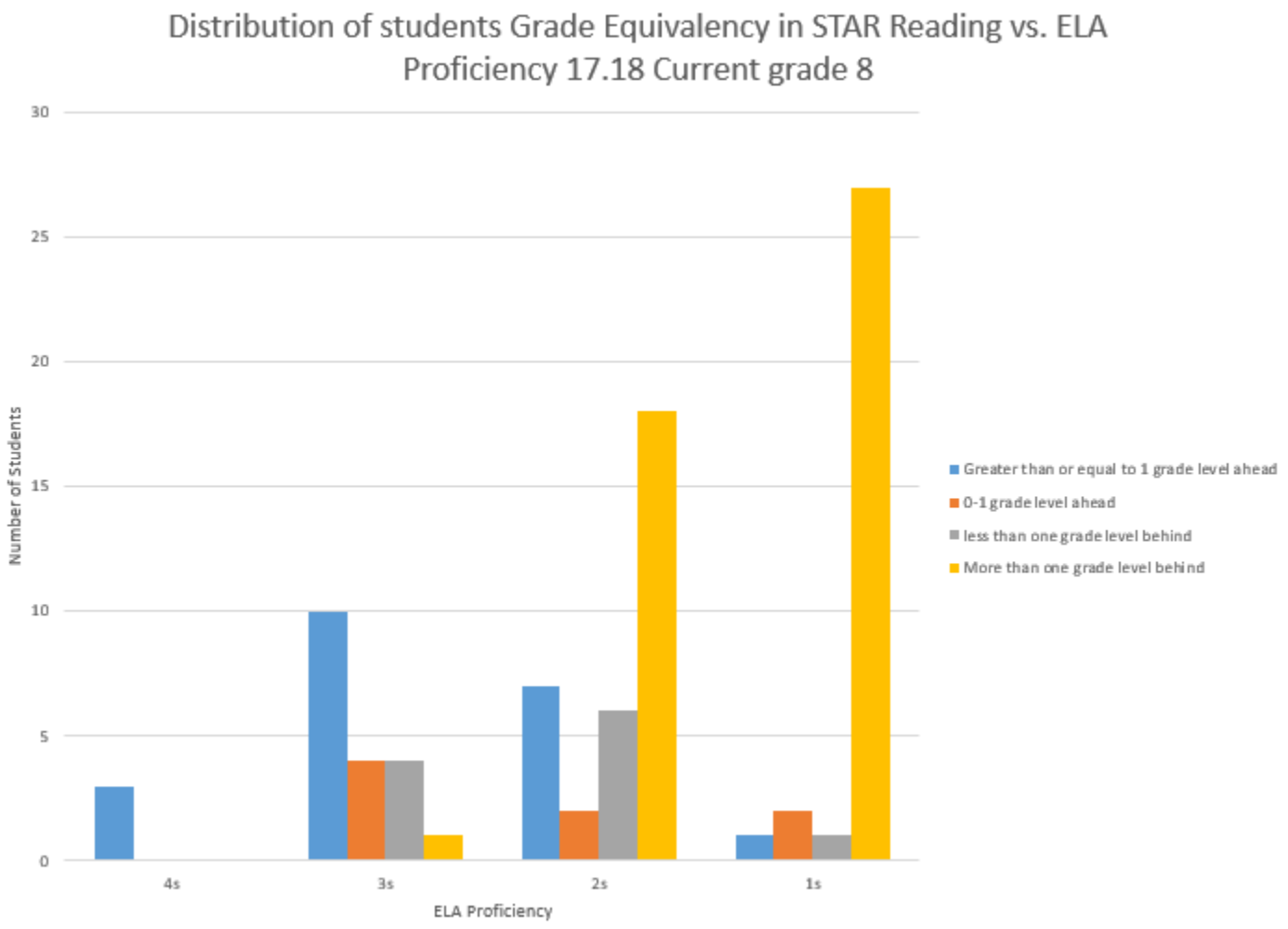
Since we were not able to participate in this session, we are back to the drawing board with UBD! Will report back about next steps.

Tenet 4
Discussed above, however for November's faculty meeting, we will use the new PL toolkit to explore the Data Driven Decisions element of PL. Teachers will take a pre-assessment (survey), and SLT will evaluate the results to plan the next several faculty meeting sessions to improve our capacity to collect data about our

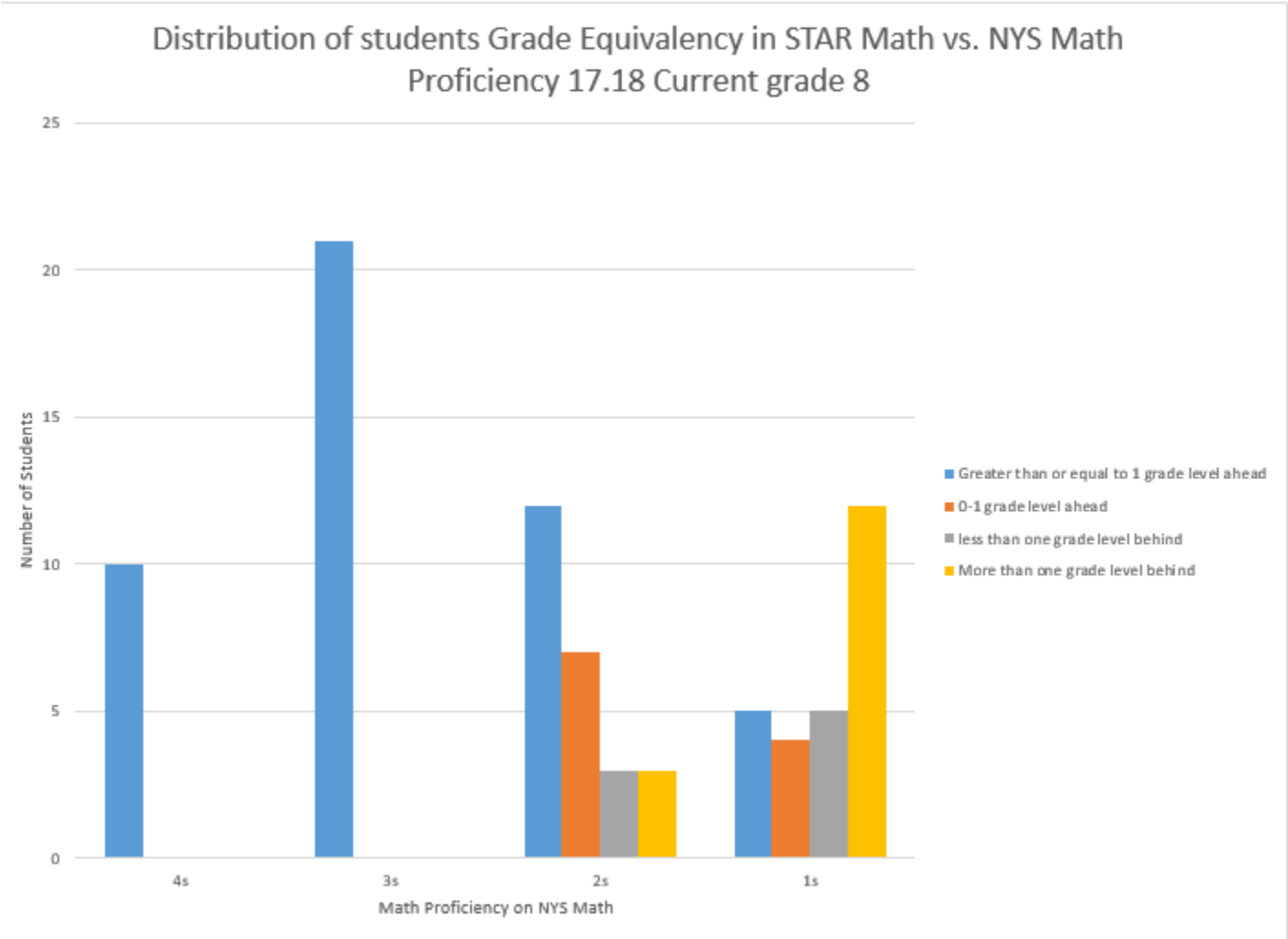
students, to engage our students in interest-based learning activities with appropriate levels of support, and target the use of digital resources based on this data.

Other Information

We've been using the STAR assessment for a few years now, and we are working hard to use data points like our interim assessments, F and P assessments, unit tests, and the like to try to find a reliable predictor for how students are going to do on the New York State assessments. After evaluating the results of the 17-18 New York State ELA and math and comparing those results with the fall of 2018 administration of the STAR assessments in reading and math, there are clearly some strong indicators in both areas, but especially math. See below for graphs and brief analysis:



The blue bars represent students that are reading one or more grade levels ahead of where they should be, and the orange bars represent students who are more than one grade level behind according to STAR. Yu can see from this chart that if students are reading more than one grade level ahead, they are far more likely to perform at or above proficiency on the New York State ELA. You will notice that this trend is not as strong as math below. When I see a result with a student reading one or more grade levels ahead but still not proficient on the ELA, I know that these students need additional writing instruction. They can clearly read and comprehend, as demonstrated through multiple-choice responses (the STAR Reading is multiple choice), but the written responses are much more difficulty and negatively impact their proficiency rating on the exam.



Notice a much stronger trend with the blue bars and the yellow bars. Briefly, I would say that the STAR gives us some very valuable information as it relates to predicting a student's proficiency on the NYS exams. Generally, the better they do on the STAR, the better they do on the NYS exams. There are some outliers

that require additional analysis, like how can a student who is more than one grade level ahead in math earn a “1” or a “2” on the exam, but more than likely, these students are struggling with the constructed response questions.