Mark Mathews
Report to the BOE
April 9, 2019

Calendar of Events-April

April 2, 3, 4, 5: New York State ELA Exams administered
April 5: End of Quarter 3
April 9: BOE meeting-HS auditorium, 6:00
April 9: ELA makeups-Paper-Based Tests completed
April 11: ELA test return for scoring
April 12: Computer-Based Tests completed-Grade 5
April 23: 7:30 AM-8:30 AM, Quarter 3 awards, grades 5 and 6
April 24: 7:30-8:30 AM, Quarter 3 awards, grades 7 and 8

May 1, 2, 3: New York State Math Exams administered

Strategic Action Plan Goal	Activities
SAP 1, 2	After doing the self-reflection portion of our TFI (Tiered Fidelity Inventory, an evaluation of our tiered supports), there are some gaps that could be addressed by some changes to the organization and assigned tasks of reading teachers. Specifically, we noticed gaps in the following subcomponents: *2.3: Screening: tier II team uses decision rules and multiple sources of data to identify students who require Tier 2 supports.* *2.5: Options for Tier 2 interventions: Tier 2 team has multiple ongoing interventions with documented evidence of effectiveness matched to student need.* *3.3 Screening: Tier 3 team uses decision rules and data to identify students who require Tier 3 supports.* Ben Stopka In an effort to bring more targeted information about our students' skills gaps in reading, One reading teacher would administer the John's Basic Reading Inventory. This is an informal reading assessment, but it also includes word lists, a variety of leveled passages, and has some instruments and measures that shed light on specific skills gaps.

	We have many students who are reading two or more grade levels below where they are expected to be, receiving our current Tier 1 and 2 interventions but are not making growth in Reading. With this group of students, we often don't know whether to attribute it to a lack of motivation, or to social or emotional gaps, or exactly what is contributing to the lack of progress. We don't have the data to determine exactly why they are not making progress or what reading skills are preventing them from moving forward as readers. Over the past three weeks, Mr. Stopka has been conducting assessments on all students who are reading 2 or more grade levels below where they should be, and not making progress. He is working with students identified at the elementary and middle school, and will continue to do so until all have been assessed. Mr. Stopka is also visiting the Tier ⅔ teams at the ES and MS to introduce the Johns BRI, and explain what kind of data would be collected from the assessment. He will work with the teams and discuss how the data could be used to identify skills gaps in reading. We are examining the data collectively, and then looking for similarity of need. Currently, we assign students who are below grade level to an LLI group that works for some students. We are using student data to design more targeted interventions for specific students. For example, there may be groups of students who don't know their sight words, we may find groups of students who don't have a consistent word attack strategy, we may see the need to organize a vocabulary group, or who doesn't recognize phonemes. The point of this would be to correctly identify students who need additional, targeted support, then create Tier 2 and Tier 3 plans for those students, along with progress monitoring strategies to remove the support when students achieve the target for the group. This would help us close the gaps we identified in the TFI. After the data collection portion, we are engaging in New York State testing, then we will have 10 weeks of what could be targeted interventions and reading instruction designed to close specific gaps in reading skills for specific students. This could enable us to deliver some Tier 3 interventions, or more intensive Tier 2 reading interventions.
NYS testing	At the writing of this report, we have organized for the administration

	of the NYS ELA at both buildings. We administered the paper-based tests for grades 6-8. On April 4 and 5, we are administering paper-based tests for grade 5. We are working on getting makeups completed. All students who participated seemed to put forward good effort. There were a lot of changes in the ways that testing is done this year since we have transitioned to the new sites, the students and staff adjusted well to these changes. I am hopeful that this translates into continued growth for our students..
SAP Goal 4	Our library media teacher has developed a schedule to deliver STEAM activities to students in grades 5 and 6. More to come on this. STEAM will be taught during the daily intervention time for students in grades 5 and 6.

Robyn Roberts-Grant

Director of Health, Physical Education, and Athletics/Assistant Principal for Grades 7 & 8

1. Middle School Enrollment

NRW 7/8 Enrollment	4/02/2018	4/02/2019
Grade 7	84	110
Grade 8	81	92
Total	165	202

2. Attendance Initiative - DSP 1.3.5 - Create a team to review and improve our current practices related to student attendance and achievement. Identify who needs to be engaged and target from there.

Information went out in the most recent middle school and high school newsletter to families about chronic absenteeism and how every minute matters in their child's education. A copy of the intervention matrix was included along with strategies to use to prevent absences and encourage regular attendance to school on a daily basis.

NRW 7/8 Attendance Percentages	4/02/2018	4/02/2019
Grade 7	95.74%	93.84%
Grade 8	95.17%	95.29%
Average 7/8 Grade Attendance	95.46%	94.57%

3. Positive News for 7th and 8th Graders at NRWMS

March Students of the Month were:

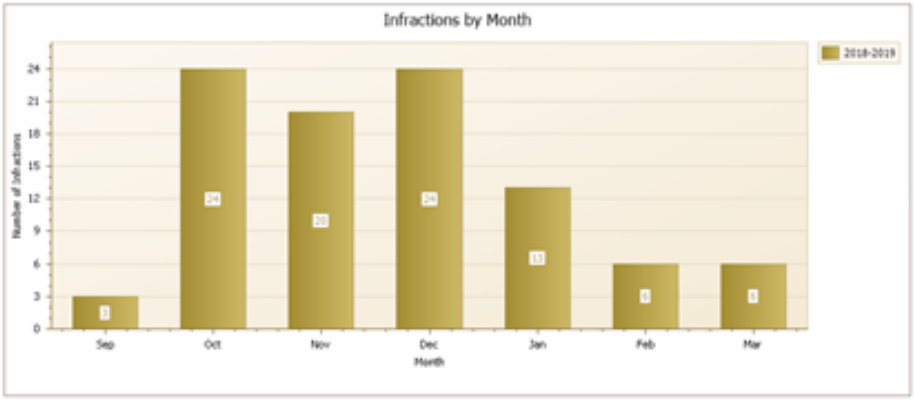
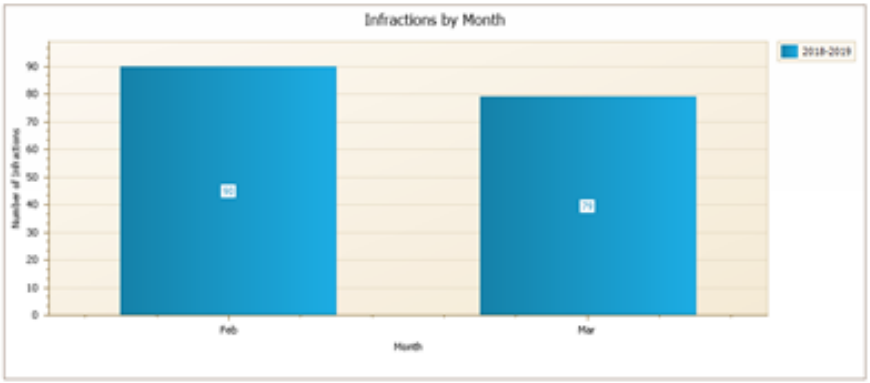
7th Grade – Lacey Scheid & Hunter O'Neil

8th Grade – Austin Westurn & Maria Francisco

Brady Farnand - NR-W Middle School Assistant Principal (4th-6th grade) – April 2019 - BOE Report
**Linked to focus areas determined by the Building Principal Mr. Mathews, and directly linked to our District Strategic Action Plan.*

Projected Middle School Enrollment – 2018-2019:

4th grade	98
5th grade	99
6th grade	70

District Strategic Action Plan	Focus area	Progress
		Actionable Items *Bus Safety Plan*- Our bus referrals continue to remain pretty low this month as we saw no increase! We were steady with only 6 referrals for the month which is a great improvement to some of the previous months as seen in the graph below.  *Staff Referrals*- Februarys' average was 5.2 referrals per day for grades 5 and 6. March data showed an overall reduction in the number of referrals and is the lowest since October with only 3.95 per day. We want to continue this trend and look at positive things we have done and will continue to implement. 

SEL: During March's town hall meetings we discussed the social emotional learning characteristic of self-management. We spoke about the ability to recognize one's feelings and skills to regulate them. We talked about stress management, what we can do when we are angry, goal setting, and having high expectations for ourselves. April's SEL characteristic will be social awareness.