North Rose-Wolcott CSD

BOE Report for 2015-2016

Building Administrator: Mark Mathews

Meeting Date: 2/8/16

SIP Goal #1: The percent of students meeting or exceeding grade level standards in longitudinal cohort groups on the NYS ELA assessment will improve by 5% in all subgroups.

Progress Narrative:

- All reading teachers have been fully engaged with intensive, small-group reading instruction.
    - Reading teachers continue to report/review progress-monitoring data to determine if further benchmarking is necessary (to ensure we are challenging all students at the appropriate level).
    - Mid-Year benchmarking (F&P and STAR) for all students is completed.
    - The February LMS Parent Team meeting continued to focus on MTSS, during which we discussed the data reports sent home to parents.

Grade level	% reading at or above grade level according to STAR September 2015	% reading at or above grade level according to STAR January 2016
5	22%	29%
6	29%	36%
7	32%	41%
8	24%	31%

- We continue working to improve processes that identify and support students who are not meeting grade-level expectations through MTSS (multi-tiered support systems).
- We continue to work with grade-level teams to increase teacher leadership, capacity for problem-solving, and decision-making by grade level teams.
- We meet 2/8 days (a full cycle) with 7th and 8th grade teams, and every Thursday with 5th and 6th grade teacher.
- On average we are able to meet on about 70 students a month, including parent meetings (20 minute meetings).

- We have developed new meeting protocols for initial referrals to the support team:
    - 5 minutes-Brief review of RTIm history, if any; psychologists - administrator shares health history, other pertinent info.
    - 5 minutes-Review student work, review of concerns, observations from teacher.
    - 5 minutes-discussion
    - 5 minutes-identify 1-2 targets/goals, 2 interventions to support targets/goals, and a time frame to administer interventions (schedule follow up meetings)
- We have developed different meeting protocols for follow-up meetings to the support team
    - 5 minutes-review notes from previous meeting, including targets, goals, interventions
    - 5 minutes-Review student work, review assessments, intervention data, observations from previous meeting
    - 5 minutes-discussion
    - 5 minutes-Adjust, eliminate, add new interventions based on intervention data, develop a time frame to administer new interventions or meet targets (schedule follow up meeting)
- We have identified materials for teachers to bring to MTSS meetings:
    - Teachers in all grades will have discussed the progress of individual students before the meeting and collected necessary information from the other teachers involved with the student. Updated STAR scores; F&P; progress monitoring data, grades, record and notes of parent contact (?)
    - Teachers will bring samples of student work to the meetings
- We have identified responsibilities for reading teachers as they relate to MTSS:
    - Reading teachers are to enter data into RFA forms before the meeting.
    - We are exploring additional steps/information for Reading teachers to provide to the MTSS process, including specialized plans for the students in reading groups.
- We have identified materials for the counselors to bring to the MTSS meetings:
    - HOW data; health info (emailed to them by nurse); attendance history and record of letters sent
- We have identified steps to improve communication around MTSS support meetings:
    - Psychologist creates and distributes agenda the Friday before the meeting.
    - Psychologist reminds staff (classroom teachers and intervention specialists) to update and then review RFA and all data before the meeting.
    - This report includes progress monitoring data and notes.

- Counseling office secretary receives the agenda the Friday before, then completes the following table to improve efficiency and communication at the meetings:

Student name	F & P Level (last 3 administrations)	STAR (last 3 administrations)	NYS ELA (last 2 years)	NYS Math (last 2 years)	Current grades	Attendance
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- On January 5th and 8th, teachers in grades five and six participated in training on writing instruction. They worked with our ELA Coach from BOCES (Betsy Serapilio-Frank) who helped build consistency in our 5-6 writing program. Areas of focus for the training were:
    - Foundations for writing (why do we write) –(I do/We do/You do)
    - Teachers reviewed the Writing Standards
    - Narrative writing
    - How to give good feedback to students
    - How to create opportunities for student choice
    - GOAL- to build a writing community

Action plan for Goal 1:

*Create posters with the critical verbs and definitions for all classrooms and hallways.

*Provide written reminders so that hallway displays of student work are updated on a monthly basis. Displays show student tasks will include critical verbs and will demonstrate student capacity to write for a range of tasks, purposes, and audiences.

*Demonstrations and examples of active vocabulary instruction using Marzano's Six Steps during class visits, walkthroughs, and observations.

*Grade level teams create an action plan so that ALL students can correctly identify all 29 of the critical verbs-assessment dates: 1/15/16, 2/11/15, 3/23/15.

SIP Goal #2: The percent of students meeting or exceeding grade level standards in longitudinal cohort groups on the NYS Math assessment will improve by 5% in all subgroups.

- Teachers are completing interim assessment 2 to be administered in February.
- 5-8 Math Teachers/student are all using the "CUBES Strategy" (Circle, Underline, Box, Evaluate, Solve) to improve accuracy in solving Math word problems.
- Co-teaching teams continue to work with our BOCES Coach Tammy Jones, and our Math Department continues to work with the Math Partnership grant to continue to learn about and implement effective strategies in Math.
- Intervention teachers and TA's have begun training in regards to Accelerated Math (and Reading). This started in December and another training with Renaissance learning is taking place in January.
- Math teachers continue to use accelerated math to offer individualized instruction for students at their levels.
- We are continuing to work with Norm Payne (Technology Coordinator) to get a Math Fluency Program added to our resources from Renaissance learning. We are waiting for this to be available for our students to use.
- All students will take the STAR Math assessment this month for mid-year benchmarking purposes. This information will be used to intervene and support all students. This data will also be reported to parents in the data reports that go home with Quarter 2 report cards.

Student Data:

Grade level	% performing at or above grade level according to STAR Math September 2015	% performing at or above grade level according to STAR Math January 2016
5	35%	42%
6	33%	39%
7	40%	44%
8	36%	41%

Progress Narrative:

Math teachers are using STAR benchmarking data, as well as accelerated math progress monitoring data to set goals for students to work at their independent level. Teachers continue to monitor student

work, offer small groups for reteaching and extension, and they will offer 1:1 intervention to best support all students as they grow in the area of Math.

Teachers continue to give mid-module and end-of-module Math assessments, and the teachers (with the Math TA support) are organizing students, based on data, to reteach or extend their learning.

Math teachers are progressing in their work with the modules, and are close to being on target in regards to their pacing guide.

Math teachers will also be giving interim assessments again in February which will give us more information as to the standards students have mastered, and the standards they need to continue to work on.

Action plan for Goal 2:

*Send home copies of CUBES strategy to all families to post in their home.

*Complete Accelerated Math training.

*Complete Mid-year benchmarking and adjust TA support as necessary.

*Review mid-year benchmarking, meet with teachers, adjust Accelerated Math as necessary.

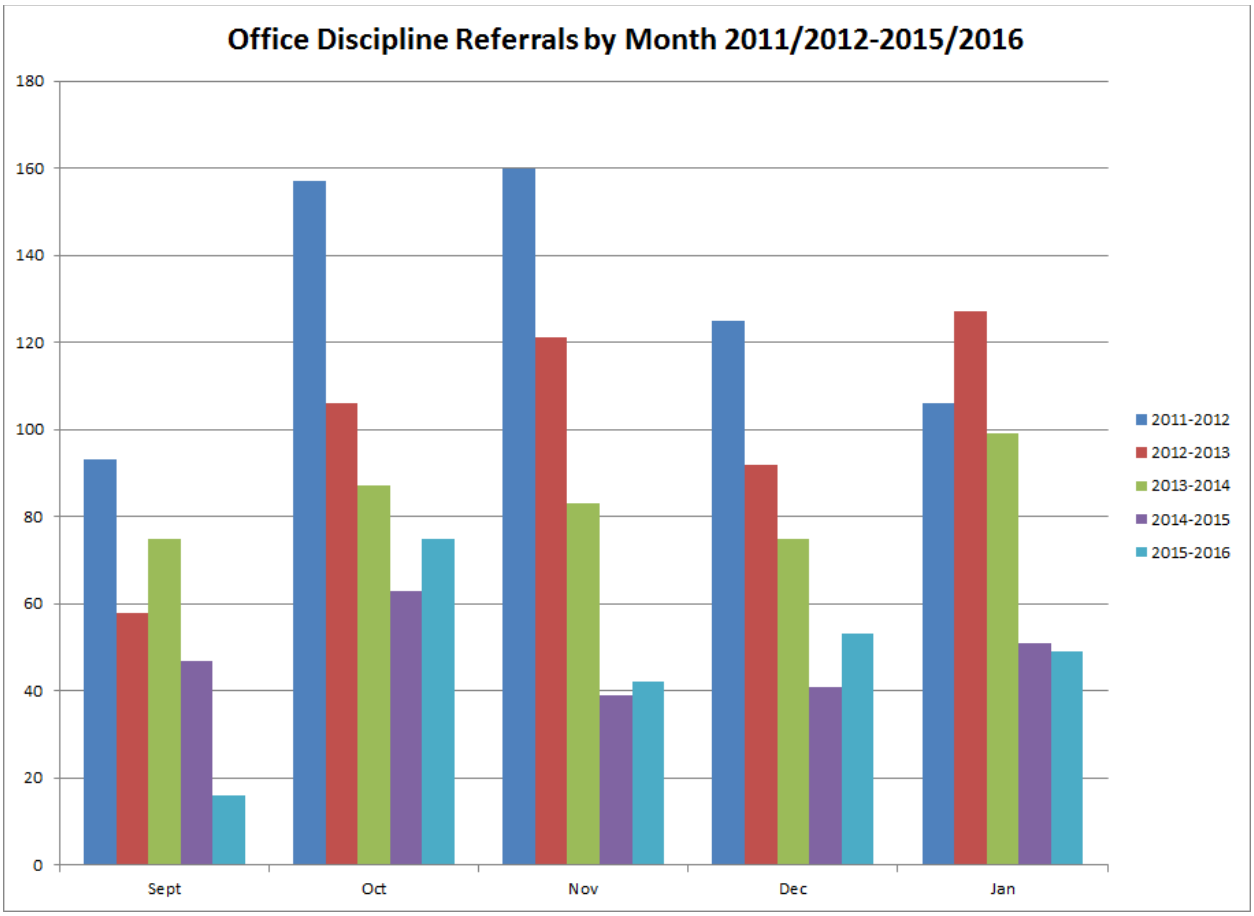
*Provide written reminders so that hallway displays of student work (Math) are updated on a monthly basis. Displays show student tasks will include critical verbs and will demonstrate student capacity to accurately determine and explain an answer.

*Math vocabulary taught, posted in classroom using Marzano's six-steps, and evident in student language and work.

*Math visuals posted in the classroom.

SIP Goal #3:

Student Data:



Progress Narrative:

- Referrals - see above
- We continue to work with Sue Kuck - Data Coordinator to create reports more focused on PBIS Behaviors.
- Provided a report on Attendance for Sept. and Oct. Stacy P. has been calling daily for attendance, Ceccarellis are also doing home visits, School is doing more communication with parents about the importance of attendance.
- Received training on CICO (Check-in/Check-out), informed staff at November 23rd faculty meeting, and again on 12/23/15. The CICO "meet and greet" breakfast was held on January 8th. The program started formally on the 11th. Reminder-CICO is a formalized intervention for students with Mild disruptive behaviors, provide daily feedback form check and connect person. See below for the number of students who have achieved eligibility since CICO started.
    - 2 - 5th graders
    - 6 - 6th graders
    - 3 - 7th graders

    - 3 - 8th graders
- We continue to use the updated attendance letters and protocol for dealing with persistent student absences.
- The student of the month was announced at each Town Hall meeting to recognize students who demonstrated the character trait of the month at each grade level. We will continue to recognize students at Town Hall to promote our character traits of the month and provide role models for other students. This will be a new focus in our student yearbook.
- At every Town Hall meeting staff and students are able to "shout-out" positive things that have been happening. Also, staff continue to submit "positive referrals" which are read on the morning announcements and then sent home to parents.

Action plan for goal 3:

*Mark and Kristin will bring items back to student council

*Review T chart with staff and use input to guide the discipline ladder

*Student council students to develop and participate in lessons around schoolwide expectations

*Complete SAS (staff survey) and TFI (tiered-fidelity inventory)

*Share the results of the survey data to compare this year's and last year's outcomes

<u>Student and/or Staff Highlights:</u>

7th grader Mercedes Crum was recognized as the Rotary Student of the month. Mercedes enjoyed lunch with her parents, Mr. Mathews, and others at the Wolcott Elks.

The Student Council council continues to report out their efforts at our monthly Town Hall meetings. Example - There will now be suggestion boxes on every floor for students to submit suggestions for Student Council. Student Council will then review the suggestions at their meetings, talk with advisors and administration, and then report back out to their peers at the next Student Council meeting.)

Student Council will introduced the "Hoops for Heart" once again this year at our Town Hall meeting in January. This will take place in February. We hope to raise more than the $5,000 we raised last year.

The Studio and Art students held their annual Art Show the night of the Winter Concert. Again see the NRW Facebook page for pictures!

LMS Parent team continues to meet monthly.

Auditions were held for our musical this year! Alladin Jr! Mrs. Mathews and Mrs. O'Hora have started practices! They have such a talented crew!

Our Modified Boys basketball team wound down their season and the girls are in the middle of a great season! Modified Wrestling is in full swing.