BOE Report
January 4, 2017
M. Stevenson, ASI

Student Achievement-*some of this information remains current since the last meeting & some has been updated*

SAP Goal 1: Proficiency on State Assessments

- NRWE:
    - Interim assessments were administered in ELA and Math in grades 3 and 4. Teachers used the School Based Inquiry Process (SBIP), our data analysis protocol, to analyze the results and create action plans. See attached for the Data Driven Dialogue visual along with the action plan from 3rd grade ELA. This is to give you an idea about what comes out of the data driven dialogue. We found with math that we need to adjust the interim assessments quite a bit, due to the layout of our new math program, Math Expressions. Teachers will be making these adjustments to the 2nd interim assessment.
    - Andy Mitchell, the BOCES math coach worked with grades 1 and 2 around Math Expressions and he helped teachers with things like pacing, differentiation, and use of the digital materials. The teachers reported that the support was very helpful and timely and that Andy is a great resource. We are going to schedule another day like this with Andy around the Feb./March timeframe.
    - We are having 2 instructional coaches from the Spencerport CSD come out on January 16th to work with grades 3 and 4 with Math Expressions. Spencerport has been using ME for about 5 years and their instructional coaches have extensive experience with both using ME and also with helping teachers to implement it. We are excited to have access to their experience and expertise!
    - Attached is a sample parent letter that is part of Math Expressions from grade 2. It is the top half of the page; the bottom is a practice page.
- Middle School:
    - Interim assessments were given in ELA and Math, grades 5-8. They were also analyzed using SBIP. Like the elementary, we found that we need to make adjustments to math in particular; due to the new programs (Math Expressions grades 5-6, GoMath grades 7-8). We will be doing some work with staff around grading the assessments electronically as our program, LinkIt!, will produce immediate data. We are also going to be showing teachers how to give the assessment online, which is good practice for students who will have to take assessments online in the future.
    - Mark is pushing teachers to respond to students differently when we see characteristics of learned helplessness, e.g. the teacher gives the assignment and students ask for help prior to even attempting the task. He has advised the teachers to encourage students to try the task/assignment and then come with questions or insight about what they are stuck on. We find that many times students do not even attempt a task before they give up or think they cannot do it on their own.
- High School:
    - Interim assessments were given in the 4 core subjects (ELA, Math, Science, and Social Studies). They were analyzed using SBIP, and action plans were created. Brian and I will be offering a couple of

afterschool sessions for staff to meet with us to review their next interim and help them think through any adjustments that are needed. Student schedules were modified as a result of the data in order to provide students with academic intervention during period 3.

SAP Goal 2: Mastery on State Assessments

- Student mastery rate on interim assessments was examined and teachers use this information to plan for differentiation of instruction and extension activities for students.
- College and Career night was recently held by the HS and they had a fairly good turnout. This really gets students thinking about different options for their future.
- Students in grade 3 are tracking their progress in math fluency and are graphing it so that they can see how far they are moving. They are highly motivated by this and are excited to see how they are progressing. This is a strategy that is used to increase student engagement and ownership over learning.

SAP Goal 3: Grade 2 Reading

- The 2nd grade F & P benchmarking pilot went well. They have some logistical adjustments to make and some questions to be answered, but informal feedback from teachers is that it has given them back a lot of time.
- Kindergarten Lab continues to target Literacy skills and concepts, with students getting an additional reading group while in K Lab. We will be starting to look at which students have made enough progress so that K Lab is no longer needed and which students will need the more intensive K Lab that we will move to, with students receiving 2 hours of intervention instead of the current hour intervention.

SAP Goal 4: STEAM

- STEAM task force met and is working on ways to promote current STEAM classes to both students and parents.
- Task force is also working on developing a "genius hour" program for next year.
- The elementary STEAM program is working on computer programming using Dash-n-Dot Robots. Students have already become adept at using these based on their experience last year in STEAM. We are looking into purchasing Lego Robotics for next year, but it is pretty costly. The good thing about it is that they are more complex than the Dash-n-Dot, they are durable, and there is not a lot of recurring costs that go along with them.

Professional Development

The Personalized Learning Design Team is hard at work, finalizing plans for the design workshop with all staff next Friday, January 12th. Teachers will learn about how to design instructional models that will work best for their students. One example that they will learn about is called a "station rotation" whereby students work with the teacher for a period of time in 1 group, they may work on a device such as a Chromebook in another group, and then in the 3rd group they may have some choices about an article to read. We are getting really excited about all the possibilities that go along with PL.

DCIP, SCEP, and LAP Plans

Plans are being implemented and monitored. We are scheduling the middle school review for March, which is earlier than this past year, but we wanted to have it done before the building gets into moving-mode.

APPR

We met with the school attorney to do some pre-work for when negotiations start. We have not heard back from the teachers'' union regarding meeting dates for negotiation.

Other Notes

Our new School Psychologist starts at the middle school on Monday! We have some additional hiring in the works for the elementary positions of: Reading, Library, and the long-term sub for grade 4.

We have 4 students at PTECH currently-three 11th graders and one 10th grader. In reviewing their most recent progress reports, all students are passing the majority of their classes. Many comments from teachers were positive, while there were a few mentions of students needing to work up to their potential.

We made mention of the prinicpals moving some teachers off of Leverage Leadership to supervisory visits with their principals. I would report that in most cases, improvement has been shown by the teachers, however we are not at a point that we would move anyone back to LL yet. We are looking for continous, sustained improvements in instruction and classroom management from teachers and will continue to work to make that happen.

Fluency Check 16

Name _____ Date _____

PATH to FLUENCY

Add or subtract.

1. $15 - 8 = \square$
2. $16 - 13 = \square$
3. $14 - 4 = \square$
4. $8 + 9 = \square$
5. $11 + 6 = \square$
6. $9 + 11 = \square$

7. $\begin{array}{r} 26 \\ -\ 5 \\ \hline \end{array}$
8. $\begin{array}{r} 56 \\ +\ 42 \\ \hline \end{array}$
9. $\begin{array}{r} 26 \\ -\ 13 \\ \hline \end{array}$
10. $\begin{array}{r} 70 \\ -\ 63 \\ \hline \end{array}$
11. $\begin{array}{r} 30 \\ +\ 48 \\ \hline \end{array}$
12. $\begin{array}{r} 29 \\ +\ 25 \\ \hline \end{array}$
13. $\begin{array}{r} 57 \\ +\ 43 \\ \hline \end{array}$
14. $\begin{array}{r} 23 \\ +\ 68 \\ \hline \end{array}$
15. $\begin{array}{r} 38 \\ +\ 37 \\ \hline \end{array}$

Dear Family:

Your child is now learning how to subtract 3-digit numbers. The most important part is understanding and being able to explain a method. Children may use any method that they understand, can explain, and can perform fairly quickly.

Expanded Method

Step 1 Step 2

$$\begin{array}{rcl} 432 & = & 400 + 30 + 2 = \overset{300}{\cancel{400}} + \overset{120}{\cancel{30}} + \overset{12}{\cancel{2}} \\ -\ 273 & = & 200 + 70 + 3 = 200 + 70 + 3 \end{array}$$

Step 3 $100 + 50 + 9 = 159$

Step 1 "Expand" each number to show that it is made up of hundreds, tens, and ones.

Step 2 Check to see if there are enough ones to subtract from. If not, ungroup a ten into 10 ones and add it to the existing ones. Check to see if there are enough tens to subtract from. If not, ungroup a hundred into 10 tens and add it to the existing tens. Children may also ungroup from the left.

Step 3 Subtract to find the answer. Children may subtract from left to right or right to left.

Ungroup First Method

Step 1 Check to see if there are enough ones and tens to subtract from. Ungroup where needed.

Look inside 432. Ungroup 432 and rename it as 3 hundreds, 12 tens, and 12 ones.

Ungroup from the left:

$$\begin{array}{r} {}^{12} \\ 3\,\cancel{1}\,12 \\ \cancel{432} \\ -\ 273 \\ \hline \end{array}$$

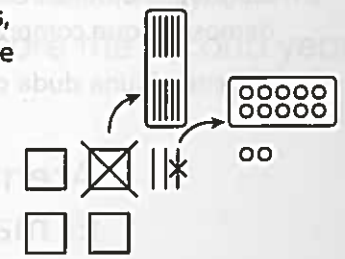
Ungroup from the right:

$$\begin{array}{r} {}^{12} \\ 3\,\cancel{2}\,12 \\ \cancel{432} \\ -\ 273 \\ \hline \end{array}$$

Step 2 Subtract to find the answer. Children may subtract from the left or from the right.

$$\begin{array}{r} {}^{12} \\ 3\,\cancel{2}\,12 \\ \cancel{432} \\ -\ 273 \\ \hline 159 \end{array}$$

In explaining any method they use, children are expected to use "hundreds, tens, and ones" language and drawings to show that they understand place value.



Please contact me if you have questions or comments.

Sincerely,
Your child's teacher

CCSS Unit 6 addresses the following standards from the Common Core State Standards for Mathematics: 2.OA.A.1, 2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9, 2.MD.C.8, and all Mathematical Practices.