

NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING MINUTES
APRIL 22, 2015 7:00 PM ROOM 210 OF THE HIGH SCHOOL

- PRESENT: Judi Buckalew, Lucinda Collier, Edward Magin, Danny Snyder, Izetta Younglove
- Elena LaPlaca, Robert Magin, Melanie Stevenson, Stephan Vigliotti, and approximately 12 staff and guests.
- ABSENT/EXCUSED John Boogaard, Andrew Mathes, Jessica Wright
- CALL TO ORDER President, Edward Magin called the meeting to order at 7:01 PM and led the Pledge of Allegiance,
1. APPROVAL OF AGENDA Lucinda Collier moved and Izetta Younglove seconded the following motion. It passed with a unanimous vote. J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.
- Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of April 22, 2015.
- 2 PUBLIC ACCESS No one spoke.
3. PRESENTATIONS Melanie Stevenson, Director of Curriculum & Instruction, Jennifer Hayden, North Rose Elementary Principal, Mark Mathews, Middle School Principal, and Paul Benz, High School Principal, provided the Board with a comprehensive outline of the programs and initiatives being employed to student achievement.
4. POLICY COMMITTEE Danny Snyder reported that a number of policies have been presented for a first reading. The committee will meet soon to review and recommend more policies.
- 5a. LTR. OF INTENT TO RETIRE Judi Buckalew moved and Lucinda Collier seconded the following motion. It passed with a unanimous vote, J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.
- Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts with thanks for years of service the letter of resignation for the purpose of retirement from James Finn effective with the close of business on May 15, 2015.
- 5b. BUSINESS ADMINISTRATOR Robert Magin reported on plans to present the 2015-16 spending plan to the community and to faculty and staff.
5. DIRECTOR OF CURRICULUM North Rose - Wolcott in partnership with other districts in Wayne Finger Lakes BOCES will be participating in a P-Tech Grant. The New York State Pathways in Technology Early College High School (NYS P-TECH)

program will prepare students for high-skills jobs of the future in technology, manufacturing, healthcare and finance.

A representative from BOCES will provide the Board with more information at a future meeting.

5c. SUPERINTENDENT

Mr. Vigliotti expressed his appreciation for the level and focus of the work Principals and Directors are doing to help the District excel student achievement.

5d1. ELECTION OF WFL BOCES BOARD MEMBERS

Lucinda Collier moved and Judi Buckalew seconded the following motion. It passed with a unanimous vote. J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education of the North Rose - Wolcott Central School District, upon recommendation of the Superintendent of Schools and pursuant to Education Law, has voted on April 22, 2015 for Jeanne Durfee to a seat on the Wayne-Finger Lake BOCES board for a three year term effective July 1, 2015.

Edward Magin moved and Danny Snyder seconded the following motion. It passed with a unanimous vote. J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education of the North Rose - Wolcott Central School District, upon recommendation of the Superintendent of Schools and pursuant to Education Law, has voted on April 22, 2015 for O. J. Sahler to a seat on the Wayne-Finger Lake BOCES board for a three year term effective July 1, 2015.

Danny Snyder moved and Izetta Younglove seconded the following motion. It passed with a unanimous vote. J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education of the North Rose - Wolcott Central School District, upon recommendation of the Superintendent of Schools and pursuant to Education Law, has voted on April 22, 2015 for Lynn Gay to a seat on the Wayne-Finger Lake BOCES board for a three year term effective July 1, 2015.

5d2. 2015-16 WFL BOCES ADMINISTRATIVE BUDGET

Lucinda Collier moved and Izetta Younglove seconded the following motion. It passed with a unanimous vote, J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education of the North Rose - Wolcott Central School District, upon recommendation of the Superintendent of Schools and pursuant to Education Law, has voted on April 22, 2015 for approval of the 2015-16 tentative administrative budget (Part 1) of the Wayne-Finger Lakes Board of Cooperative Educational Services in the amount of \$3,054,904.00.

6. CONSENT AGENDA Izetta Younglove moved and Lucinda Collier seconded the following motions. They passed with a unanimous vote. J. Buckalew, L. Collier, E. Magin, D. Snyder, I. Younglove voted yes.
- 6a. SUBSTITUTES Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.
- 6b. READING DOG PROGRAM Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, authorizes the Superintendent of Schools to implement the Reading Dog Program in accordance with the Procedures, Guidelines and Requirements, which are on file at North Rose - Wolcott Elementary School and the District Office, effective April 22, 2015.
- 6c. ATHLETIC PLACEMENT PROCESS
 WHEREAS, Section 135.4(c) (7) (li) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on Interscholastic athletic teams organized for senior high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades; and
 WHEREAS, these pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and
 WHEREAS, the State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process;
 THEREFORE BE IT RESOLVED that the North Rose - Wolcott Central School District Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level.
- 6d. TRANSPORTATION EFFICIENCY STUDY Be it resolved that the Board of Education of the North Rose - Wolcott Central School District, upon recommendation of the Superintendent of Schools and pursuant to Education Law, authorizes the Business Administrator to execute a contract on behalf of the District to conduct a study on District-wide administrative and operational transportation efficiency with Transportation Advisory Services, 7512 Dr. Phillips Blvd., Ste. 50-905 • Orlando, FL 32819 in the amount of \$1,350 plus expenses not to exceed \$650.00.
- 6e. BOARD OF EDUCATION MEETING CALENDAR: 2015-16 Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Board of Education Meeting Calendar for the 2015-16 school year.
- 6f1. LEAVE OF ABSENCE REQUEST MODIFICATION CHRISTINE SCHWIND
 Whereas, the Board of Education, by resolution dated September 16, 2015, approved an unpaid child rearing leave of absence for Christine Schwind to be affective from approximately December 22, 2014 – June 30, 2015; and,

Whereas, Christine Schwind has indicated by written notice in accordance with the North Rose - Wolcott Teachers' Association Agreement that she wishes to return to her teaching position on Wednesday, May 13, 2015;

Be it resolved that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the modification of the original unpaid leave of absence approval to an end date of May 12, 2015.

6f2. PERMANENT APPT.
ASHELY KRUL

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the permanent appointment of Ashley Krul as a Registered Nurse, effective May 4, 2015.

6f3. APPT CHAIR FOR ANNUAL
MEETING/BUDGET VOTE

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Elizabeth Cotten as the Chairperson of the Annual Meeting/Budget Vote on May 19, 2015.

6f4. APPT. ELECTION WORKERS

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals to work at the May 19, 2015 Budget Vote to serve as Chief Inspector of Election, Inspectors of Election, and Assistant Clerks at \$8.75 per hr. and Voting Machine Custodian at \$100.00 per machine:

<u>Name</u>	<u>Name</u>	<u>Name</u>	<u>Name</u>
Dave MacDougall	Elizabeth Cotten	Vikki Murphy	Dorothy Wiggins
Karen Thiemann	Elizabeth Davenport	Helga Raymond	Sharon Roberts
Doris LaValley	Karen Girard Weiss	Ruth Martin	Crystal Jewel

6f5. TERMINATION:
DENA BINGHAM

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the termination of employment of Dena Bingham as a School Monitor on probationary status, effective April 22, 2015.

6f6. LTR. OF RESIGNATION
TAMMY FARNSWORTH

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the letter of resignation from Tami Farnsworth as an Elementary teacher, effective with the close of business on June 30, 2015.

7. INFORMATION ITEMS

An article from *Lakeshore News* was shared with the Board.

EXECUTIVE SESSION

Lucinda Collier moved and Izetta Younglove seconded the following motion. It passed with a unanimous vote, J. Buckalew, L. Collier, E. Magin D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves Executive Session at 8:20 PM for the purpose of discussing the continued employment of specific individuals.

REGULAR SESSION

The meeting returned to regular session at 8:45 PM.

ADJOURNMENT

Izetta Younglove moved and Danny Snyder seconded the following motion. It passed with a unanimous vote J. Buckalew, L. Collier, E. Magin D. Snyder, I. Younglove voted yes.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the adjournment of the meeting at 8:47 PM.

Clerk, Board of Education

COUGAR
PRIDE



NRW

**NORTH ROSE-WOLCOTT
CENTRAL SCHOOL DISTRICT**

School Report Card 2013-14

Board of Education

J. Hayden, M. Mathews, P. Benz, M. Stevenson, April 22, 2015

Elements of the School Report Card

* Schools and districts must make Adequate Yearly Progress (AYP) in:

- * ELA
- * Math
- * Science (Elem/MS)
- * Graduation Rate (HS)



AYP

- * Schools and districts must meet pre-defined *participation* and *performance* criteria on New York State's accountability measures to make *Adequate Yearly Progress (AYP)*.
- * Elementary/Middle Level AYP is calculated on an annual basis.
- * Secondary Level AYP is determined on a Cohort Basis.

Generally, cohort membership is determined by the year in which students enter Grade 9.



Participation Criterion Elementary/Middle Level

- * For an accountability group with 40 or more students enrolled during the test administration period to meet the participation criterion in **English language arts (ELA)** or **mathematics**, 95 percent of these students must have valid scores on an appropriate assessment.
- * For an accountability group with 40 or more students enrolled during the test administration period to meet the participation criterion in **science**, 80 percent of these students must have valid scores on an appropriate assessment.



Participation Criterion Secondary Level

- * For an accountability group with 40 or more 12th graders to meet the participation criterion in **English language arts (ELA)** or **mathematics**, 95 percent of the 12th graders must have valid scores on Regents examinations (or approved alternatives), Regents competency tests (or approved alternatives), or New York State Alternate Assessments.



AYP Continued...

- * A district/school makes AYP if the Performance Index (PI) for each accountable subgroup exceeds the Effective Annual Measurable Objective (EAMO).
 - * PI: a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required state test (the score)
 - * EAMO: the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance (the target)
- * Note: PI is used to determine AYP for ELA, Math and Science. Graduation Rate is the Percent of Students in the cohort who graduate.



Performance Levels Elementary/Middle-Level

ELA and Mathematics

Student Levels of Performance on Gr. 3-8 State Assessments:

- * **Level 4:** Student **excels** in standards for this grade level
- * **Level 3:** Student is **proficient** in standard for this grade level
- * **Level 2:** Student does **not** demonstrate minimum standards for this grade level
- * **Level 1:** Student demonstrates **little evidence** of knowledge and skills for this grade level
- * Proficiency in NYS means: A student is on-track to graduate high school on-time* and complete the 1st year of college without remediation.



PI Calculation at Elementary/Middle Level

Student performance in elementary/middle-level ELA and mathematics is determined using a **Performance Index (PI)** calculation. This calculation uses six levels of student achievement:

Level 1 On Track = Basic and On Track to Proficient

Level 1 Not On Track = Basic and NOT On Track to Proficient

Level 2 On Track = Basic Proficient and On Track to Proficient

Level 2 Not On Track = Basic Proficient and NOT On Track to Proficient

Level 3 = Proficient

Level 4 = Advanced



Performance Index Calculations

Performance Index (PI):

$PI = \left[(\text{number of continuously enrolled tested students scoring at Level 1 On Track} + \text{Level 1 On Track} + \text{Level 2 On Track} + \text{Level 2 On Track} + \text{Level 2 NOT On Track} + \text{Level 3} + \text{Level 3} + \text{Level 4} + \text{Level 4}) \div \text{number of continuously enrolled tested students} \right] \times 100$

- * Students achieving at Levels 3 or 4 count twice. (For Elementary/Middle ELA and Math, students who are “on track to proficiency” also count twice.)
- * Students achieving at Level 2 count once.



Regents Performance Levels

Performance Levels on Common Core Regents Exams:

- * Level 5: Exceeds Common Core expectations
- * Level 4: Meets Common Core expectations (First required for Regents Diploma purposes with the Class of 2022)
- * Level 3: Partially meets Common Core expectations (Required for current Regents Diploma purposes.)
- * Level 2 (Safety Net): Partially meets Common Core expectations (Required for Local Diploma purposes)
- * Level 1: Does not demonstrate Knowledge and Skills for Level 2



PI For Science at the Elementary/Middle Level and for ELA/Math at the Secondary Level

Elementary/Middle Level Science:

PI = [(number of continuously enrolled tested students scoring at Levels 2, 3, and 4 + the number scoring at Levels 3 and 4) ÷ number of continuously enrolled tested students] × 100

Secondary Level ELA and Mathematics:

PI = [(number of cohort members scoring at Levels 2, 3, and 4 + the number scoring at Levels 3 and 4) ÷ number of cohort members] × 100



Safe Harbor for ELA and Math

Safe Harbor is an alternate means to demonstrate AYP for accountability groups whose Performance Index is less than their Effective Annual Measureable Objective. The Safe Harbor Target calculation for ELA and math is:

$$\text{Safe Harbor Target} = \{\text{Previous Year's PI}\} + [(200 - \{\text{Previous Year's PI}\}) \times 0.10]$$

- * For a group to make safe harbor in English or math, the Performance Index must be greater than or equal to the Safe Harbor Target.



Report Card Example

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	530	99%	✓	508	85	84	84
American Indian or Alaska Native	—	—	4	—	—	4	—	—	—
Black or African American	—	—	4	—	—	3	—	—	—
Hispanic or Latino	✓	—	35	—	✓	34	71	57	57
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	✓	474	99%	✗	454	87	104	97
Multiracial	—	—	12	—	—	12	—	—	—
Students With Disabilities	✗	✓	73	95%	✗	71†	17†	37	34
Limited English Proficient	—	—	6	—	—	6	—	—	—
Economically Disadvantaged	✓	✓	343	99%	✓	329	70	69	69

Results for the following groups are NOT used to determine AYP.



Current ESEA Waiver Designations

ESEA Waiver Accountability Designations

Category	How Identified	Data Used for Identification
Reward Schools	High Performance or High Progress	Annual
Good Standing	Not Priority, Focus or Local Assistance Plan School	Annual
Local Assistance Plan Schools	School that is not a Priority of Focus School that: a) Has large gaps in student achievement among subgroups of students or b) Has failed to make AYP for three consecutive years with same subgroup on same measure or c) Is located in a non-Focus district but is among the lowest in the state for the performance of one or more subgroups and for which the school is not showing progress.	Annual
Focus Districts	Districts and charter schools that are among the lowest performing for a subgroup of students and that fail to show progress or that have one or more priority schools	Identified once based on 10-11 data; districts and charter schools that improves performance may be removed from Focus status
Focus Schools (10% of State Schools)	Schools that are in Focus Districts and have either the greatest numbers or greatest percentage of not proficient or non graduation results in the group(s) for which a district is identified as Focus	Identified by Districts based on lists provided by Commissioner. District may request to modify annually the list of Focus Schools in the District.
Priority Schools (5% of State Schools)	Schools that were awarded a SIG grant in 11-12; have had graduation rates below 60% for the past three years; or are the lowest performing in ELA and math combined and have failed to show progress.	Identified once based on 10-11 data; schools that improve performance may be removed from Priority status



NRW District Report Card Summary

Subgroups	Elementary/Middle Level(3-8) ELA AYP Status	Elementary/Middle Level(3-8) Math AYP Status	Elementary/Middle Level(3-8) Science AYP Status	Secondary (9-12) ELA AYP Status	Secondary (9-12) Math AYP Status	Graduation Rate AYP Status
All accountability groups	NO	NO	NO	NO	NO	YES
All Students	☑	☑	☑	X	☑	☑
White	X	X	X	X	X	☑
SWDs	X	X	-	-	-	-
Economically Disadvantaged	☑	☑	☑	X	X	☑



Elementary School AYP Status

Subgroups	Elementary School ELA AYP Status	Elementary School Math AYP Status	Elementary School Science AYP Status
All accountability groups	NO	YES	YES
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
White	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SWDs	-	-	-
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



What are we doing to address ELA achievement for our subgroup of white students?

- * Fully implementing CCLS Aligned Curriculum for ELA for grades PreK-4 from EngageNY, which is the suggested curriculum from New York State
- * Implemented a researched-based intervention, Leveled Literacy Intervention (LLI), for grades K-4



Achievement Information from March 2015 Benchmarking

Grade Level	Benchmark (at or above grade level)	Strategic (within one year of being benchmark)	Intensive (requires more than 1 year growth to be benchmark)	Percentage of Students that have received LLI	Percentage of Students in ELA AIS based on NYS Assessments
K	69%	2%	29%	28%	N/A
1	71%	26%	3%	14%	N/A
2	73%	18%	9%	12%	N/A
3	65%	23%	12%	19%	N/A
4	67%	10%	23%	13%	71%



Is LLI (Leveled Literacy Intervention) working?

LLI Data for November 2014-March 2015

<u>Grade Level</u>	<u>% of Students received LLI</u>	<u>% of Student in LLI that achieved Benchmark</u>	<u>% of Students in LLI that made growth</u>
K	28% (35 students)	35%	54%
1	14% (13 students)	46%	92%
2	12% (10 students)	5%	100%
3	19% (21 students)	48%	100%
4	13% (12 students)	17%	83%



Middle School AYP Status

Subgroups	Middle School ELA AYP Status	Middle School Math AYP Status	Middle School Science AYP Status
All accountability groups	NO	NO	NO
All Students	☑	☑	X
White	X	X	X
SWDs	X	X	-
Economically Disadvantaged	☑	☑	X



2014-2015 MS Initiatives

Curriculum and Instruction

- * All ELA and math classes using the New York State ELA and Math Modules, and gearing lessons on the New York State Common Core Learning Standards.
- * Literacy skills taught in content areas.
- * Content-area vertical teams evaluated 5-8 curriculum from 8th grade perspective . Used *Looking at Student Work* protocol to examine student progress against CCLS and to establish content-area priorities.
- * **Re-Introduce, Restructure, Re-design Response to Intervention (RTI)**
 - * Weekly meetings to problem solve for individual students who are far below or not yet meeting behavior expectations or learning standards.
 - * Targeted interventions, data collection, and intervention.
 - * Students with disabilities now working with reading teacher for Tier 3 intervention using LLI.



2014-2015 MS Initiatives

Increased learning time for all students

Schedule

- * Grades 5 and 6-added 23 school days of learning time in the four core subjects.
- * Grade 7 and 8-added 13 school days of learning time.

Student discipline

- * School-wide expectations for behavior and Habits of Work in all classrooms.
- * Discipline ladder that describes steps to dealing with challenging behavior for all staff.
- * Office Discipline Referrals down .
 - * **April 2013: 823, April 2014: 641, April 2015: 320**
- * Out-of-School Suspensions down.
 - * **April 2013: 71, April 2014: 43, April 2015: 13**
- * Eligibility for extra-curricular activities
- * Redesigned functions for Counseling Office.



2015-2016 MS Initiatives

Student Support Systems

- * Maintain and monitor processes for effective student management and discipline through student management team and monthly meetings, paying particular attention to subgroups “white,” and “economically disadvantaged,” and how their progress compares to school-wide goals.
- * Revisit, review, remind about MS Discipline Ladder.
- * Refine and improve all RTI processes, including meeting protocols, note-taking, data reporting, accountability measures for staff, information sharing, and family involvement.
- * Students with Disabilities have standing RTI meetings every five weeks to monitor progress and adjust plans.
- * Create a menu of interventions (tiers 1, 2, and 3) that can be utilized for students who are not yet meeting social or academic expectations.
- * Organize School Improvement Team, made up of parents (at least one parent of SWD), teachers, teaching assistants, and administrators to meet every other month, to discuss student achievement data, student discipline data, and attendance data with a particular focus on SWD and their progress towards school-wide achievement and behavior goals.



2015-2016 MS Initiatives

Targeted Professional Learning

- * Utilize coaching support for differentiated instruction to all co-teaching teams, and ELA coaching provided through BOCES.
- * Targeted, effective professional development provided for the following topics: Data-Driven Instruction, Differentiation of ELA and Math Modules, the Workshop model, Leveled Literacy Intervention, and RTI processes.
- * Continue to revisit and review content-area programming through vertical teaming and review of student work.
- * Develop and maintain Counseling Office as an academic and social-emotional resource center of the school.
- * Organize District School Improvement Team to meet every other month, to discuss student achievement data, student discipline data, and attendance data with a particular focus on Students with Disabilities progress towards school-wide achievement and behavior goals.
- * Use Framework for Understanding Poverty, *A Cognitive Approach*, by Ruby Payne, as a resource for professional learning



High School AYP Status

Subgroups	High School ELA AYP Status	High School Math AYP Status	High School Graduation Rate AYP Status
All accountability groups	NO	NO	YES
All Students	X	X	X
White	X	X	X
SWDs	-	-	-
Economically Disadvantaged	X	X	X



2014-2015 HS Initiatives

- * English and Math staff members attended summertime professional development (WF-L BOCES Boot Camps) for CCLS
- * Scheduled incoming 9th graders directly into RTI classes in our Learning Lab (based on NYS 8 tests and 8th grade average)
- * Assessed Learning Lab rosters every 10 weeks
- * Continued 3-5pm extra work sessions for students
- * Targeted review for NYS Regents Exams
- * Required summer reading for students entering grades 9-11



2015-2016 HS Initiatives

- * Utilize coaching support for Math provided through BOCES.
- * Targeted, effective professional development provided for the following topics: Data-Driven Instruction, Differentiation of ELA and Math Modules, the Workshop model, and RTI processes.
- * Organize District School Improvement Team to meet every other month, to discuss student achievement data, student discipline data, and attendance data with a particular focus on Students with Disabilities progress towards school-wide achievement and behavior goals.
- * Use Framework for Understanding Poverty, A Cognitive Approach, by Ruby Payne, as a resource for professional learning



2015-16 HS Initiatives

- * Increase opportunities for enrichment and intervention through scheduling
- * Increase opportunities for enrichment and intervention through staffing
- * Continue best practices of RtI through Learning Lab
- * Expansion of implementation of the CCLS modules for ELA and Math
- * Greater opportunities for students to demonstrate college and career readiness students pursuing level 3 or higher on CCLS exams
- * Required summer reading for students entering grades 9-11



District Initiatives for 2015-16

- * Consistent implementation of the CCLS modules and increased accountability at all levels
- * Increased use of progress monitoring and use of data to drive instruction through the School Based Inquiry Process
- * Creation of and implementation of interim assessments as predictors of NYS ELA/Math results at 3-8 level
- * Coaching at all levels focusing on ELA, Math, and differentiated instruction, specifically with co-teaching
- * Continued, targeted professional development for all staff

