North Rose-Wolcott CSD
BOE Report for 2015-2016

Building Administrator: Mark Mathews

Meeting Date: 10/13/15

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.

Key Strategy 2: *All students will demonstrate their understandings of all 29 critical verbs in the book Teaching the Critical Vocabulary of the Common Core, by Marilee Sprenger. L.4*

Progress Narrative: We conducted a pretest of the 29 critical verbs to determine a starting point for vocabulary instruction with the Critical Verbs. These words are considered "critical" because they are the verbs that occur most frequently in the language of the Common Core Learning Standards. We have focused on a word of the week each week so far this year, with activities and connections in the classrooms and on the morning announcements. We will continue until we have completed the list. There will be a progress check in January.

Analyze	Break something down into its parts
Articulate	Express clearly
Cite	Quote
Compare	Find likenesses
Comprehend	Understand; find meaning
Contrast	Find differences
Delineate	Describe in detail
Demonstrate	Show clearly
Describe	Tell the facts
Determine	Decide
Develop	Elaborate or expand
Distinguish	Set apart
Draw	Take or pull out
Evaluate	Find value; judge
Explain	Make plain or define

Identify	Find; point out
Infer	Deduce; conclude
Integrate	Put together
Interpret	Explain the meaning of
Locate	Find
Organize	Arrange; classify
Paraphrase	Put in different words
Refer	Mention
Retell	Tell in your own words
Suggest	Put forth; say
Summarize	Sum up
Support	Hold up
Synthesize	Combine to form a more complex product
Trace	Outline; follow the course of

Reading teachers have collected this data and facilitated a plan with the grade-level teams for teaching and reinforcing the verbs.

Student Data on Pretest:
Fifth grade: low score-0/29, high score-6/29
Sixth grade: low score-0/29, high score-19/29
Seventh grade: low score-0/29, high score-21/29
Eighth grade: low score-0/29, high score-18/29

SIP Goal #2: 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.

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.*

Student Data:

Progress Narrative: We have shared NYS Math Data with all LMS staff (including the corresponding SIP goals) to ensure we are all focused on improvement in the area of Math.

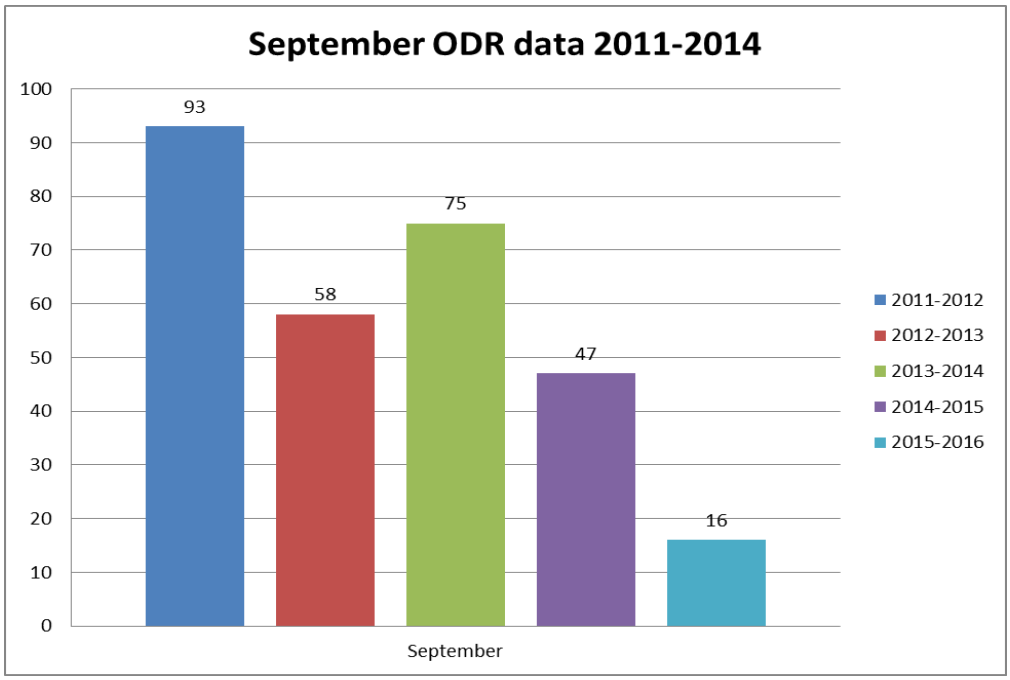
STAR benchmarking for the Fall is almost (well it will be by the BOE meeting) complete. From here the Math Dept./teachers will use the data to set goals for students to work at their independent level in Accelerated Math. Teachers will monitor student work, and offer small group and 1:1 intervention to best support all students as they grow in the area of Math.

Teachers have given mid-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 will also be giving interim assessment which will give us more information as to the standards students have mastered, and the standards they need to continue to work on.

SIP Goal #3:

Student Data: we had 4 in-school suspensions in September



Progress Narrative: We have introduced and contextualized MTSS (Multi-Tiered Systems of Support) vs. RTI (Response to Intervention) and PBIS (Positive Behavior Intervention Systems) for our grade level teams. MTSS is a system of support that maintains conditions for success for all students through interventions, data collection, and measurable goals.

We have reorganized our initial MTSS meetings as grade level teams, creating leadership opportunities for all teachers participating in grade-level teaming.

We have developed and updated our Tiered Fidelity Inventory Action Plan, focused on Tier 1, to ensure that all components are in place and effective for MTSS.

Student and/or Staff Highlights:

We had Open House-picnic, Rotary, Girl Scouts, Literacy Volunteers, among others provided information about programs to parents and families. It was our first year organizing the community event alongside our Open House. It was well-attended and positively received by all. Parents stating that it was wonderful to meet their child's classmates and teachers outside the school…all told, a fun and productive event.

The idea for Open House activities came from our amazing staff, specifically Ashleigh Gerstner, Jess Burgess, and Hannah Formella. All staff contributed to the event, but they demonstrated leadership and creativity in thinking of ways to engage the community in our school.