



Scranton Attendance Center

Board of Education Report

January 2014

To: Dr. Steve Pegram, Superintendent
From: Mrs. Jennifer Hanni, Principal
Date: 6 January 2014
Re: January BOE Report

The following is a summary of the activities and news at the Scranton Attendance Center for the month of December, as well as a look ahead to events during the month of January.

Reading Tier Data (see chart on page 2)

In addition to our curriculum reading charts and individual data we are collecting, we also collect data on our students' correct words per minute and accuracy. Depending on their scores in these areas, we place our students in groups to target their weaknesses, such as phonics, miscues, fluency, or comprehension. We practice these skills for 30 minutes, 4 days a week, and check their progress every two weeks. Students move to a new group once they have reached three data points that qualify them for the next level. We began this year with 58.3% of 4th graders and 55.7% of 3rd graders reading at or above the 50thile of a nationally normed correct words per minute rate. We progress monitored all of our students again the last week in December, and found that 63.5% of 4th graders and 53.1% of 3rd graders are reading at or above the 50thile of the increased winter rate for each grade level.

While the above data deals solely with our students' reading speed and accuracy, our goal is that our students not only read the words correctly and quickly, but also comprehend what they read. We use our curriculum's data to help monitor this progress. At the beginning of the year, 45.8% of our 4th graders and 41.4% of our 3rd graders were adequately comprehending on-grade level texts. At the end of three reading units, 50% of our 4th graders and 51.6% of our 3rd graders are adequately comprehending on-grade level texts. We hope to continue to increase these numbers and move even more of our students to reading at grade level.

We'll continue to track this data and the progress of our students to not only try to help specific students, but also gauge the success of our curriculum and instruction.

The Season of Giving

In addition to the five thanksgiving meals that our students collected food for in November, during the month of December, we also collected hats, scarfs, gloves, and socks, as well as toys, to donate to the Help House in Lyndon. We decorated our front entry with a tree covered in donated items, and were pleased to provide some warmth to those in need. We also teamed up with Skip's Thriftway to donate 7 hams to families as well. We feel it's important to work with the community and teach lessons of generosity and giving to our students.

4th-grade Grandparents' Day

January 31st we will be hosting our 4th-grade grandparents for a tour of our "wax" museum and lunch. Fourth-grade students will study and research Kansas people and historical figures, and then show off their knowledge by dressing and acting like their chosen individual. Following that presentation, students will join their grandparents for lunch. We look forward to this event.

Charger Code of Conduct

We have begun a student council at SAC, lead and organized by Mr. Jeff Payne, our guidance counselor. One student from each classroom represents their class for one quarter, meeting every two weeks during lunch to discuss leadership and ways to improve our school. This group helped organize our donations for Thanksgiving and Christmas, created posters displaying the importance of the character traits emphasized in our guidance lessons, and created a Code of Conduct that students will recite and use to guide their days at SAC. We will unveil this code at an assembly in January, and then refer to daily as we continue our pursuit of excellence.

We Are Chargers:

Cooperative
 Highly Active Learners
 Academically Successful
 Respectful
 Goal Oriented
 Eager to Give Effort
 Ready to Learn
 Self-motivated

Student Intervention Team

As we focus on using data to make decisions and help students, our Student Intervention Team has been hard at work helping individual students be more successful. This team, led by Carrie Hawks and Ann Blosser, is made up of the classroom teacher, grade level representatives, a special education teacher, the principal, and the school psychologist. When a student is referred to the team, Mrs. Hawks and Mrs. Blosser begin collecting data on what is currently taking place and target the main concern, and then the team works with parents/guardians to create and implement interventions to help address that concern. Data is collected throughout this process and then shared to determine effectiveness about every 6 weeks. We also use this team to determine appropriate accommodations on any local or state assessments. We find the use of this team to be another way to differentiate our instruction and meet the needs of all students.

Reading Tier Data Chart

8/25/2013	4th Graders	% of 4th gr	3rd Graders	% of 3rd gr
easyCBM >90%ile (145/128 CWPM)	8	11.1%	11	15.7%
easyCBM >50%ile (>94/71 CWPM)	42	58.3%	39	55.7%
easyCBM <50%ile (<94/71 CWPM)	30	41.7%	31	44.3%
Lead21 A (1-yr above)	9	12.5%	10	14.3%
Lead21 B (on grade level)	24	33.3%	19	27.1%
Lead21 S (<1 yr below grade level)	23	31.9%	16	22.9%
Lead21 I (1 yr+ below grade level)	16	22.2%	25	35.7%
12/19/2013	4th Graders	% of 4th gr	3rd Graders	% of 3rd gr
easyCBM >90%ile (166/146 CWPM)	8	10.8%	10	15.6%
Core or Advanced Tier group**	23	31.1%	30	46.9%
easyCBM >50%ile (>112/92 CWPM)	47	63.5%	34	53.1%
easyCBM <50%ile (<112/92 CWPM)	27	36.5%	30	46.9%
Lead21 A (1-yr above)	20	28.6%	13	20.3%
Lead21 B (on grade level)	15	21.4%	20	31.3%
Lead21 S (<1 yr below grade level)	18	25.7%	14	21.9%
Lead21 I (1 yr+ below grade level)	17	24.3%	17	26.6%
**reading rate and comprehension are at or above grade level				