



Scranton Attendance Center

Board of Education Report

May 2015

To: Dr. Steve Pegram, Superintendent & the Board of Education
From: Mrs. Jennifer Hanni, Principal
Date: May 4 2015
Re: May 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 April. Attached you will also find our parent newsletter that includes additional events and news from our building.

Use Data to Drive Instructional Decisions

Students just completed their third round of AIMSWeb benchmarking in both math and reading. Students showed us their skills in reading fluency and comprehension, as well as their fluency in answering math facts and other mathematical concepts. These scores will be compared to their scores on these same assessments in both August and December to show the growth of each student. In addition, this is a nationally normed test, so we are able to see how our students are performing compared to peers across the nation. We will use this information to plan instruction both for individual students and for making adjustments to our curriculum overall. We're proud of the growth we saw this year and look forward to additional growth by making tweaks to our curriculum and tier system.

Students also just completed state assessments. Third and fourth graders completed 6 one-hour testing sessions where they completed tests over their reading, math, and writing skills. Fourth graders also had a 30-minute session for a science assessment. We did not face any difficulties with the technology or the test content; we'll look forward to seeing our results on this assessment next fall to further plan our instruction.

We have been monitoring behavior data throughout the year both for specific individual students, as well as in our building overall. We've used this data to make concerted efforts to decrease negative behaviors in difficult times, such as lunch and recess, and are happy with the results. We've also been tracking our positive office referrals and striving to utilize 3 positives to every negative to keep the climate and tone of our building geared toward success. It's helpful to have concrete numbers to put with behaviors, both positive and negative, to determine building programs and incentives.

Align and Map Course Curriculums

Both reading and math curriculums for third and fourth grade are now live on our public BYOC site. We have continued to tweak and edit both curriculums throughout the course of this year, and will continue to do so next year, especially with the updated version of our math resource. Teachers are working to ensure we are fully covering each standard to an appropriate depth and including activities that require true understanding and application of the skills.

We will continue to enter our curriculum into BYOC by working on writing in May. We hope to finish this course before we begin school again next fall, and then begin our work with science and social studies.

Effectively use our Evaluation Tool

Staff has been working toward reaching their individual professional goals throughout the year. They will use what they've learned to complete a self-evaluation that will help determine goals for the next school year as well. In addition, we have been working towards improving in our weak areas overall. We will reflect upon our growth and begin making plans for continued growth through professional development activities next school year.

Communicate Effectively with all Stakeholders

SAC held Parent/Teacher Conferences in mid-April where teachers shared data they've been collecting since December and discussed student growth thus far as well as additional upcoming measures. They were also able to share student work samples and additional data to give a clear picture of how their student is finishing out the year. Over 84% of students were represented by a parent or guardian. We were happy to share data, student work, and growth with all of these parents.

Develop as Professionals

On May 7, three teachers attended a training to learn additional strategies to help struggling readers. These teachers serve on our MTSS building leadership team, who has been attending training throughout this school year to transition our current tier system to the MTSS model to comply with the KRR grant. Teachers gained knowledge about quality resources and additional materials that are available to help meet the needs of our students with difficulties in reading. We will have our final MTSS training the first week of May, where we will go over our benchmarking data and solidify plans to utilize many of these ideas into our tier system next year.

We look forward to our two professional development days once students have been dismissed for the summer. We plan to work on writing parent-friendly language to use on a standards-based grade card next year, work on our writing curriculum in BYOC, hold collaboration and transition meetings with teachers for next year, review growth data in both reading and math, and begin reviewing the new accreditation rubrics and reflect upon areas we want to set as building goals.