



Scranton Attendance Center

Board of Education Report

March 2015

To: Dr. Steve Pegram, Superintendent & the Board of Education
From: Mrs. Jennifer Hanni, Principal
Date: March 4 2015
Re: March BOE Report

The following is a summary of the progress toward our building and district goals at the Scranton Attendance Center during the month of February. Attached you will also find our parent newsletter that includes additional events and news from our building.

Use Data to Drive Instructional Decisions

In keeping with our building goals, our staff is interested in finding ways to better communicate students' skills and progress with parents. Currently, we send home a traditional grade card in addition to several other data forms, and we're finding most of our attention going to the specific data sheets rather than the letter grade on the grade card. We feel that the information based on standards and skills is more useful than an overall percentage score in helping parents know how to help their student. We will be working with OAC to develop a card that provides this information, and sharing ideas and options with our SITE Council in the next several weeks.

A classroom teacher, our Title reading teacher, a special education teacher, and myself attended another MTSS training at OAC this week where we discussed our current system of progress monitoring students, specifically in reading. We continue to check student progress for our tiered system in both reading and math regularly, and are finding this training helpful and validating. We're seeing good progress with students and making adjustments to instruction as needed on a regular basis.

Align and Map Course Curriculums

Dr. Coester, a professor from Emporia State University, will be visiting once again this month to share her expertise and practical ideas for implementing the math standards. She is the leader of the MSP Grant, which several SFT staff have attended the past two summers. Through this grant, our teachers have earned valuable professional development for two weeks in the summer, but also some observations and additional training throughout the school year. We're thankful for Dr. Coester's expertise and willingness to share with our staff.

We continue to work on our curriculums in BYOC. We are currently focusing on our writing curriculum, entering each unit we teach throughout the year. We have finished up reading, but are making any necessary changes to be sure it's in parent-friendly language and focuses on our curriculum, and not just our resource. We want to ensure what is entered into BYOC is actually what we are teaching and not just a repeat of our main resource. We also have plans to begin reviewing our science and social studies curriculum by first looking at which standards we address through the content of our reading curriculum and inquiry projects.

Effectively use our Evaluation Tool

We continue to work in our goal groups, focusing on individual teacher's strengths and weaknesses and holding each other accountable for professional growth. During our Building collaboration, we focused on one area the staff felt weak in overall through a cooperation and inquiry-based activity called Save Fred. This activity showed the importance of students being able to discover the answer, as well as the importance of team work. We'll take the lessons learned through that activity and apply them not only in our classrooms, but in our grade level collaboration sessions as well.

Communicate Effectively with all Stakeholders

We continue to emphasize positives in our school through the use of positive office referrals and the district's Facebook page. We try to highlight the special activities, as well as the learning taking place within our walls. So far this semester, we've had 50 negative office referrals and 85 positive office referrals. I've also asked for staff members to share how they log their interactions with parents, particularly the positive communications, so we can be sure we are meeting our building goal of 3:1 positive interactions.

Develop as Professionals

Based on individual goals, we have had a few teachers schedule observations of other teachers successfully implementing strategies or skills within their classroom. For example, we had one teacher observe another teacher using a cooperative learning strategy with a group of reading students. We had a group of teachers visit Yates Center to see their use of a reading intervention program as well. I'm encouraging educators to learn from those around them as they work toward accomplishing personal professional development goals.