BOE Report
March 8, 2017
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.	• The Counseling team will begin benchmarking data with our PreK students that are both in and out of district. • Leverage Leadership continues to focus on Tier 1 intervention for reading and writing instruction.
	• Identify and implement common reliable screening tools to measure and monitor student progress.	o 3rd and 4th grade are continuing to focus on skill and knowledge needs as indicated on the interim assessments.
	• 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. • 42 LL meetings and 42 LL visits have occurred between 11/3-12/6 with a focus on Tier 1 ELA instruction in Guided Reading and Writer's Workshop • 23 LL meetings and 23 LL visits occurred between 12/6 - 1/4 with a focus on Tier 1 ELA instruction in Guided Reading and Writer's Workshop • 48 LL meetings and 48 LL visits have occurred between 1/4 and 2/6 with a focus on Tier 1 ELA instruction in Guided Reading and Writer's Workshop.

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<tr><td></td><td></td><td>• 30 LL meetings and 30 LL visits have occurred between 2/7 and 3/8 with a focus on Tier 1 ELA instruction in Guided Reading and Writer's Workshop.</td></tr>
<tr><td rowspan="4">2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.</td><td>• Research what other districts do for enrichment at each level and develop district definition of enrichment</td><td>• STEAM/Enrichment teacher is scheduled to attend two conferences regarding STEAM instruction.</td></tr>
<tr><td>• Provide enrichment opportunities outside the school day for e.g., Lego, Robotics, Science Olympiad</td><td>• The in-house Inventive Minds competition was this past week. The Invitational is this coming Friday. We will be competing against Red Creek, Hannibal, and Clyde school districts.</td></tr>
<tr><td>• 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.</td><td>• Interim Assessments dates for the ES have been moved up upon request of staff so that the data is available for evaluation and instructional adjustments as a result of the SBIP occurring on the February conference day.</td></tr>
<tr><td>• Utilize district MTSS process for moving students in and out of tiered interventions</td><td>• New Tier 2 Intervention Groups for behavior are continuing for the next month until the benchmarking happens.</td></tr>
<tr><td>3) By June 2019, by the end of 2nd grade, all students will read at or above grade level.</td><td>• Teachers at all grade levels will complete a full F & P benchmark</td><td>• Results of January Benchmarking is as follows:
<table>
<tr><td></td><td>More than 1 year behind grade level</td><td>Within a year of grade level</td><td>On or above grade Level</td></tr>
<tr><td>Kindergarten</td><td>30%</td><td>0%</td><td>70%</td></tr>
<tr><td>1st</td><td>11%</td><td>22%</td><td>67%</td></tr>
<tr><td>2nd</td><td>12%</td><td>21%</td><td>67%</td></tr>
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		3rd	24%	12%	64%
		4th	20%	9%	72%

	• Direct guidance on how to use guided reading and writing workshop	• We are setting up individual grade level training with the BOCES coach for grades K, 3, and 4.
	• Teachers at all grade levels PK-6 will use informal running records to facilitate Guided Reading instruction in between Benchmarking periods.	• Running Records are consistently used across the building to evaluate students flexible grouping during Tier 1 Guided Reading instruction.
	• 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	• Information on former Reading Recovery students now in 2nd grade is as follows. Please note that Intensive if more than a year below grade level, strategic is with a year below grade level, and benchmark is on or above grade level. o There were 24 students who received RR in 1st grade during the 15-16 school year. o 3 students moved out of district. o 2 are waiting to complete benchmarking due to absences. o 3 moved from intensive to strategic o 4 stayed in the strategic range

		o 1 stayed in the benchmark range o 5 moved from strategic to benchmark o 6 remained in the intensive range o 14 moved up at least one reading level o 2 moved down in reading levels o 1 maintained their reading level
	• 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

- Meagan Caminiti presented on Math Instruction at a Regional Workshop this past weekend.
- Jen Kelsey is attending the Wayne Finger Lakes BOCES Leadership Institute.
- Reading teachers spent time with individual grade levels sharing the professional development they received at the National Reading Recovery Conference.
- NRWE has started a parent group which met on 2/27. The next meeting is on 3/20. Over 20 parents attended.