North Rose-Wolcott CSD
BOE Report for 2015-2016

Building Administrator :Jennifer Hayden, North Rose-Wolcott Elementary School

Date of Meeting: June 14, 2016

SIP Goal #1: All North Rose-Wolcott students will demonstrate improved student achievement and increased college, career, and community readiness.

Student Data:

End of Year ELA Benchmarking Results for 15-16 Using Fountas and Pinnell Benchmarking				
	TOTAL NUMBER OF STUDENTS	Benchmark (on or above grade level)	Strategic (within one year of grade level)	Intensive (more than one year below grade level)
KDG	101	79	15	7
Grade 1	94	62	30	2
Grade 2	95	81	9	5
Grade 3	86	60	19	7
Grade 4	102	76	12	14

Progress Narrative:

- The above data means that the following percentages of students are above, on, or within one year of reading at grade level for each grade level:
    - KDG- 93%
    - 1st Grade- 98%
    - 2nd Grade- 95%
    - 3rd Grade- 92%
    - 4th Grade-86%

- Next year these numbers may be lower due to adding the writing component to the Fountas and Pinnell Benchmarking which will increase its rigor and emphasize the importance of writing as a part of the reading process. We will also be adopting the newer version of the Fountas and Pinnell cut-offs for Intensive, Strategic, and Benchmark, which are more rigorous. These changes are part of the strategic plan and staff will receive training.

- It is also important to note that this benchmarking informs instruction of the reading process during guided reading which is the foundation for meeting the Common Core State Standards, but does not correlate with state assessment achievement. This allows us to know that students

have the necessary skills to work at a higher level to meet those standards which are taught and learned during whole class ELA instruction with the EngageNY curriculum.

<u>SIP Goal #2:</u>Our goal at North Rose-Wolcott is for students to exhibit the following character traits in all settings: Be Safe, Be Kind, Be Respectful, Be Responsible.

Student Data:

	2014-2015	2015-2016
September- Number of Referrals (including bus referrals)	44	30 (9 were bus referrals)
October- Number of Referrals (including bus referrals)	63	81 (18 were bus referrals)
November- Number of Referrals (including bus referrals)	60	73 (6 were bus referrals)
December- Number of Referrals (including bus referrals)	58	70 (13 were bus referrals)
January- Number of Referrals (including bus referrals)	69 (no bus referrals this month)	76 (12 were bus referrals)
February- Number of Referrals(including bus referrals)	57 (no bus referrals)	107 (24 were bus referrals)
March- Number of Referrals (including bus referrals)	75 (no bus referrals)	101 (22 bus referrals)
April- Number of Referrals (including bus referrals)	73 (no bus referrals)	78 (17 were bus referrals)
May – Number of Referrals (including bus referrals)	89 (No bus referrals included)	87 (15 were bus referrals)

Progress Narrative:

- 30 referrals were for students with disabilities
- A workshop was held with bus drivers, Robert Galloway, Irene Interlichia, June Muto, and Scott Converse. A brainstorming session on strategies to improve student behavior on busses. From this Robert Galloway developed a flyer on strategies which has been given to all bus drivers.

Students with 5 or more referrals	Reason/Actions taken
Student #1- 5 referrals	Student has a disability with a behavior plan receiving services, in a general education room. Meeting with parent, consultation with Psychologist, TCIS training for staff has been completed. Student is currently working with a behavioral specialist at Strong.
Student #2- 6 referrals	This is a general education student. Parent meetings, communication with teacher, and parent consultation with counseling staff.
Student #3- 6 referrals	Student has a disability with a behavior plan. A behavioral specialist has observed this student and consulted on strategies to modify behavior. FACT services had been offered to the family, but refused. Counselors and Psychologist are actively involved in with student and classroom staff.
Student # 4 – 6 referrals	Student's medication has been adjusted and he is responding well at this time. Meetings with mom are frequent, as there has been some issues happening at home as well.

SIP Goal #3: At North Rose-Wolcott, we will foster partnerships for learning that build communication and understanding within the school district and community.

Student Data:

Through our evaluation of the PBIS (Cougar Pride) program with BOCES, an area for improvement was parent and student involvement in PBIS.

Progress Narrative:

- Students handed out awards at the Cubby's Club Assembly
- Parents are volunteering to help with the ES musical
- Students presented to the staff at this past faculty meeting as part of a tenured shared presentation on Whole Brain Teaching

Student and/or Staff Highlights:

May:

- Kindergarten Screening (currently 105 students entering KDG and accounted for)
- Soles4Souls Shoe Drive sponsored by the NRWE Student Council
- Students in the Advantage program refurbished a picnic table with green paint and cougar prints to be placed at the playground.
- Special Olympics Parade in the building
- End of Year Evaluations for all staff
- Kindergarten Concert
- Student Council Spirit Day- Goofy Glasses
- College Spirit Day
- Florentina Fun Days
- Roller-Skating Party sponsored by the NRWE Student Council
- Backpack Delivery program
- SchoolTool Scheduling Training
- Grade 4- Walking Field Trip to the Rose Museum- integrated Social Studies and ELA curriculum
- Class List meetings
- Table of Honor Celebrations
- NYS Science Testing for 4th Grade
- Memorial Day Parade and Remembrance Ceremony