

Instruction Committee Presentation

*Rochester Elementary Schools
October 26, 2016*

Elementary Demographic Data as of October 1, 2016

Enrollment: 1, 852

Percentage Living in Poverty: 50%

Special Education: 18%

504: 4% (n=82)

Average Class Size: 20

Demographic Data

Chamberlain Street School

Enrollment: 378

Percentage Living in Poverty: 53%

Special Education: 18% (n=68)

504: 5% (n=20)

Average Class Size: 20

East Rochester School

Enrollment: 244

Percentage Living in Poverty: 51%

Special Education: 20% (n=49)

504: 2.5% (n= 6)

Average Class Size: 19

Demographic Data

McClelland Elementary School

Enrollment: 389

Percentage Living in Poverty: 46%

Special Education: 18% (n=71)

504: .04 % (n=16)

Average Class Size: 19

Nancy Loud School

Enrollment: 64

Percentage Living in Poverty: 51%

Special Education: 22% (n = 14)

504: .02% (n=1)

Average Class Size: 13

Demographic Data

Gonic School

Enrollment: 249

Percentage Living in Poverty: 36%

Special Education: 17%(n=43)

504: 4% (n=9)

Average Class Size: 21

Maple Magnet School

Enrollment: 117

Percentage Living in Poverty: 35%

Special Education: 13% (n=15)

504: 10% (n=12)

Average Class Size: 20

Demographic Data

School Street School

Enrollment: 91

Percentage Living in Poverty: 78%

Special Education: 22% (n=20)

504: 5% (n=5)

Average Class Size: 18

William Allen School

Enrollment: 319

Percentage Living in Poverty: 63%

Special Education: 19% (n=62)

504: 4% (n=13)

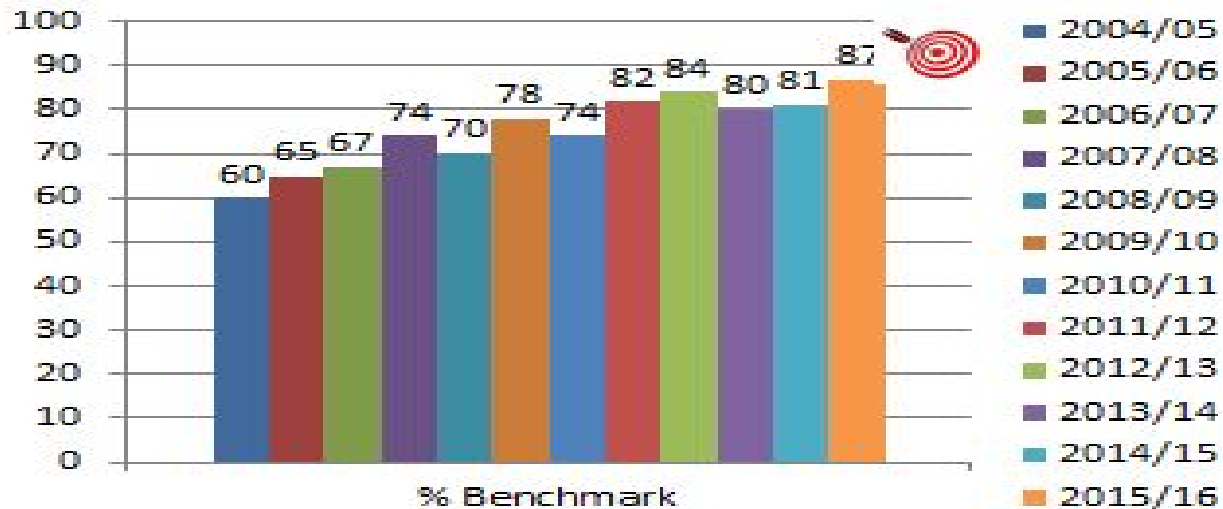
Average Class Size: 19

DIBELS Data (K and 1)

Presented by District

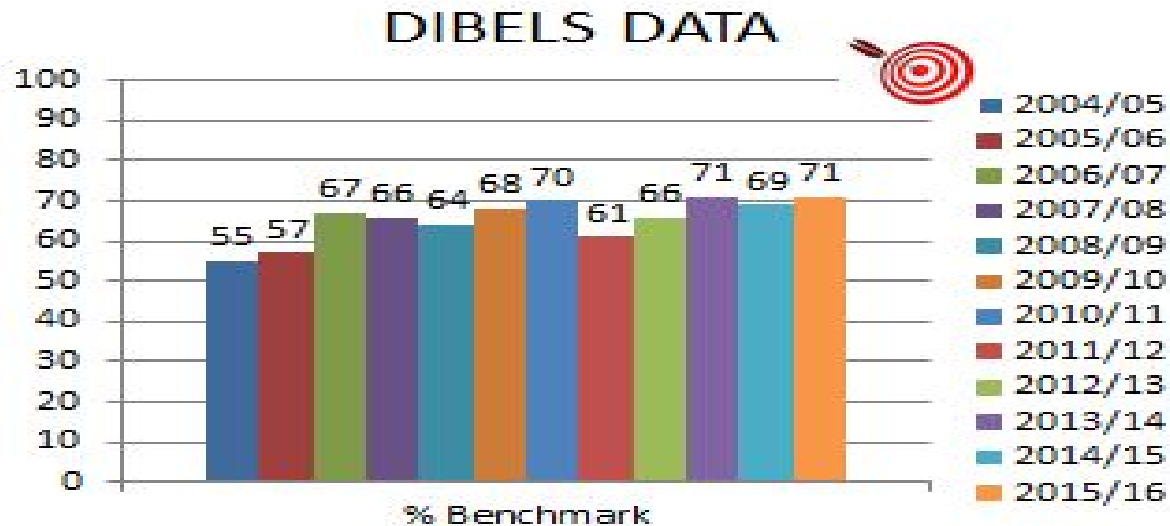
Kindergarten Spring DIBELS Benchmark Data

Kindergarten Benchmark



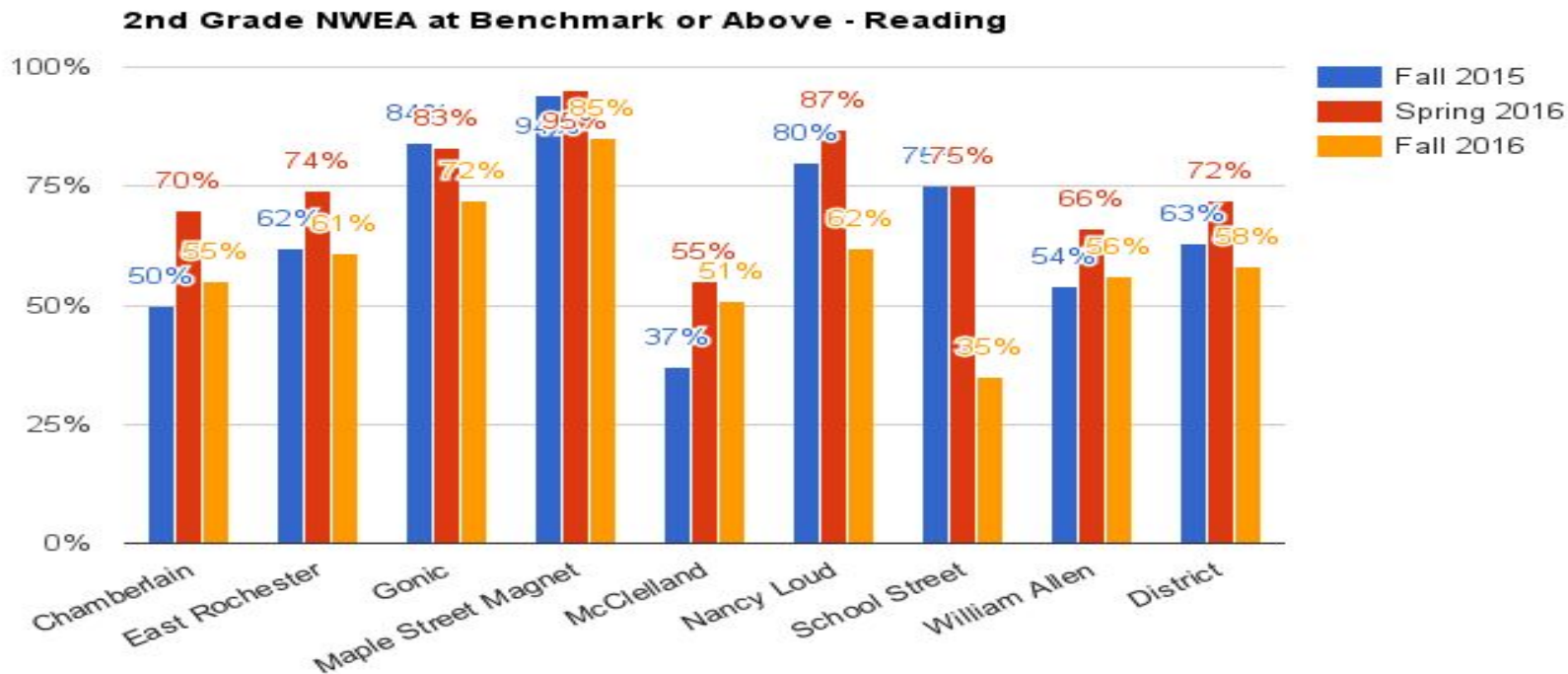
First Grade Spring DIBELS-Benchmark Data

First Grade Benchmark

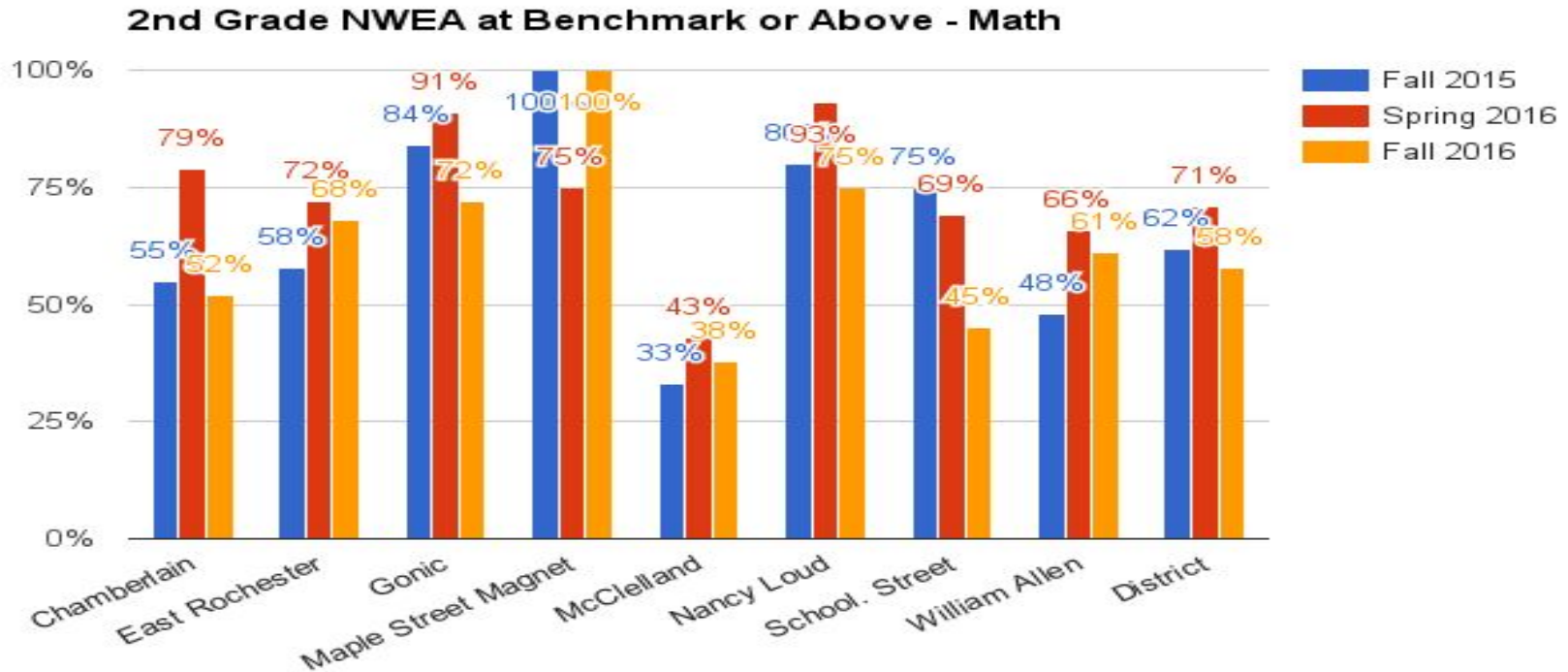


NWEA Data-Reading and Math Benchmark and Growth

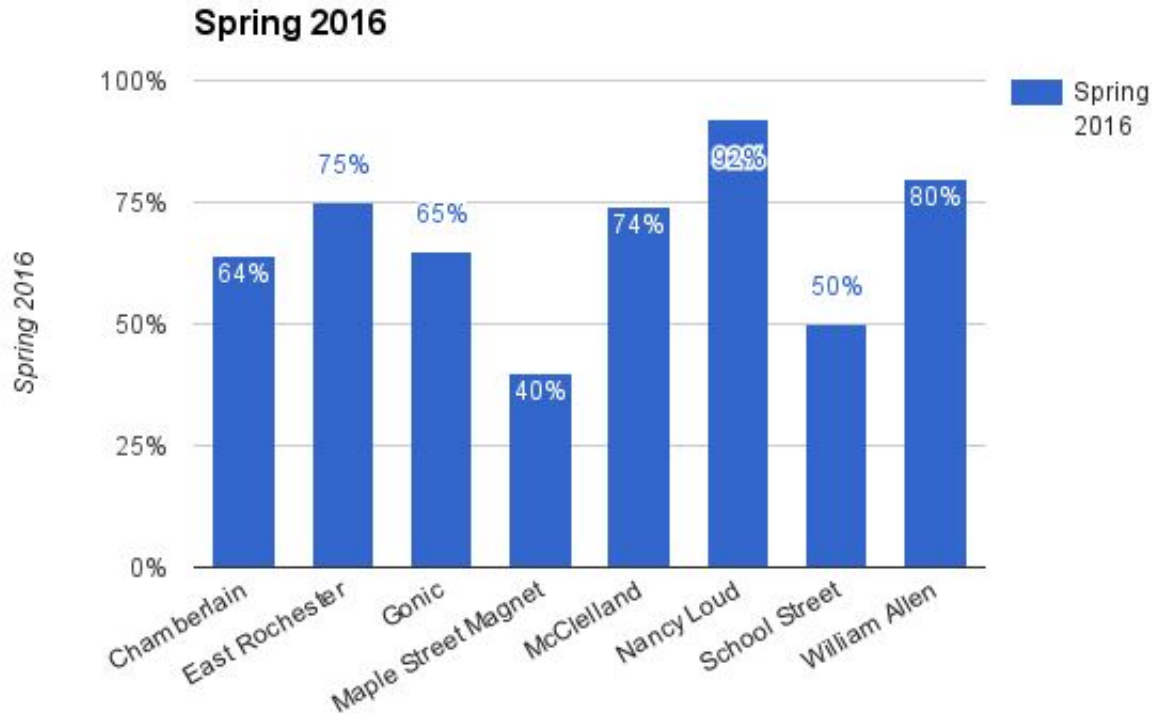
Second Grade - Reading Benchmark Fall 2015-Fall 2016



Second Grade - Math Benchmark Fall 2015-Fall 2016

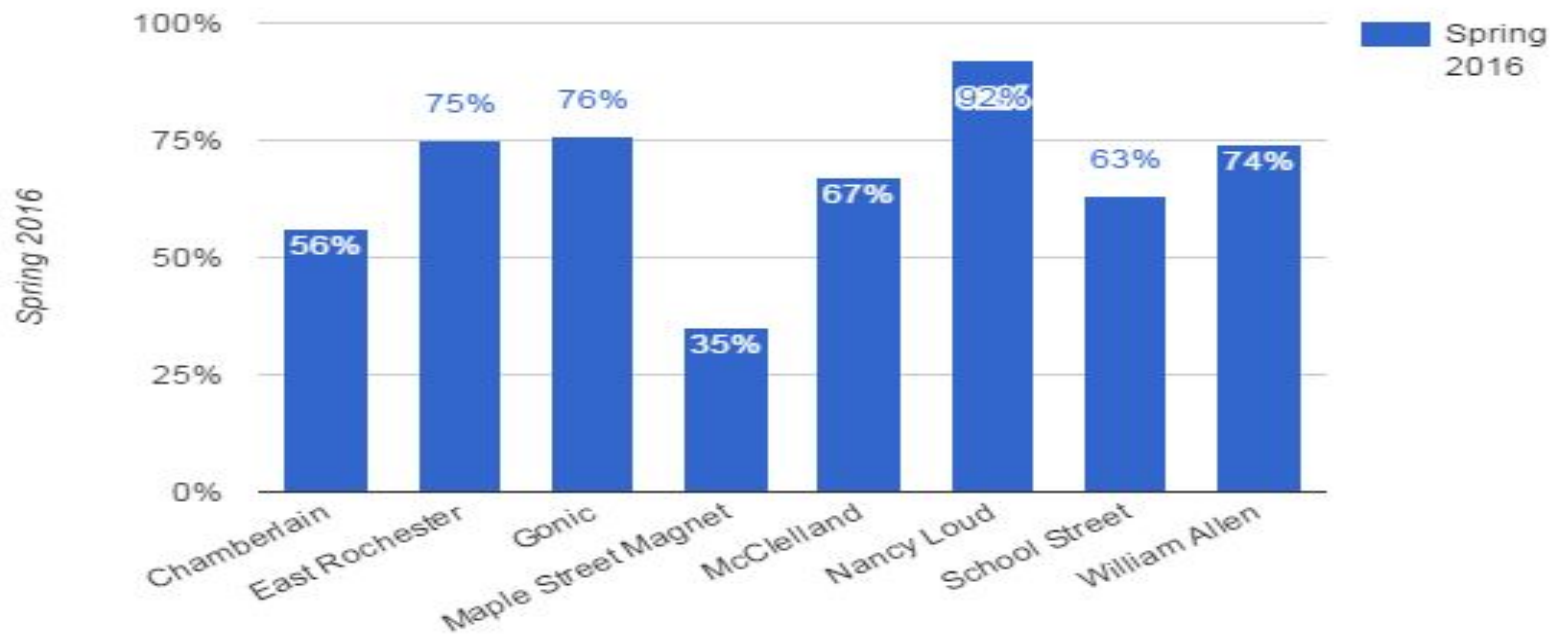


Second Grade-Reading Growth Fall 2015-Spring 2016

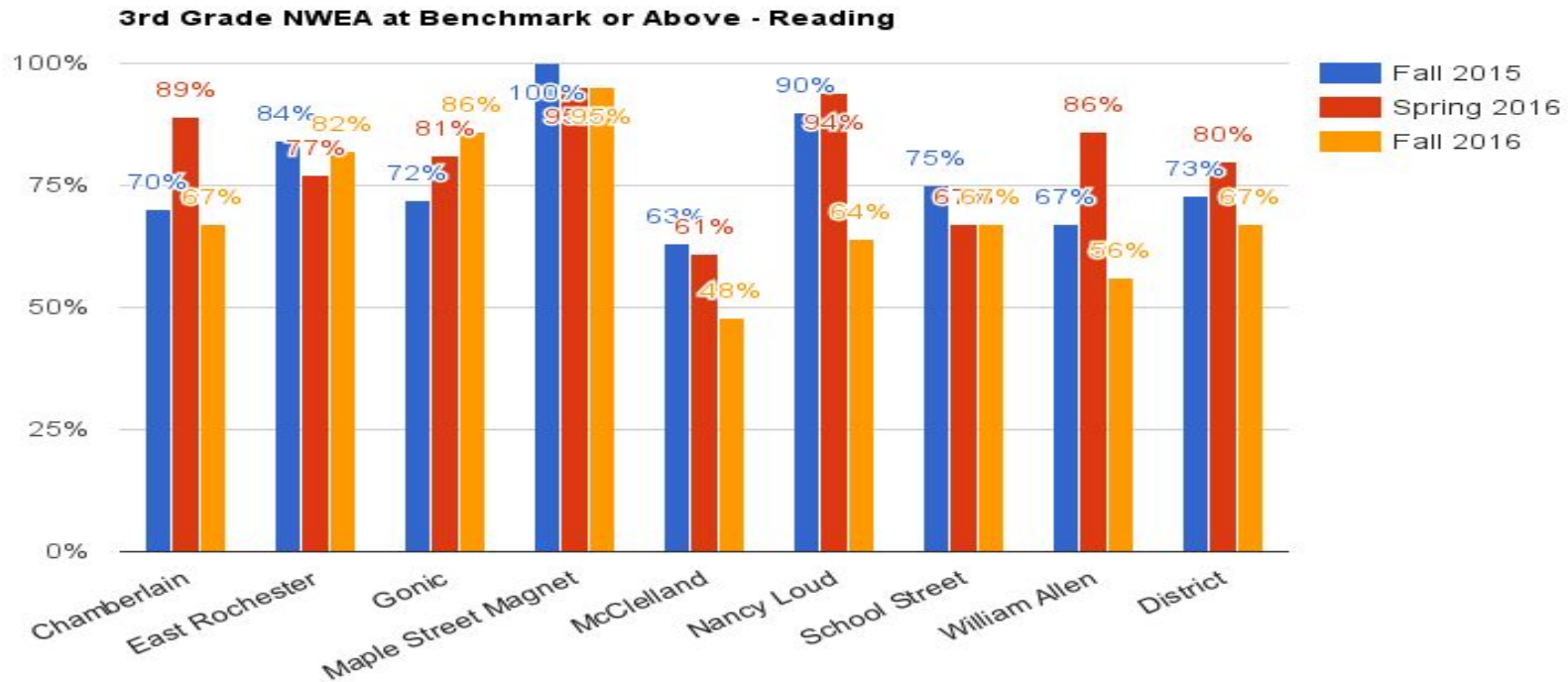


Second Grade-Math Growth Fall 2015-Spring 2016

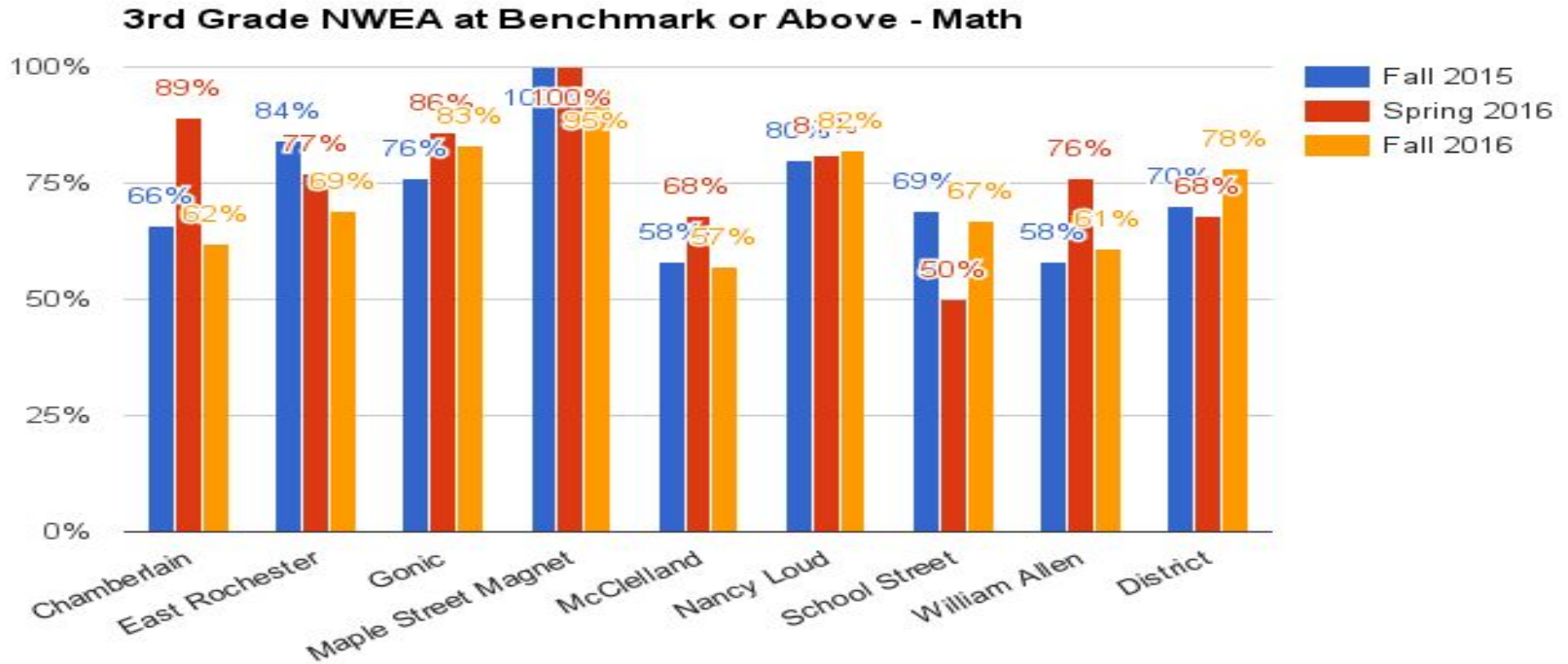
2nd Grade NWEA Growth Targets Met Fall 2015 to Spring 2016 - Math



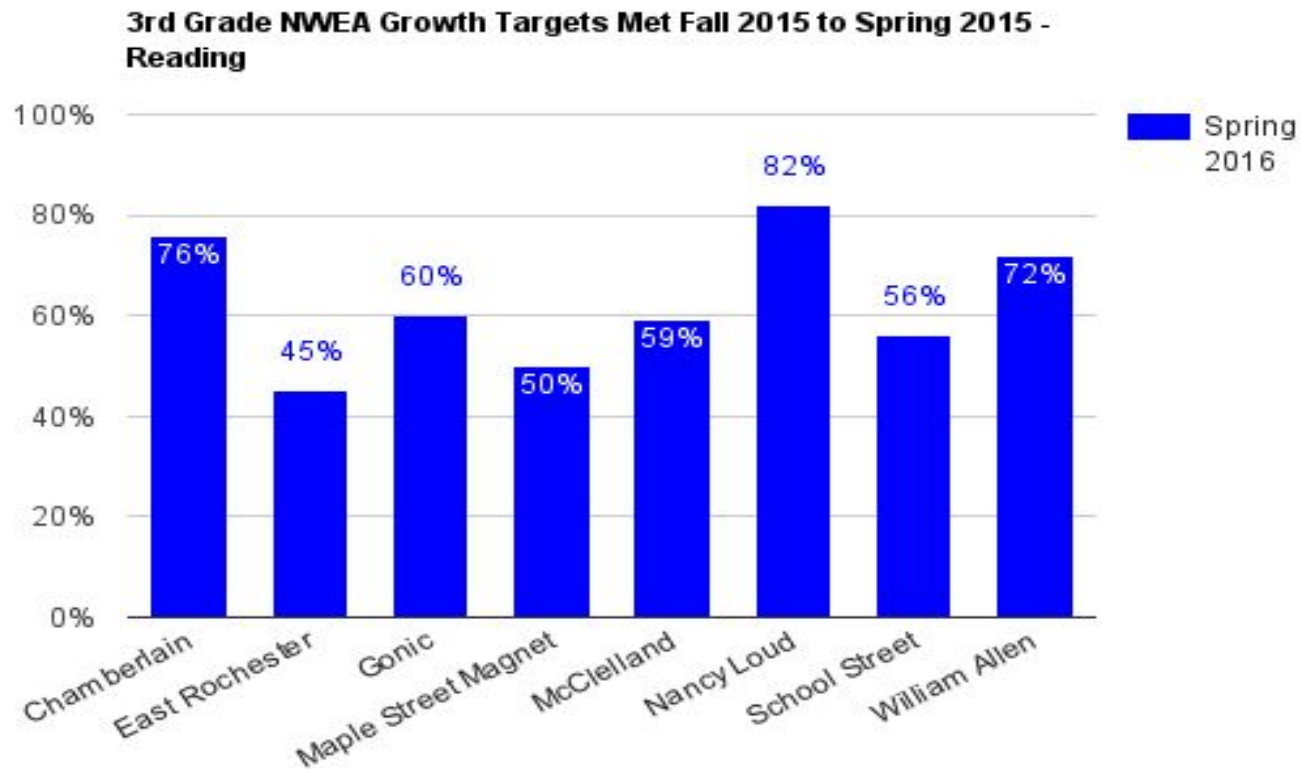
Third Grade - 90% Reading Goal Fall 2015-Fall 2016



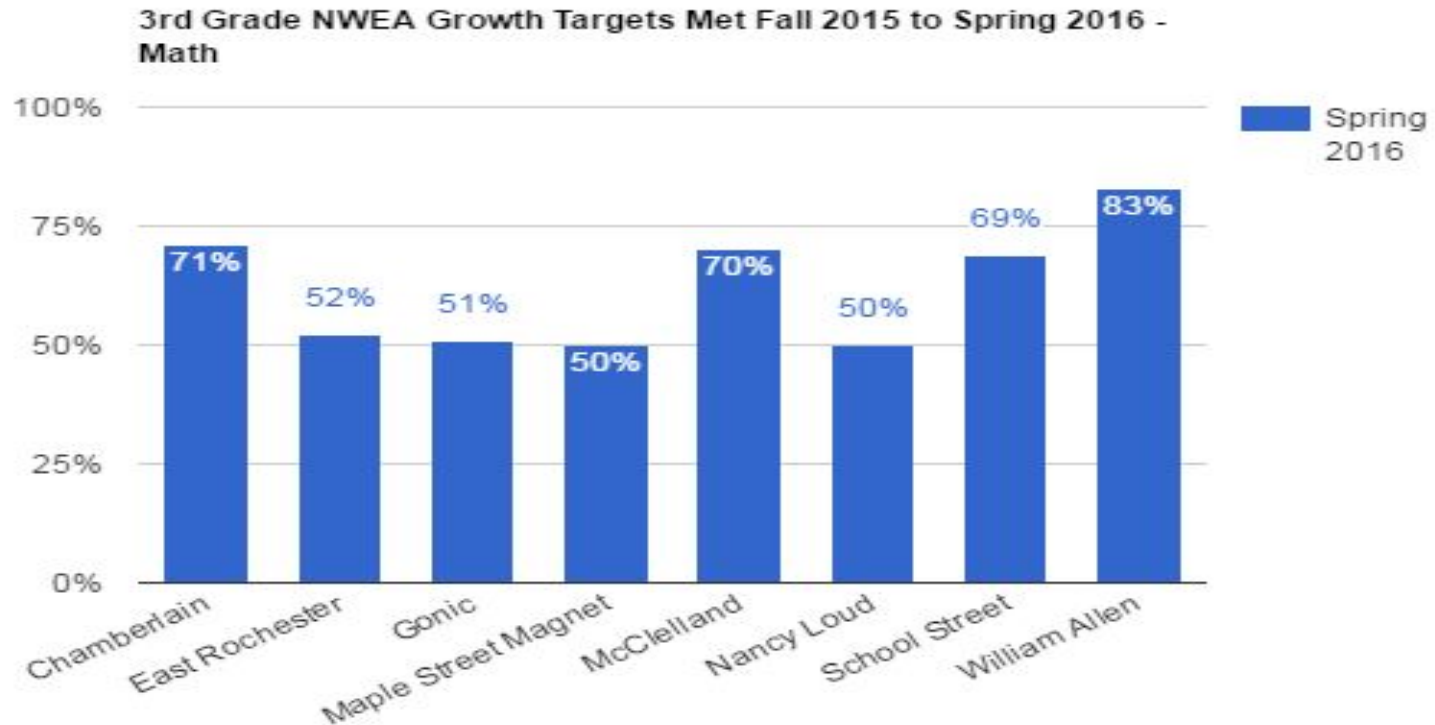
Third Grade - Math Benchmark Fall 2015-Fall 2016



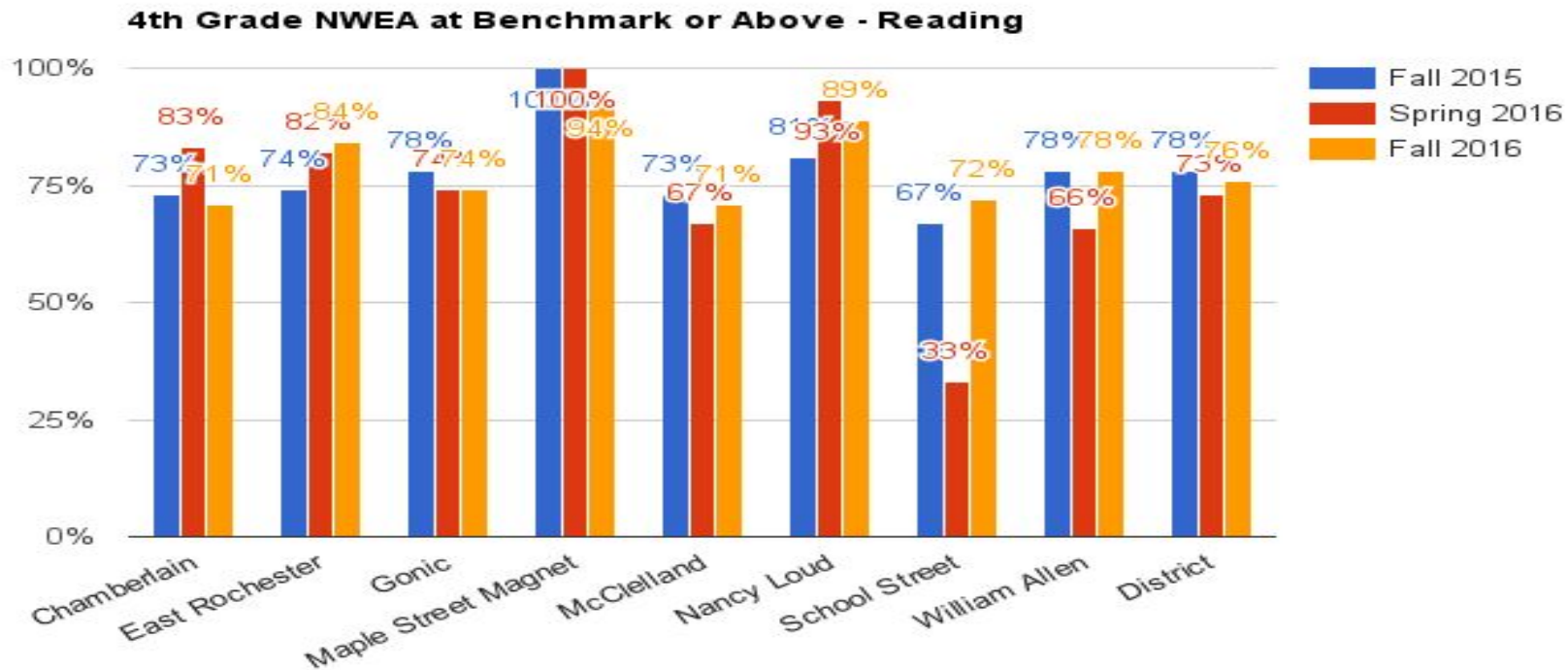
Third Grade Reading Growth Fall 2015-Spring 2016



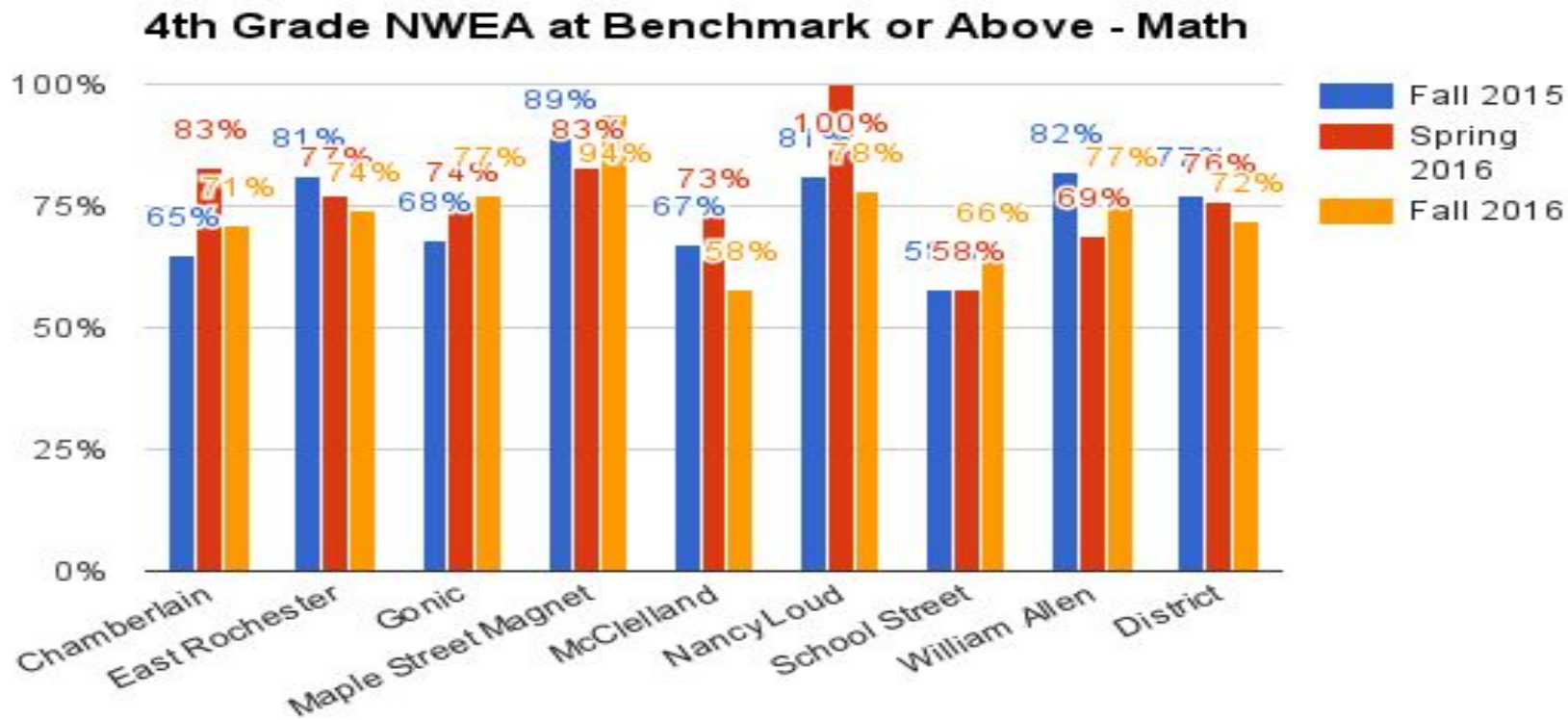
Third Grade Math Growth Fall 2015-Spring 2016



Fourth Grade - Reading Benchmark Fall 2015-Fall 2016

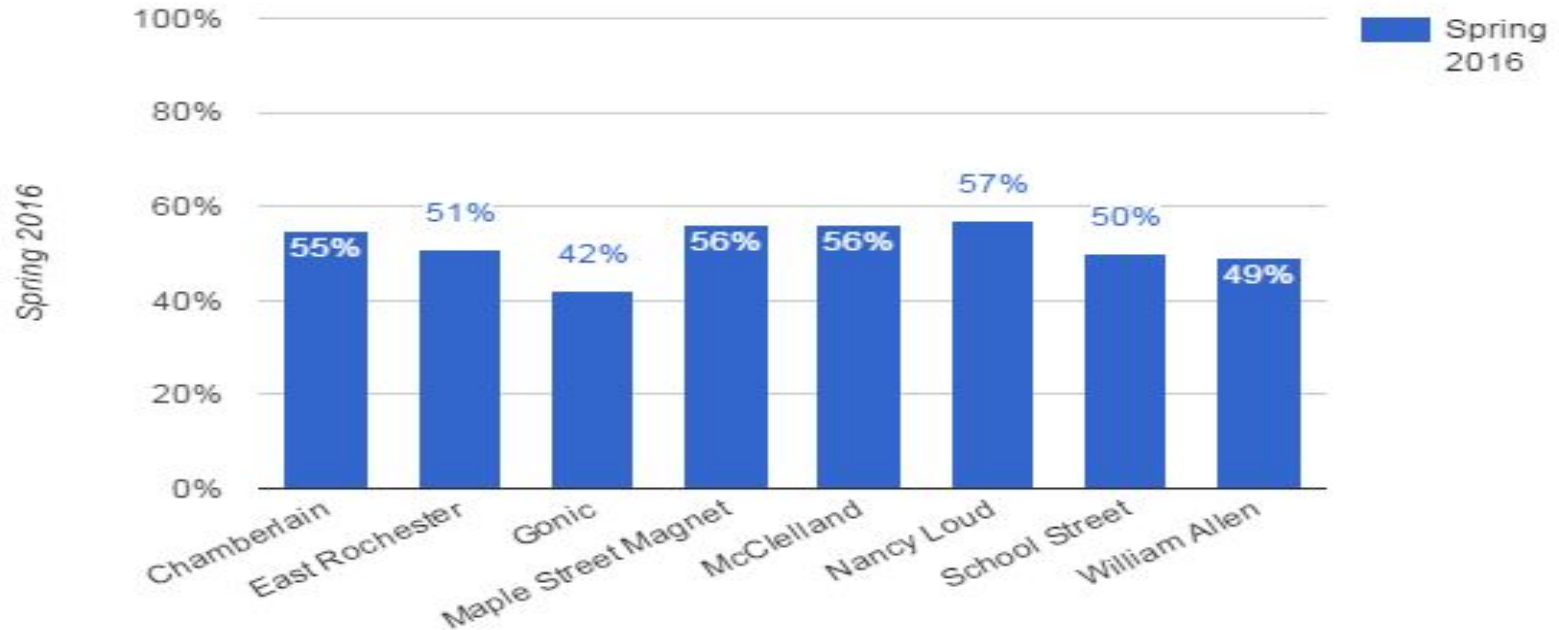


Fourth Grade -Math Benchmark Fall 2015-Fall2016

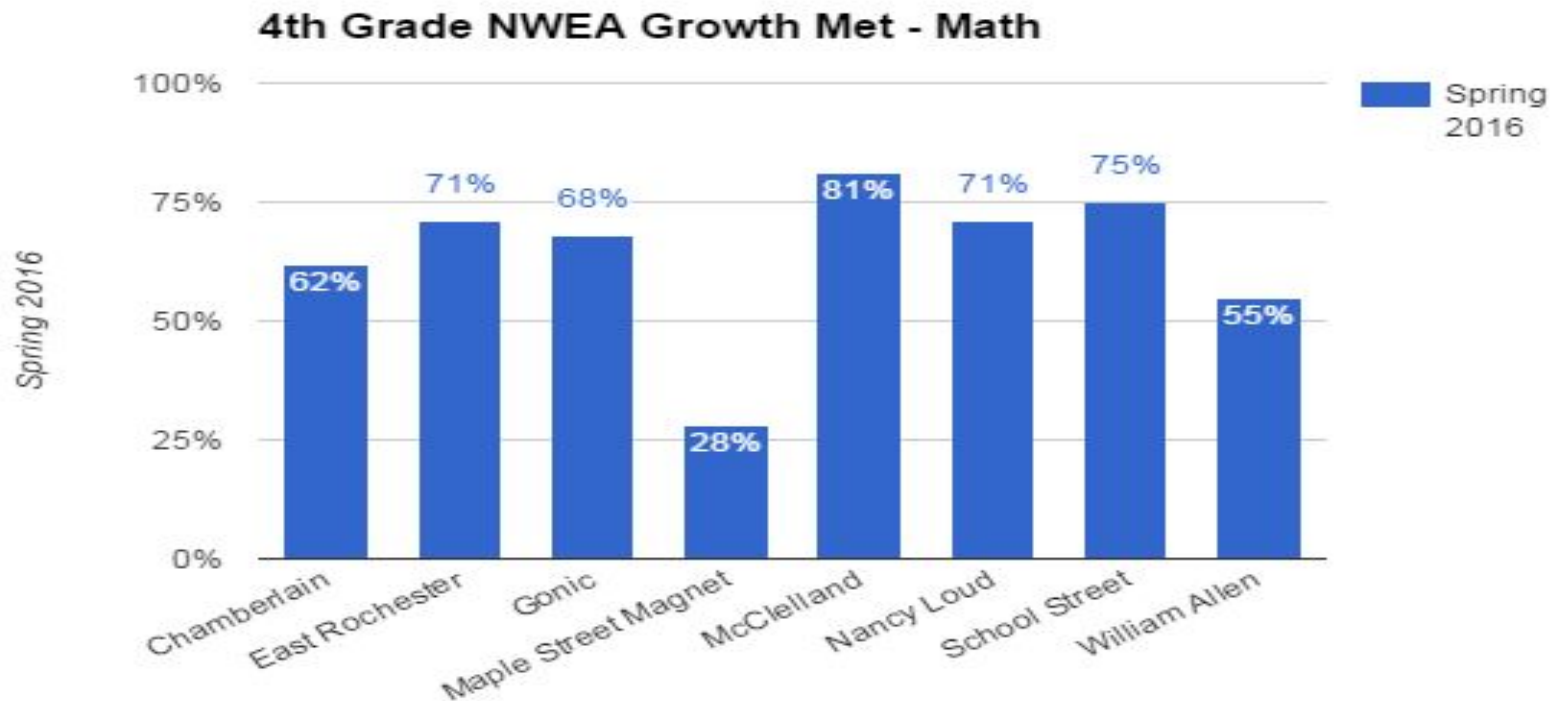


Fourth Grade-Reading Growth Fall 2015-Spring 2016

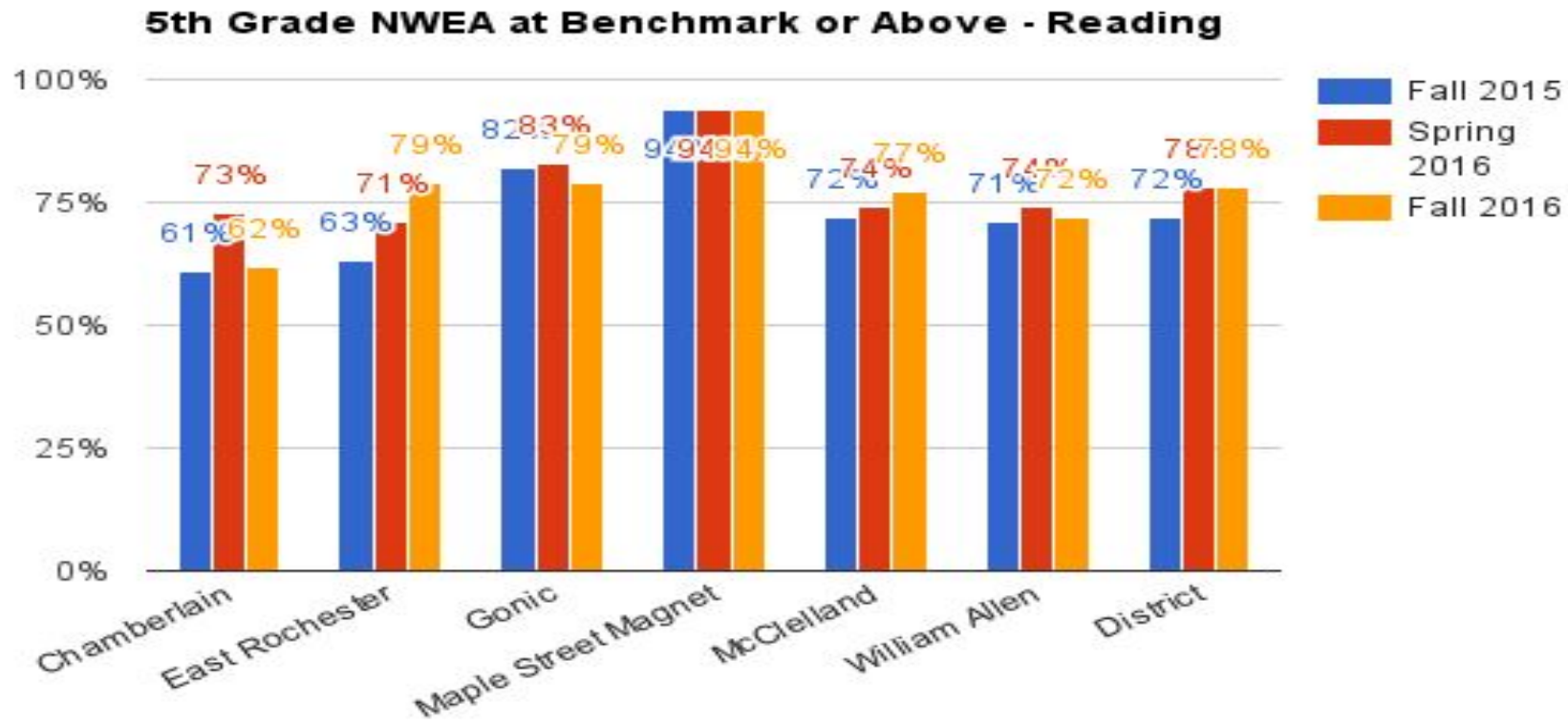
4th Grade NWEA Growth Met - Reading



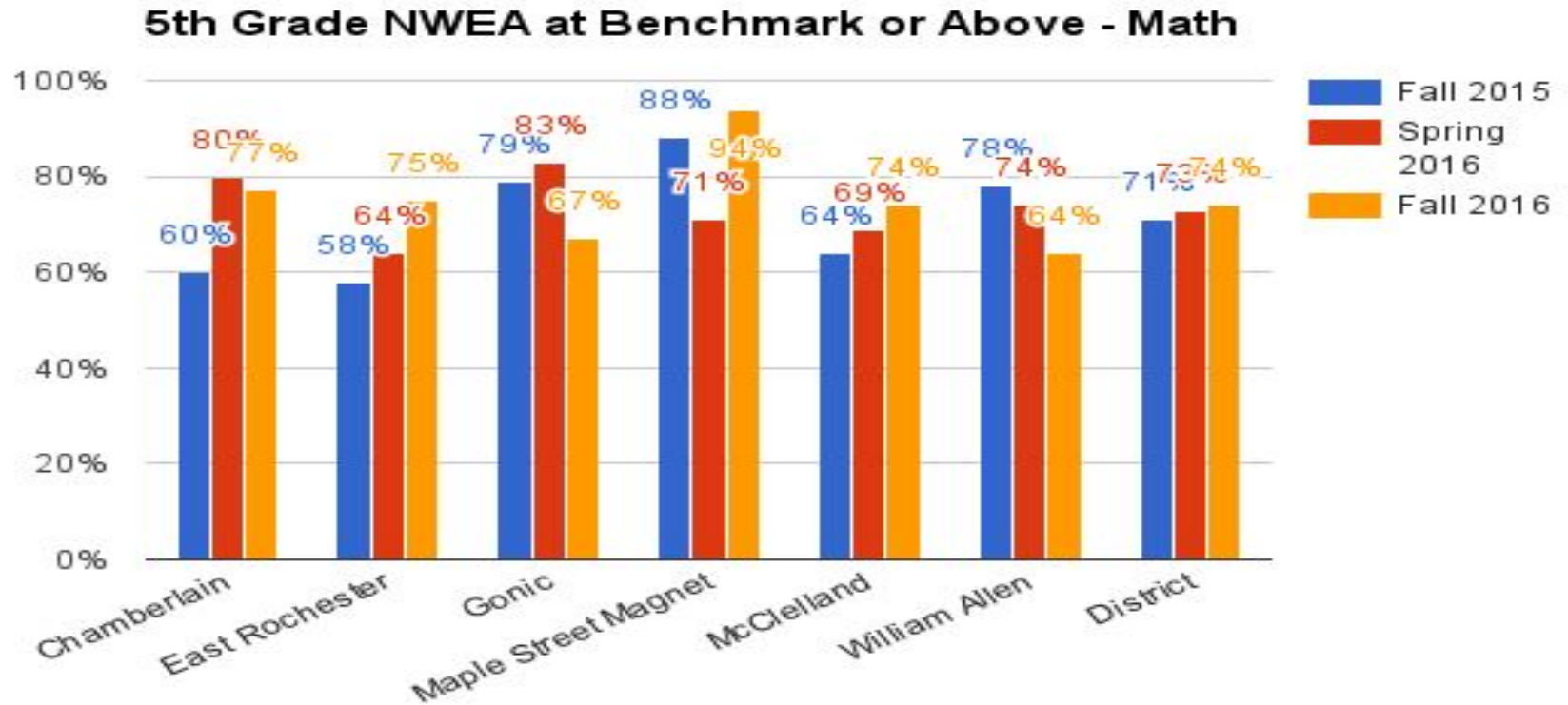
Fourth Grade-Math Growth Fall 2015-Spring 2016



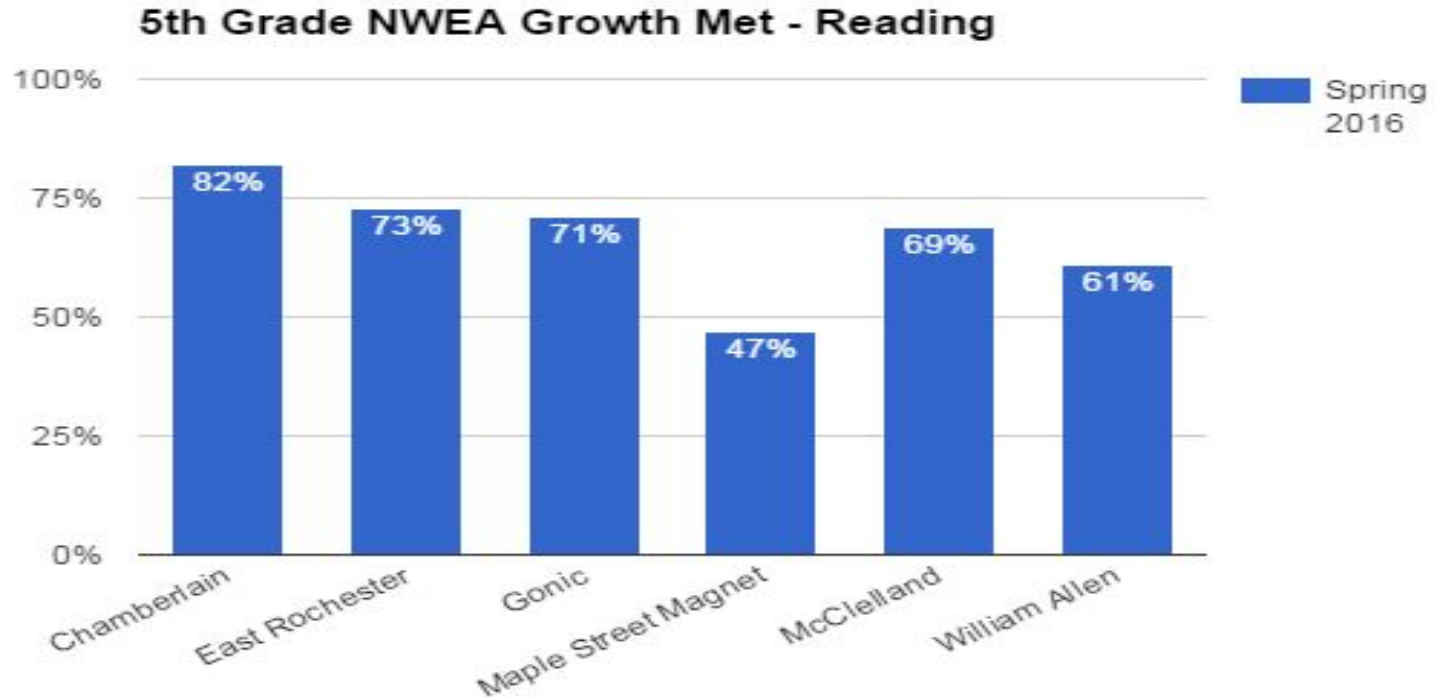
Fifth Grade - Reading Benchmark Fall 2015-Fall 2016



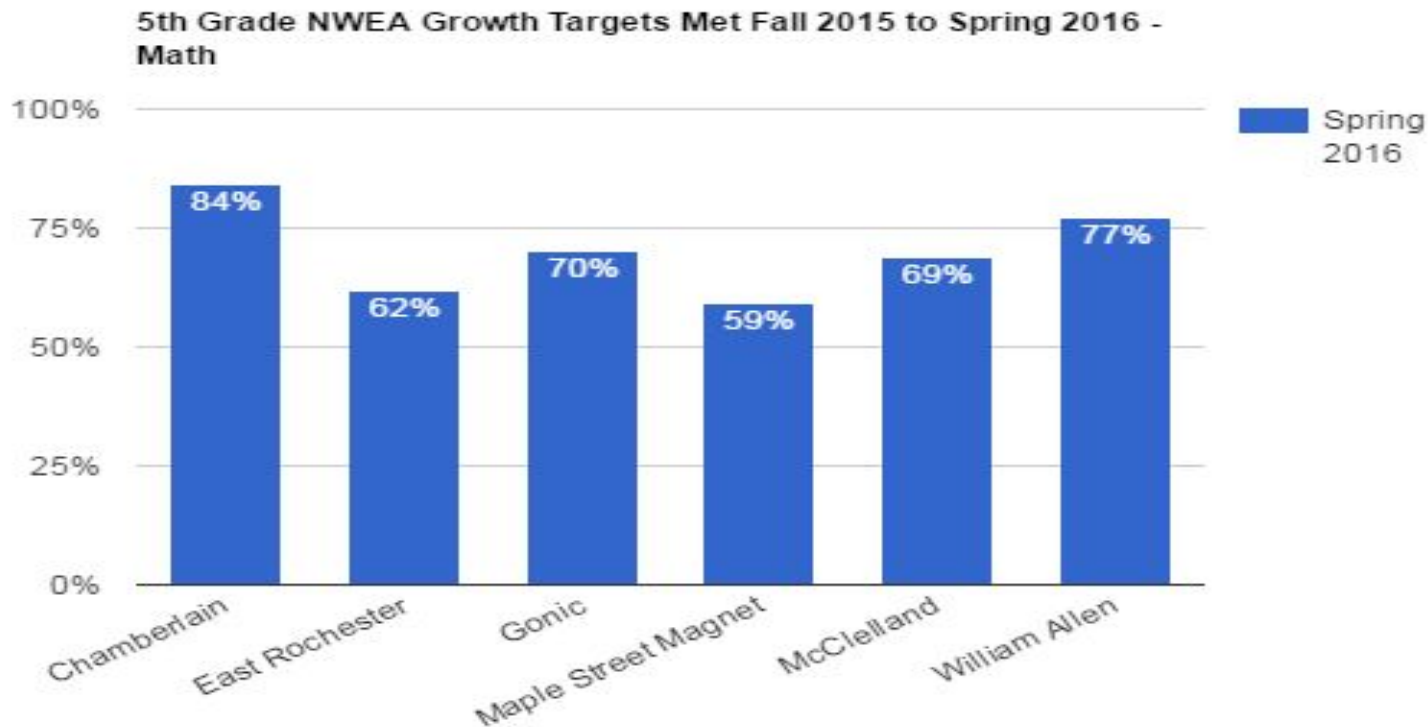
Fifth Grade - Math Benchmark Fall 2015-Fall 2016



Fifth Grade-Reading Growth Fall 2015-Spring 2016

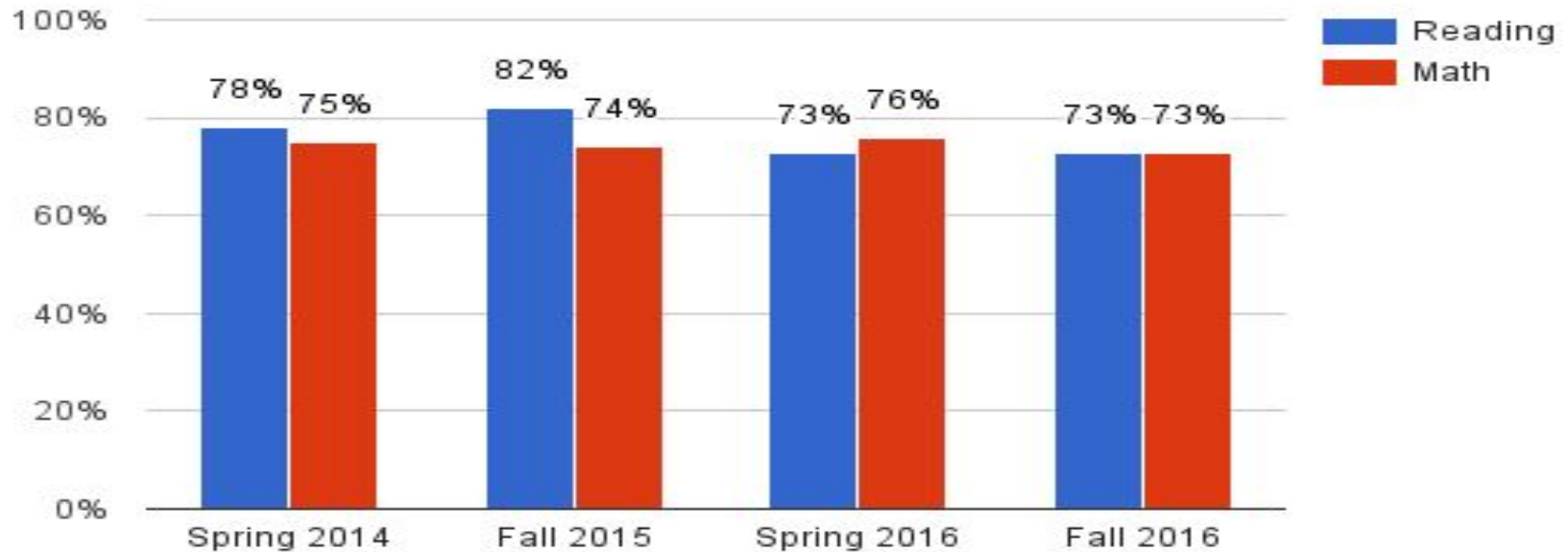


Fifth Grade-Math Growth Fall 2015-Spring 2016

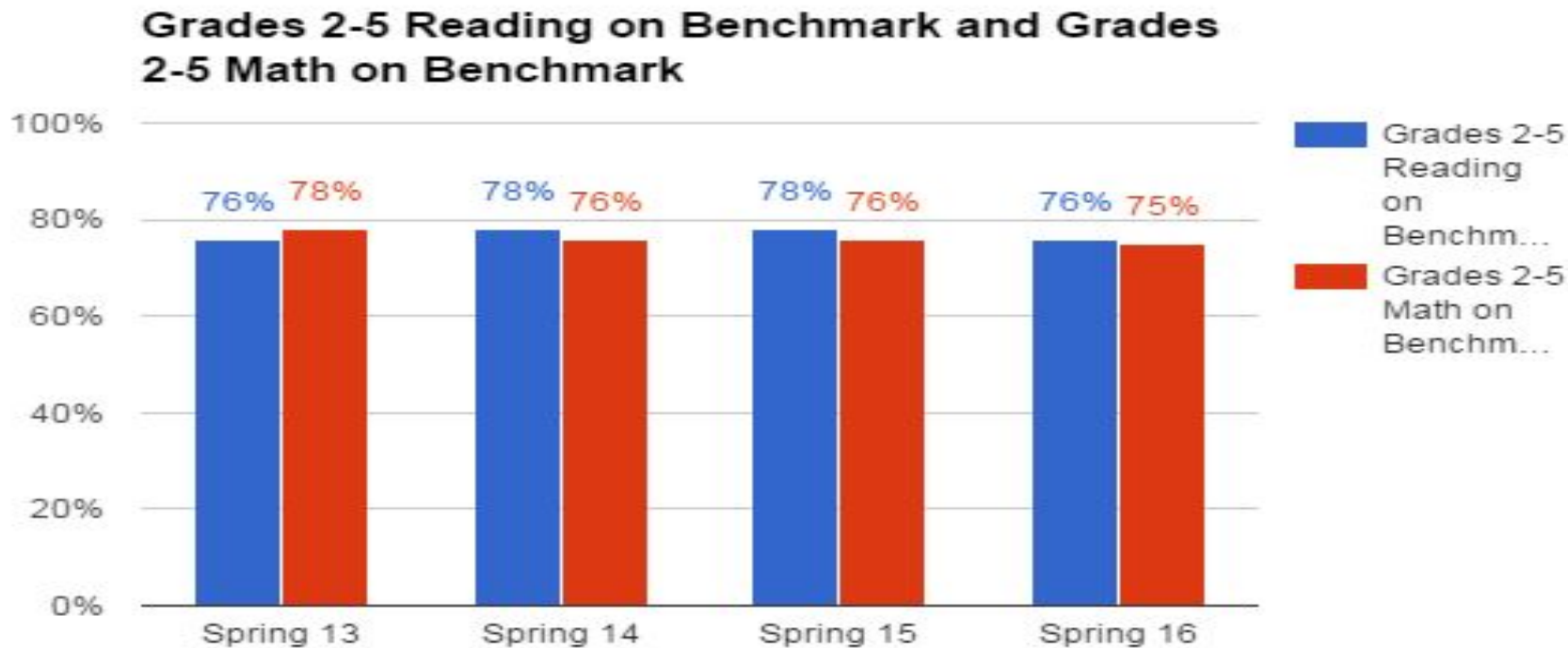


Fifth Grade Cohort NWEA District Data at Benchmark

**Current Grade 5 Student Historical NWEA Data
Spring 2014-Fall 2016**



District NWEA Data Reading & Math on Benchmark

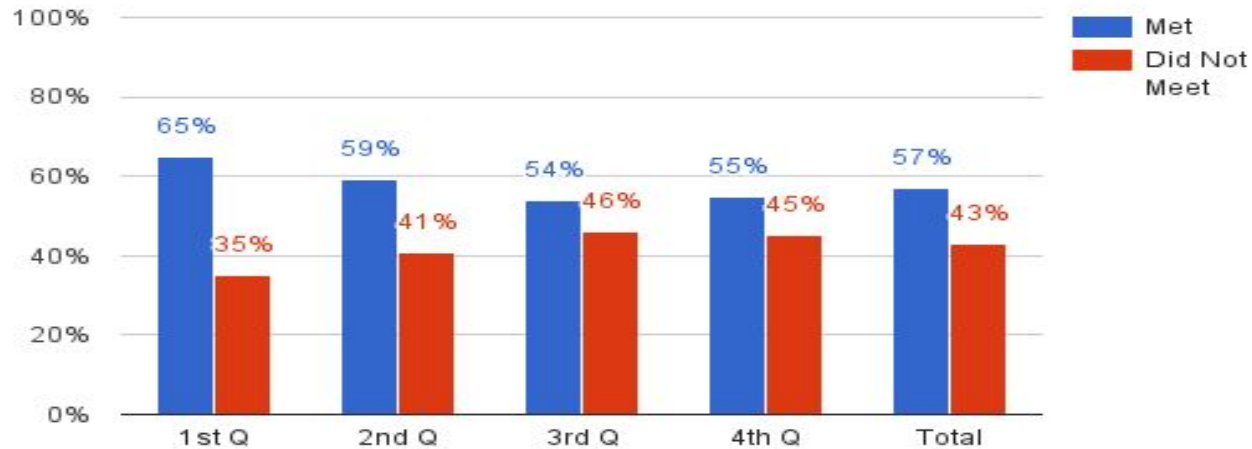


Reading and Math Quartile Data

District and Elementary Schools

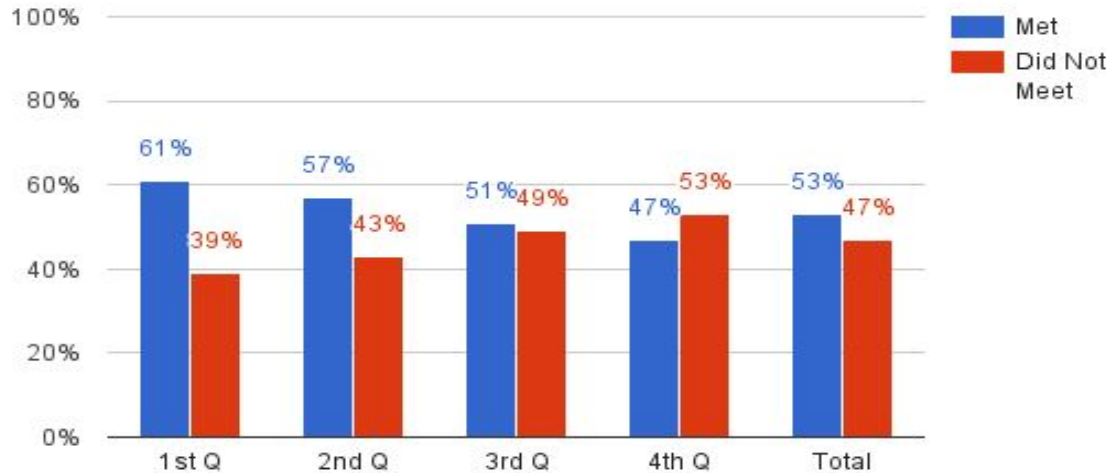
Reading Quartile Data - Elementary Schools

Grade 3 to 5 Reading, Spring to Spring 15 - 16 Growth Targets

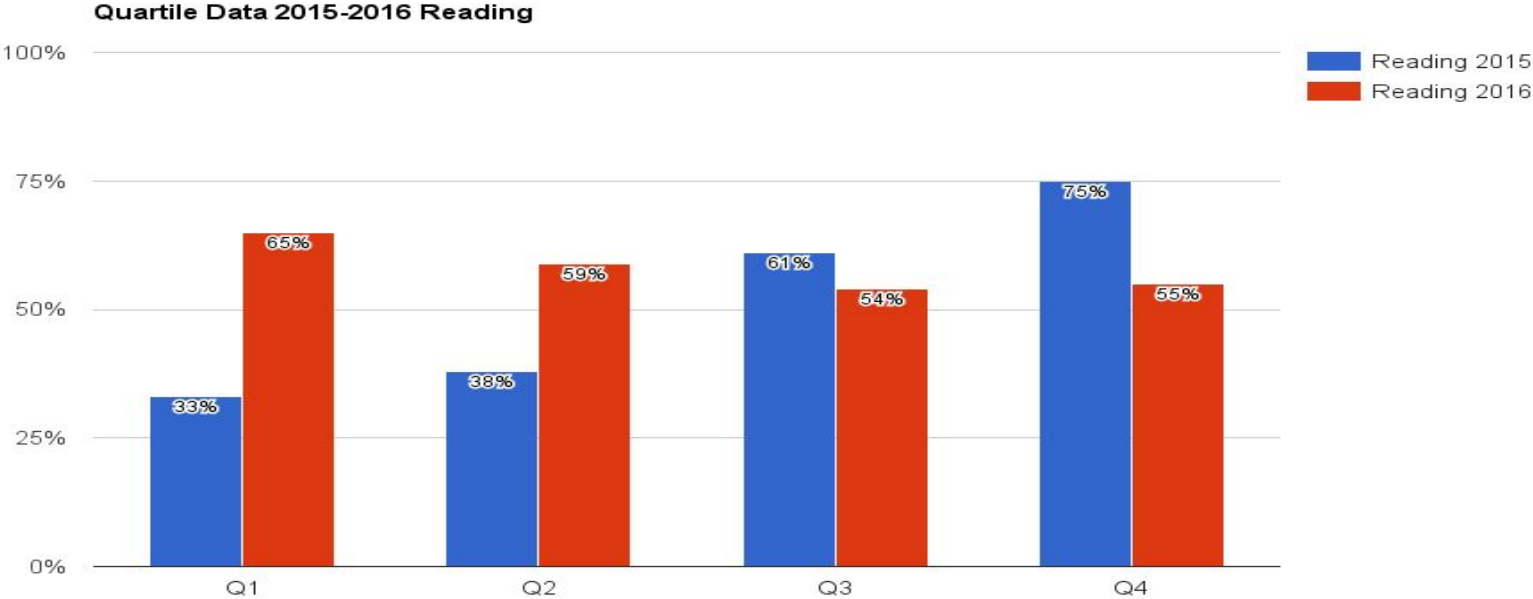


Math Quartile Data - Elementary Schools

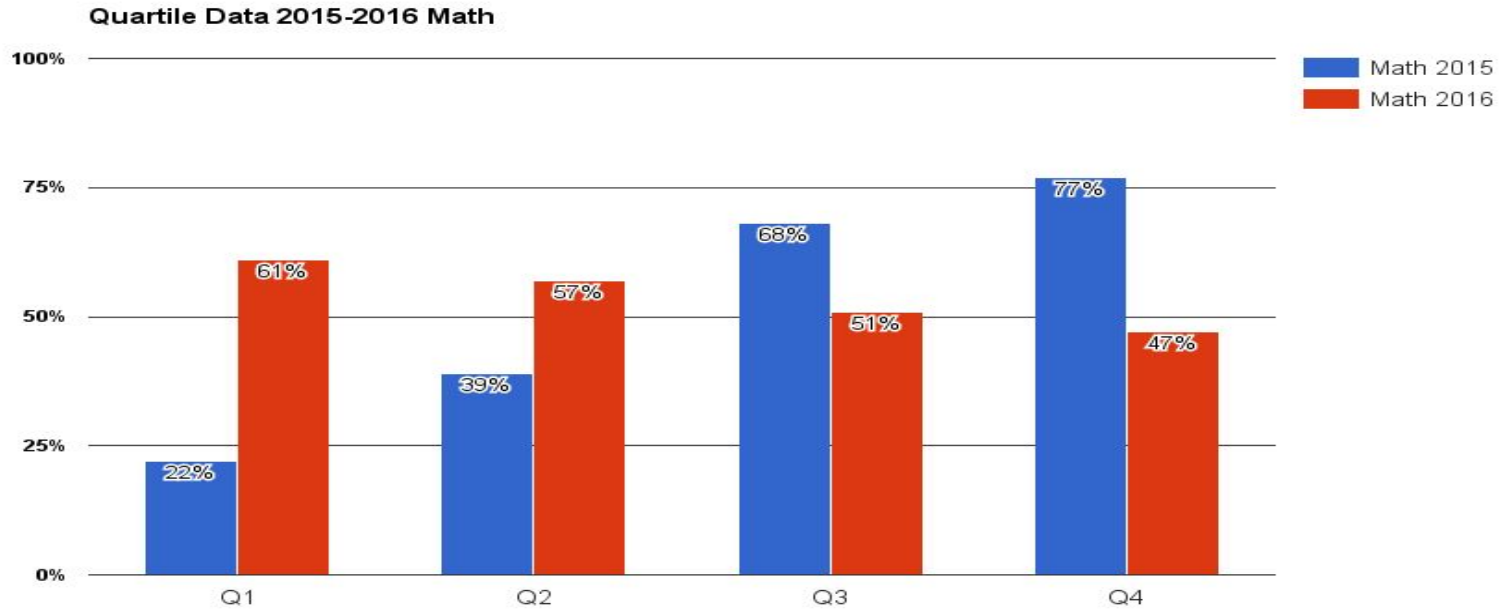
Grade 3 to 5 Math, Spring to Spring 15-16 Growth Targets



Reading Historical Quartile Data 2015 & 2016



Math Historical Quartile Data 2015 & 2016



Successes & Next Steps

McClelland

Successes

- Continued implementation of Orton Gillingham
- Increased use of technology in all learning settings
- Writing everyday in all subject areas
- Revitalization of our P.T.A.
- Strong PBIS

Next Steps

- Exploring Project Based Learning
- Restructuring Faculty Meetings

Nancy Loud

Successes

- Increase of school community, culture, and parental involvement.
- Implementation of Reflective Practices to enhance instructional services.
- Personalized PD for use of technology
- Personalized PD for para-educators on interventions and technology use.

Next Steps

- Continue facilitating discussions that assist staff with deconstructing data points to further student achievement.

Success & Next Steps

School Street School

Successes

- Teacher + Reading Teacher w/strategic collaboration = Highly Effective Results
- Ready to Learn Initiatives
- Parent Involvement

Next Steps

- Extending collaboration to include K-2 & 3-4 teams to support SMART goals & related action plans
- Linked vision with PD and to SMART Goals
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William Allen School

Successes

- Laser focus that increased DIBELS scores for K and grade 1.
- Second annual book read, (*Turning High Poverty Schools into High Achieving Schools*)
- Expansion of tier II/increased use of FBAs

Next Steps

- Reallocation of technology to increase student access
- Continued development of tier 111 PBIS
- Establish significant relationships between staff and students and explore strategies to increase student GRIT

Success & Next Steps

East Rochester School

Successes

- Data driven decision making for intervention services with all stakeholders involved.
- Blended Learning utilizing digital portfolios and core program etools.
- Consistent acknowledgment of positive student behaviors: Citizen of the Month, Cougar Pride, Good News Postcards, PBIS Rollouts

Next Steps

- Increasing STEM and Technology opportunities through community collaborations with: UNH STEMbassadors, GBC, STEM Club, Techie Day
- Faculty meetings restructured as PLCs
- PTA offering more community based events at school

Gonic School

Successes

- Experienced Staff
- Kindergarten Camp
- Summer Tutoring
- New PTA Board
- Blended Learning
- PBIS
- Renewed Culture/Climate

Next Steps

- Math Specialist
- Additional Technology
- Time for STEM instruction
- Project Based Learning

Successes & Next Steps

Chamberlain St. School

Successes:

- Champ Camp for incoming Kindergarten and First Grade Students
- Utilizing OG with learners in 1st and 2nd grades
- Book Study: The Boy Who Was Raised as a Dog: What Traumatized Children Can Teach Us About Loss, Love, and Healing
- Team Approach: They are all our students
- Facilitated Referrals to Community Partners

Next Steps:

- Continue to differentiate during core instruction - Utilize small groups in a station rotation model.
- Continue PD to better understand the Brain and how we learn. Use this knowledge to maximize instruction so the students truly understand the material.

Maple Magnet School

Successes:

- 200 Day Calendar
- Goal Setting /Staff and Students
- We are All Learners
- Writing Everyday
- Strong Family Involvement
- Project-Based Learning
- Boundless Exploration
- Culture of Looking at Student Work to drive instruction

Next Steps:

- Personalized Learning/Blended Learning
- Student/Teacher/Family Conferences
- Integrate PBL throughout the day
- More STEM instruction

Thank you for your
commitment to our
students.

*We are honored to serve as Rochester's Elementary
Administrators.*