Report to the BOE
Mark Mathews
December 11, 2018 meeting

Upcoming dates to note for grades 5-8:
December 7th and 8th-Alice in Wonderland Jr.-7:00 at the HS Auditorium
December 14th-Interim 2 ends
December 18th-School Leadership Team meeting
December 18th-5-8 winter concert, HS Auditorium

During the past month, I have been working mostly at the elementary school. My efforts have focused mostly on operational efficiency, including student behavior, bus expectations and support, parent communication, building relationships with the fifth grade families and students, and reconnecting the sixth graders with the MS expectations. It has been a very busy few weeks since Mrs. DeFeo left, but I greatly appreciate the efforts of Mrs. Roberts Grant, as well as my teachers and staff, to assist and support at the seventh and eighth grade levels.

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

Grade level teams are continuing their work to improve student English language learning through their Tier 1 action plan.

- 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.

See below, you may recall the sixth grade action plan. Teachers continue to work and monitor this plan to improve student capacity to active read and identify the central ideas, or most important ideas, in a text.

Student Learning Problem:	***Causes:***
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.	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?	**PLAN: How will we know if they've learned it? (when/how will you be assessing again, e.g. next**

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.	**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. All students will consistently use strategies to decode unknown words for meaning.	**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 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 Flowcabulary 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.

Interim 1 results-summary

SAP goals 1, 2

Tenets 3, 4

Exam in	% Students at Proficiency (65 or above on exam)	% Students at Mastery (85 or above on exam)
ELA 5	67%	31%
Math 5	50%	14%
ELA 6	47%	21%
Math 6	35%	25%
ELA 7	28%	14%
Math 7	38%	19%
ELA 8	44%	18%
Math 8	13%	2%

Analysis:

It's important to remember that while we try very hard to "predict" how students are going to do on NYS ELA and Math exams, most of the work we do is at the tier 1 level. What I mean by this is that teachers who plan rigorous lessons, those who use effective assessment strategies and design engaging lessons that keep the students active in their own learning are those who prepare their students best for NYS assessments.

In my BOE report last month, I demonstrated a correlation between the results of the STAR Reading and Math and the outcomes for the same students on the NYS ELA and Math. This comparison demonstrated a strong correlation between students reading at least one grade level ahead according to STAR Reading and proficiency or mastery on the NYS assessments. It demonstrated and even stronger correlation between the NYS Math and the STAR Math. In some grade levels

EVERY student who earned a “3” or a “4” on the NYS assessment was a student who is reading at least one grade level above their current level on the STAR Math.

Notes:

Grade 5 ELA-this interim assessment may not be rigorous enough. We should be seeing a proficiency and master level that was consistent with the proficiency and mastery results from the NYS Math exam.

Grade 5 Math-This is a low rate of mastery, I’m working with teachers to see how students are responding to the “extension” activities in the math program, and are they being given opportunities to extend their thinking.

ELA 7-This is a cohort of students that we have been trying to move forward and close gaps. Each year we have closed gaps but I anticipate some growth here with writing, since we have had to replace home and careers with a writing class, modeled after a mandatory middle school class at Willink Middle School in Webster, “Literacy Across the Content Areas.” I believe that this will give students a very good foothold into secondary writing, including argument writing and persuasive writing.

Math 8-This represents a the cohort of students who are not in Algebra. I am working with Mrs. Morgan to develop additional after-school supports to provide assistance and support for students in grade 8 general math.

SLT
SAP goals 1, 2
Tenet 2, 3, 4, 6
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. SLT is working to develop a plan for getting information from all our parents and families, with the survey that has been used in the past two years. We are planning to provide reinforcement, communication, reminders, an “all-out-blitz” to try to get these surveys back so that we can get valid, reliable input from all our families.

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.

Tenet 5-Student Social and Emotional Health and Development
The Cougar Corner Store went well in November. 5th grade coupons 730, 6th grade coupons 168.

Holiday Store will be open the 20th and 21st. We are using approved NRW volunteers to help wrap during lunch. We are looking for donations of wrapping paper, tape or labels. These items can be brought to the counseling office at NRWE.

The attendance team meets on a regular basis. Data has been run for November, the team needs to meet to discuss. Attendance has improved overall from last month. 5th grade 95.13 attendance rate, 6th grade 94.23.

Referrals are up by 5 in November to 82.

Top 3 referral categories; Disruption (38), Leaving class without permission (16) and bus reports (37). Bus lessons and a classroom expectations booster will be provided to students with bus referrals and those leaving class without permission.

Kristin will lead discussions at tier 1 regarding MTSS & PBIS.

Happy Holidays!