North Rose-Wolcott CSD
BOE Report for 2015-2016

Building Administrator: Mark Mathews

Date of Meeting: September 8, 2015

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.

ELA	Grade 4 % 3-4	Grade 5 % 3-4	Grade 6 % 3-4	Grade 7 % 3-4	Grade 8 % 3-4
All Students 2015	27%	13%	23%	28%	
All Students 2016		32%	18%	28%	33%

Student Data:

Progress Narrative:

Key Strategies

Strategy 1: *Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.4*

Strategy 2*: All students will demonstrate their understandings of all 55 critical verbs in the book Teaching the Critical Vocabulary of the Common Core, by Marilee Sprenger. L.4*

Strategy #3*: Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.W.10*

Strategy #4*: Students will develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. W.11*

SIP Goal #2:

Student Data:

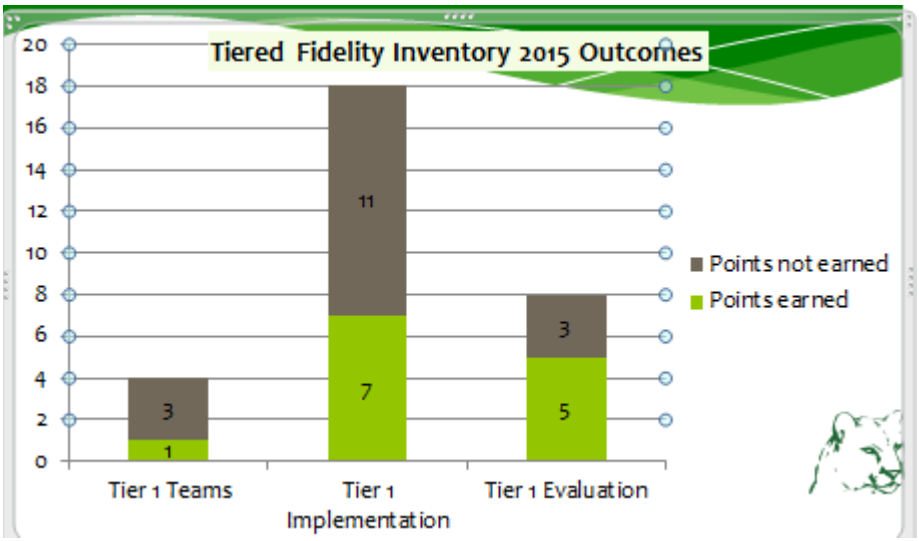
Math	Grade 4 % 3-4	Grade 5 % 3-4	Grade 6 % 3-4	Grade 7 % 3-4	Grade 8 % 3-4
All Students 2015	28%	28%	20%	10%	
All Students 2016		33%	33%	25%	15%

Key Strategies:

Strategy #1: *All students will make at least one year's growth on the STAR Math assessment. (**unless the student has tested three or more years above grade level and therefore, has tested out of the program for that level.)*

Key Strategy 2: *Teachers will identify achievement gaps through the data inquiry process, examining student work, and by analyzing individual diagnostic reports from STAR. Teachers will create a plan to intervene, including a process for monitoring student progress. Teachers will review data with appropriate staff (co-teachers/TAs/Department) as necessary.*

SIP Goal #2:



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Key Strategies: See the slide below for an outline of our plan.

North Rose-Wolcott Middle School
2016-2108
Professional Learning Plan

Faculty Learning Targets	Structures and Leadership Actions	Support	Data Points/ Evidence for Monitoring Progress
1. **I can implement PBIS strategies and procedures with fidelity.** 2. **I can follow student behavior plans, collect student behavior data, and report findings to MTSS team.** 3. **I can develop and maintain positive relationships with my students.**	Leverage Leadership conversations School-Based Inquiry Process Organizing time for co-planning between co-teachers Instructional Team Faculty meetings MTSS team Maintain High-functioning PBIS Team (Cougar Pride)	Provide teachers with rationale for PBIS (MTSS) Share and analyze student achievement data and gap analyses on the NYS ELA and Math New teacher meetings Instructional Team Classroom posters/silent teachers Morning announcements School-wide PBIS activities and celebrations Co-planning sessions MTSS team Lessons created to teach expectations Grant support	<u>Faculty Evidence:</u> See and hear common expectations in each classroom. Teachers appropriately acknowledge positive behaviors. Teachers follow processes, and correct errors. Teachers request assistance when needed. ODR representative of the student population. <u>Student Evidence:</u> Student surveys report feelings of safety, support, care, connection, challenge, engagement, and emotional competency over time.

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

Nothing at this time EXCEPT we have a READING Department at the MS thanks to the BOE!

We also had fifth grade orientation on Tuesday, September 1st and it was standing room only. What a turn out. We discussed the student handbook, expectations, procedures, lockers, and students visited classrooms to meet their teachers.