

## Director of Curriculum & Instruction BOE Report for 2015-16

Building/Administrator: M. Stevenson

Date of Meeting: 6/8/16

### Student Achievement:

The administrative team and CSDC have both participated in the creation of the DCIP, which is the district plan that has to be submitted as a result of the focus district designation. The action steps are aligned to the tenets (District leadership, school leadership, curriculum, teacher practice, student social/emotional health, and parent/family engagement) and they are also aligned to the strategic plan. The DCIP will be sent to you prior to the July 12<sup>th</sup> BOE meeting, as you will be asked to approve the plan at that meeting. I will then submit it to the NYS Education Department.

Mark and I met with his School Leadership team today to complete the writing of the SCEP (School Comprehensive Education Plan), which is required as part of the focus school designation. As noted above, the recommendations are aligned with the 6 tenets and the findings of the DTSDE review report, as well as the strategic plan. As with the DCIP, the SCEP will also need to be approved by the BOE at the July 12<sup>th</sup> meeting, and after that I will be submitting it to the NYS Education Department.

With regard to the recommendations that were made by SED as a result of the focused review, the status is as follows:

- 1) School Leadership Team: this team has been formed and has met 3 times, with agendas being set ahead of time, and minutes being taken. The first meeting was used to establish roles and responsibilities, review the recommendations from the SED focused review, and determine the plan for the remainder of the year. I attended that meeting and shared the process that would be followed to write the SCEP. The 2<sup>nd</sup> meeting was focused on reviewing data from a recent faculty meeting that targeted formative assessment and also on the recommendation for tenet 3, which is around targeting leverage leadership visits and follow-ups to specific strategies, e.g. use of higher level questioning.
- 2) Leverage Leadership Team visits: the team (Mark, Kristin, Kathy) has continued leverage leadership visits to classrooms with follow-up meetings. The first focus that was communicated to staff was around the expectations for learning targets, with the second focus being higher level questions. The LL team compiles their observations and feedback into a spreadsheet that can be analyzed for patterns and professional development needs. Mark will be sharing data collected during LL visits with the School Leadership Team.
- 3) Formative assessment: staff received professional development at the May 23<sup>rd</sup> faculty meeting around learning targets and formative assessment, facilitated by Tammy Jones, one of our

BOCES coaches. Teachers are using exit tickets to assess student learning that day, and then use that data to plan instruction and groupings for subsequent lessons.

- 4) Increased social/emotional supports and enrichment activities that are inclusive of all students: Mark met with the student support team personnel (counselors, psychologists, reading teachers, etc.) to review the recommendation from SED in this area. Staff then submitted proposals for after-school groups that they have implemented/will be implementing. Materials need to be purchased for some groups, while others such as "Friends of Rachel" have been started. The "Friends of Rachel" group is focused on creating a kindness chain where random acts of kindness are recognized and celebrated. There is also a focus on tolerance of other's differences. Data regarding office discipline referrals and attendance continues to be collected and analyzed by members of the student support team. In addition, both school counselors participated in a visit to Brockport CSD where they learned about Brockport's PBIS (positive behavioral intervention supports) systems and programs, including the instruction that is provided for students regarding behavior expectations, the data that they use to plan their PBIS programming each year, and a system of student and staff recognition.
- 5) Increased parent communication: staff has all surveyed their students' parents for their preferred method of communication and has submitted a list to Mark for every student. All teachers have implemented a communication log where they record any parent contact. The expectation for responding to parent contact within 1 school day has been implemented. Teachers have also contacted the parents of any of their students who were failing at the 5-week mark via email, phone, or face-to-face meeting. Betsy-Serapilio Frank, another one of our BOCES coaches has planned staff development around effective parent communication which will be delivered prior to the end of the year.

I will be meeting with Jenn and some of her staff next Wednesday to complete the self-review that is required as part of the Local Assistance Plan designation at the elementary school. We will then create the LAP based on the self-review, which will also be shared with you for approval at the July 12<sup>th</sup> BOE meeting.

In case you are seeing a pattern here-all 3 plans have to be submitted to SED by the end of July. The principals and their staff have been very responsive in terms of getting this work done in a very short timeframe.

#### Grants:

We have gotten approval for the SIG grant, which is the grant that we are getting as a result of the focus district designation.

Kristin DeFeo and I had a conference call with the outside evaluator of the Math/Science Partnership grant, which is a required component to the end-of-year evaluation of the grant. The middle school teachers have been attending many professional development sessions as part of the grant, focusing on increasing teacher capacity with their math content and instructional strategy knowledge. They have also focused on increasing the amount of student discussion in math and problem-based learning.

There will be a change in Curriculum Council next year, as a result of the work of one of our grants, the Consortium of Innovation Grant through the LEAF Foundation. The group will now be called the Leadership Council and will consist of 4 representatives from each building, along with the NRWTA president. There is no content area/grade level requirement for the representatives; we want people to join who are committed to continuous improvement and helping to implement the district strategic plan and each building's school improvement plan. The members will have decision-making power as well as responsibility for the implementation of their building's plan; they will be the "stewards" of their building's improvement initiatives. There will be a communication plan developed by each building after the representatives are identified to ensure that each teacher is represented by a member.

APPR:

We have collectively bargained all of the requirements of the plan. We are continuing working on forms and putting the plan into language for the required SED portal document and also for our own understanding and implementation. We have to have the information in the portal document in the next couple of weeks, as the deadline is July 1<sup>st</sup>.