BOE Report
November 2, 2016
J. Hayden, NRWE Principal

Strategic Plan Goal	Action Step	Progress
1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).	• Provide building level professional development related to the 3 tiers of MTSS, both academic and behavioral.	• Continued MTSS training is being planned with the building Leadership Team for the February Conference Day.
	• Identify and implement common reliable screening tools to measure and monitor student progress.	• Running Record Training is being continued for all staff who teacher guided reading in order to progress monitor students' progress between benchmarking periods. • Students in a Tier 3 reading intervention (Reading Recovery) are having progress reported to teaching staff from the intervention teacher on a weekly basis.
	• Utilize the Leverage Leadership model to support teachers in their implementation of MTSS.	• 34 Leverage Leadership classroom visits and 34 meetings with teachers occurred from September 19-October 4, 2016. • 52 LL meetings and 52 LL visits have occurred between 10/5-11/2 with a focus on Tier 1 ELA instruction in Guided Reading.
2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	• Research what other districts do for enrichment at each level and develop district definition of enrichment	• Elementary Computer Lab Teacher, STEAM/Math Specialist, and Media Specialist participated in a 2nd meeting at the HS to determine progress and to set goals towards the SAP goals. • Elementary School STEAM teacher will be utilizing conference day time to visit other schools' STEAM programs and will report out at the HS meetings

	• Provide enrichment opportunities outside the school day for e.g., Lego, Robotics, Science Olympiad	• Principal and STEAM teacher are meeting with the SCRIPPS spelling bee coordinator from BOCES to set up our program at NRWE. • Enrollment in the following extra-curricular STEAM (Science, Technology, Engineering, Art, Mathematics) courses is as follows: o 3rd Grade Robotics: 45 o 4th Grade Robotics: 26
	• Use NYS assessment and Regents results to identify students that are high 3's and low 4's and determine what is getting in the way of the 3 becoming a 4 and what is needed so that the 4 stays a 4, etc.	• 3rd and 4th grade is preparing for their 1st interim assessment period in order to determine student progress for continuing to meet/exceed standards
	• Utilize district MTSS process for moving students in and out of tiered interventions	• Running Record training is continuing to be provided to each grade level into November in order to progress monitor students in Tier 1, 2, and 3 interventions. The new training will include adding comprehension.
3) By June 2019, by the end of 2nd grade, all students will read at or above grade level.	• Teachers at all grade levels will complete a full F & P benchmark	• All benchmarking is complete. All students have been identified as having a frustration level, instructional range, and independent level for reading
	• Direct guidance on how to use guided reading and writing workshop	• Leverage Leadership visit and meetings are revolving around the Jan Richardson rubric on Guided Reading instruction the attached rubrics are being used during LL visits and meetings to evaluate the implementation of a consistent guided reading program. • Principal has approached BOCES on behalf of the staff for increased coaching time regarding Writer's Workshop. We are waiting for a response.

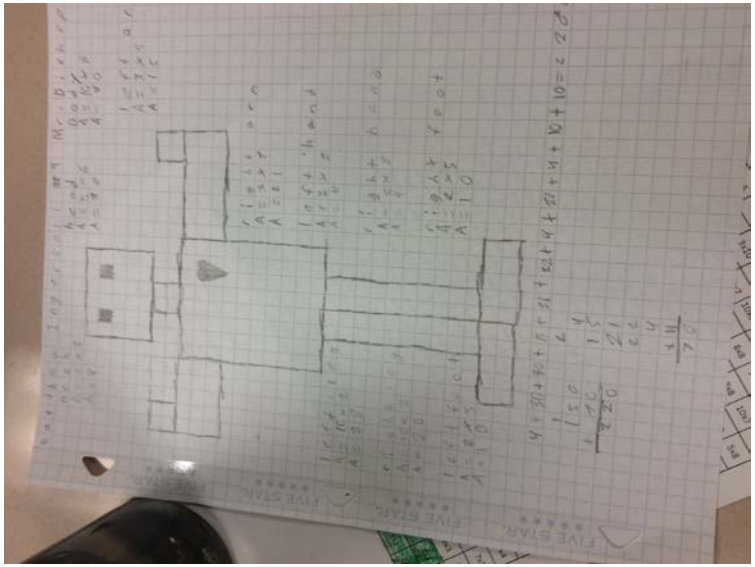
	• Teachers at all grade levels PK-6 will use informal running records to facilitate Guided Reading instruction in between Benchmarking periods.	• Each grade level is continuing to receive individualized training on Reading Running Records from the Reading department at the ES
	• Any changes to master schedule will accommodate guided reading every day	• Completed July 2016; expectations will be communicated to teachers on opening day. This is being monitored through lesson plans as needed.
	• Monitor effectiveness of interventions including Reading Recovery after grade 1 and adjust as data dictates	• The reading staff has created a tracking system for last year's RR students now in 2nd grade to track their progress. Principal met with 2nd grade to review the Reading Recovery data and explain the tracking process and the importance of continued consistent, researched-Tier 1 reading instruction.
	• Exposure to higher level text for all students	• All students are participating in the ELA Domains and Modules from EngageNY which is whole group instruction based on complex text (as identified by NYS). This started on 9/6/16.
4) Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year.	• Create STEAM task force	• 100% of students at NRWE are participating in STEAM.

Other Notes

- Lion's Club Eye Screening
- Fall Picture Day

- North Rose Fire Department visited for Fire Safety week for grades PreK and K
- Robotics club started for grades 3 and 4
- Red Ribbon Week was sponsored by NRWE student council
- Cubby Club Assembly highlighting safety
- October 31 was a celebration of learning with grade level themes correlating to the curriculum

Fourth Graders made "Spooky Robots" and found the area of their creations



Mrs. Brooks' Class defending themselves from drugs on Armor Day!

KDG students coding and fixing code in order to make our robot friends Dot and Dash follow orders!

Rubric for Pre A Small Group Lesson

This rubric can be used for self-evaluation, observation or coaching.

Record comments on reverse side.	Working towards	Not evident
Classroom Environment		
Other students were working independently in literacy workstations.		
Small group lesson materials were organized; table was free of clutter.		
Teacher was not interrupted by other students in the room.		
Each student had an alphabet chart.		
Teacher had an updated letter/sound chart for the students in the group.		
Working with Letters and Names		
Teacher gave each student a personal letter bag of known letters.		
Students did one activity from the handbook using their known letters.		
Teacher worked with individual students asking for letters and/or sounds.		
Name activity (optional): name puzzle, magnetic letters or rainbow writing.		
Time: 3-4 min.		
Working with Sounds		
Students did one of the following activities (circle) Clapped syllables, worked with rhyming words, picture sorts		
Time: 3-4 min.		
Working with Books		
Students previewed the book by discussing the pictures.		
Students read the book with the teacher (first reading).		
Teacher worked with individual students prompting for concepts such as one to one matching, finding the 1st word on a page, finding a capital letter, etc.		
Students may have read the book independently as a second reading.		
After reading, the teacher did one or two teaching points from the lesson plan.		
Time: Not more than 5 min.		
Interactive Writing		
Each student had an alphabet chart and a dry erase marker.		
The teacher dictated a simple sentence (4-6 words).		
Children rehearsed the sentence while the teacher drew a line for each word on a sentence strip.		
Students took turns writing a letter in the sentence. The teacher supported correct letter formation.		
While one student wrote on a sentence strip, the other students practiced writing the letter on their alphabet chart.		
Teacher cut the sentence apart and gave each student one or two words.		
Students used their word cards to remake the sentence.		
Time: Not more than 5 min.		
TOTAL LESSON – 15-20 minutes		

Rubric for Coaching an Emergent Guided Reading Lesson (Levels A-C; 1- 4)

This rubric can be used for self-evaluation, observation or coaching.

Record comments on reverse side.	Working towards	Not evident
Classroom Environment		
Guided reading materials were organized; table was free of clutter.		
Other students were working independently in literacy workstations.		
Teacher was not interrupted by other students in the room.		
Sight Word Review (1 min.)		
Students wrote three high-frequency words.		
Teacher prompted students who had difficulty.		
Teacher used chart to record progress.		
Book Introduction (not more than 5 min.)		
(Day 1 only) Teacher gave short introduction.		
Students looked through book and discussed the pictures.		
Teacher introduced new vocabulary.		
Reading with Teacher Prompting (8-10 min.)		
(Days 1 & 2) Students read the book *independently* (not chorally). On Day 2 students may read other familiar books.		
Book was at the appropriate level (slightly challenging).		
Teacher listened to individual students read and took anecdotal notes.		
Teacher prompted students to use strategies.		
Teacher did one or two teaching points from the lesson plan.		
Discussion prompt: Teacher asked higher-level thinking question, if appropriate for the text.		
Sight Word (1-2 min.)		
Followed *all four* procedures: What's missing, mix & fix, table writing, white boards.		
New word was in the book.		
New word was appropriate for text level.		
Word Study – (5 min. Day 1 only) **Circle activity used:** Picture sorts, making words, sound boxes		
Students said the words slowly as they worked with magnetic letters, or wrote the words in boxes. (Teacher did not say the word for the children!)		
Guided Writing – (Day 2 only) (5-8 min.)		
Students repeated sentence before writing it in their journals.		
Teacher prompted students to stretch sounds in words.		
Students reread their sentence to help them remember the next word.		
Used practice page for letter formation, sight words, & sound boxes.		
TOTAL LESSON TIME: 20 minutes		

Rubric for Coaching an Early Guided Reading Lesson Plan (Levels D-I; 5-16)

This rubric can be used for self-evaluation, observation or coaching.

Record comments on reverse side.	Working towards	Not evident
Classroom Environment		
Guided reading materials were organized; table was free of clutter.		
Other students were working independently in literacy workstations.		
Teacher was not interrupted by other students in the room.		
Sight Word Review – (optional after level E) (1 min.)		
Students wrote three known words.		
Teacher prompted students who had difficulty.		
Teacher used chart to record progress.		
Book Introduction (Day 1 only) - (<5 min.)		
Teacher gave a short introduction.		
Students looked through book to construct meaning of story.		
Teacher introduced new vocabulary.		
Reading the book (Day 1&2) (8-10 min.)		
Book was at the appropriate level (slightly challenging).		
Students read the book independently (not chorally).		
Students read without pointing.		
Teacher listened to students read orally and **took anecdotal notes.**		
Teacher prompted students for monitoring, decoding, fluency or retell.		
Teacher asked discussion prompt (higher-level question).		
Teacher taught strategies appropriate for the group.		
Taught 1 new sight word (Optional after level E) (1-2 min.) Did all **four** procedures: What's missing, mix & fix, table writing, white board		
Word Study – (Day 1 only) (5 min.)		
Circle activity used: Picture sorts, making words, sound boxes, analogy chart. Teacher followed procedures.		
Students said the words slowly as they worked with magnetic letters or wrote the words in boxes. (Teacher did not say the words slowly for the children!)		
Guided Writing – (Day 2 only) (5-8 min.)		
Circle activity used: Dictated or open-ended sentence, B-M-E, S-W-B-S, Other:_____		
Students wrote mostly independently with teacher prompting at difficulty.		
Students reread sentence.		
Used practice page for letter formation, sight words, & sound boxes.		
TOTAL LESSON TIME: 20 min.		

Rubric for Coaching a Transitional Guided Reading Lesson (Levels J-P)

This rubric can be used for self-evaluation, observation, or coaching.

Record comments on reverse side	Working towards	Not evident
Classroom Environment		
Guided reading materials were organized; table was free of clutter.		
Other students were working independently (reading, writing, or literacy stations).		
Teacher was not interrupted by other students in the room.		
Book Introduction (Day 1) (not more than 5 min.)		
Teacher gave short introduction (gist statement).		
Students previewed the text and made predictions.		
Teacher introduced new vocabulary (no more than 5 words).		
Reading the Book with Teacher Prompting (10–15 min.)		
Students read softly and independently (not chorally).		
Book was at the appropriate level (slightly challenging).		
Teacher listened to individual students and took anecdotal notes.		
Teacher appropriately prompted each student for monitoring, decoding, fluency, or comprehension.		
Teaching Points (circle 2 items taught) **(2–3 min.)**		
Decoding (reread, endings, analogies, chunk big words)		
Fluency (phrasing, bold words, dialogue)		
Vocabulary strategies (reread & check picture, use known parts)		
Comprehension (B-M-E, 5-finger retell, S-W-B-S, character's feelings)		
Discussion Prompt: Higher-level thinking question		
Word Study—Optional if students are good decoders. (3–5 min.)		
Sound boxes, analogy chart, make a big word. Used correct procedures.		
***Guided Writing (15-20 min.)**		
Students used a personal word wall for spelling support.		
Students wrote mostly independently with teacher prompting at difficulty.		
TOTAL LESSON TIME: 20 min.		

* Guided writing is done the day after the students finish reading the book. Some of the 20-minute lesson on day 3 may include rereading a portion of the text for fluency.

Rubric for Fluent Guided Reading Lesson (Levels N+)

This rubric can be used for self-evaluation, observation, or coaching.

Record comments on bottom of page	Working towards	Not evident
Classroom Environment		
Materials were organized and handy; table was free of clutter.		
Other students were working independently in reading, writing, or literacy activities.		
Teacher was not interrupted by other students in the room.		
Introduction (Not more than 5 minutes)		
Teacher gave a short introduction or gist statement. *Today you will read. . ..*		
Students quickly previewed the text and shared predictions.		
Teacher introduced new vocabulary (no more than 5 words).		
Teacher used the four steps to efficiently define the new words: 1) Teacher gave a definition 2) Teacher connected the word to the students 3) Teacher related the word to the book 4) Students talked to each other and related the word to personal experiences.		
Teacher modeled strategy (if necessary)		
Reading with Teacher Prompting (10-12 minutes)		
Students were engaged with reading and writing.		
Book was at the appropriate level (slightly challenging).		
Students wrote short responses according to the strategy focus.		
Teacher may have listened to some students read orally, if appropriate.		
Teacher prompted individual students for vocabulary and/or comprehension.		
Teacher monitored individual students' comprehension by reading written responses and asking questions.		
Teacher took anecdotal notes on students.		
Sharing and Discussion (5 minutes)		
Students shared written responses while teacher facilitated the discussion.		
Teacher asked higher-level questions to enhance discussion and extend comprehension.		
Teacher taught vocabulary strategies, if appropriate.		
Students added two words to their "New Word List."		
TOTAL LESSON TIME: 20 minutes		

Next Step in Guided Reading, Rubrics