

**BOARD MEETING:** Regular  
**DATE:** Wednesday, November 12, 2014  
**TIME:** 6:15 p.m.  
**PLACE:** Naples High School Cafeteria

- I. Meeting Called to Order
- II. Roll Call
- III. Adopt the Agenda of the Regular Meeting of November 12, 2014 (Board Action)
- IV. Executive Session (Board Action)
- V. Pledge of Allegiance

VI. Public Comments: The Board of Education invites you, the residents of our school community, to feel comfortable in sharing matters of interest or concern that you might have with us. The Board President will be happy to recognize those of you who wish to speak. We would ask that you come forward and please identify yourself before presenting your thoughts.

Those items brought to the attention of the Board during this time may be taken under consideration for future response or action. (*Individual comments will be limited to three minutes.*)

As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

Board Response: The Board of Education is committed to keeping communication open and transparent. The Board of Education President will be working with the Board and the Superintendent to make every effort to respond to public comments directed to the Board of Education at previous meetings, during the next scheduled meeting.

- VII. Points of Interest
- VIII. Superintendent Recognitions & Updates

- Kudos
  - UPK – 2<sup>nd</sup> Grade
  - Science
- Prevention Educator Overview
- Department Chair Reports
  - NYSSBA Convention Report
  - Reflections on Nov. 10<sup>th</sup> Conference Day
- Special Services UPK-6
- 3<sup>rd</sup> & 4<sup>th</sup> Grade

- IX. Administrative Reports
  - Elementary Principal
  - Secondary Principal
  - Director of Pupil Personnel
  - School Business Administrator
  - Student Representative

- X. Board Reports
- Budget Committee
- XI. Minutes (Board Action)
  - October 15, 2014
  - October 29, 2014

- XII. Business (Board Action)
  - Discards
  - Retiree Health Policy
  - Incomplete Team of One

- XIII. Personnel (Board Action)
  - Unpaid Leave
    - Automotive Mechanic/bus Driver
  - Appointments
    - School Monitor

- XIV. Consent Agenda Items (Board Action)
  - CSE & CPSE Placements
  - Volunteers
  - Substitutes
    - Automotive Mechanic/Bus Driver
    - Lifeguard
    - Cleaner
    - Teachers

## Regular Meeting

November 12, 2014

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, November 12, 2014 at 6:22 p.m. in the Naples High School Cafeteria.

Members Present: Robert Brautigam: Arrived at 6:28 p.m. Jacob Hall  
Ronald Burke Gail Musnicki  
Joseph Callaghan Margo Ulmer  
Carter Chapman Jericho Cervantes  
Brent Gerstner

Members Absent: Robert Hotchkiss

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke, Justin Stuck, and Karen Mead.

Guests: John McCabe, Jean Becker, Chris Arsenault, Kyle Inda, Liz Dormer, Diann Payne, Pauline Preston, Kevin Watkins, Chase Watkins, and Donna Bay.

A quorum being present, the meeting was called to order at 6:22 p.m. by Board President Margo Ulmer.

**Motion: Jacob Hall**

**2<sup>nd</sup>: Ronald Burke**

**Resolved, that the Board of Education approves the agenda of the Regular Meeting of November 12, 2014 as presented.**

**Voting Yes: 7 Motion Carried**

**Voting No: 0**

**Motion: Ronald Burke**

**2<sup>nd</sup>: Gail Musnicki**

**Resolved, that the Board of Education approves calling an executive session at 6:22 p.m. for the purpose of discussing the employment history of a particular person or persons.**

**Voting Yes: 7 Motion Carried**

**Voting No: 0**

**Robert Brautigam arrived at 6:28 p.m.**

**Time out of Executive Session: 7:02 p.m.**

### **Public Comment**

Guest John McCabe posed a number of questions regarding the non-resident tuition policy adjustments including:

- How many exceptions are there to the policy?
- How distant or close to the district are the relationships when looking at exceptions?
- Is there an established tuition rate and if so, what it is it?
- What prompted the policy change?
- Is the District aware of any non-enforcement?
- Are there any other policies that are only casually enforced?

Guest Pauline Preston indicated that she is pleased with the direction the district and Board of Education is going with its emphasis on education and encouraged the Board of Education to get out into classrooms to get a student perspective. Ms. Preston noted that she is not an advocate of forcing students to take certain classes and sign contracts.

**Board Response**

None

**Points of Interest**

Board of Education Member Ronald Burke spoke about the water aerobics program and corresponding schedules.

Board of Education President Margo Ulmer noted that she and Board of Education First Vice President Gail Musnicki attended staff conference day on Monday, November 10<sup>th</sup>, 2014 and spoke briefly about the experience.

**Superintendent's Updated and Recognitions**

Superintendent Matthew Frahm noted that there are a number of staff members participating in "No Shave November", adding that the purpose is to increase cancer awareness.

Superintendent Matthew Frahm recognized half-time Social Studies Teacher / half-time Instructional Technology Developer Anneke Radin-Snaith for her continued and ongoing contributions to the district noting some recent specific examples of her achievements.

Prevention Educator Kelsey Halladay gave a program overview and spoke briefly about what the program covers, who she works closely with, and the ways she is working to create awareness in the areas of drug prevention, diversity training, and anti-bullying.

Department Reports: The following Department Chairs provided information regarding their various departments through reports followed by a period of questions and comments by the Board of Education (Reports Attached):

Special Services UPK-6 Department: Chairperson, Special Education Teacher Kyle Inda

3<sup>rd</sup> & 4<sup>th</sup> Grade Department: Chairperson, 4<sup>th</sup> Grade Teacher Christine Arsenault

UPK-2<sup>nd</sup> Grade Department: Chairperson, 1<sup>st</sup> Grade Teacher Elizabeth Dormer

Science Department: Chairperson, Science Teacher Maureen Russell

Board of Education Member Ronald Burke reviewed items from the Annual New York State School Boards Association Convention held in New York City from October 26<sup>th</sup> to 28<sup>th</sup>, 2014 including the Law Conference, Affordable Care Act, Unaccompanied Minors, English as a Second Language, Bullying Policy, Confronting Educational Myths, the Annual Business Meeting, and the Super Session.

Superintendent Matthew Frahm presented some reflections from the November 10<sup>th</sup> Conference Day noting items including various tweets that staff members posted during the day, the morning panel discussion, and various sessions that were provided.

**Elementary Principal Report**

Elementary Principal Kristina Saucke outlined items that appeared in the monthly Board of Education Report and spoke briefly about BOCES coaching services and the work they are doing at grade level; character education; and the staff conference day.

**Secondary Principal Report**

Secondary Principal Justin Stuck outlined items that appeared in the monthly Board of Education Report and spoke briefly about the BOCES Coaching Services; Academic Intervention Services; and “the Running of the Bulls” a social studies project.

**Director of Pupil Personnel Services Report**

Director of Pupil Personnel Services Karen Mead outlined items that appeared in the monthly Board of Education Report and spoke briefly about the English as a Second Language Program, English Language Learners, and regulations as they relate to these programs.

**Business Administrator Report**

Business Administrator Mitchell Ball outlined items that appeared in the monthly Board of Education Report and spoke briefly about increased Medicare costs; the capital project close-out; and various state and federal reports.

**Student Representative Report**

Student Representative Jericho Cervantes spoke briefly about the interscholastic sports programs and records; extracurricular activities; student activities; and student clubs.

**Budget Committee**

Board of Education and Budget Committee Member Carter Chapman reviewed items as discussed in the Budget Committee Meeting including Medicare, Budget Practices and Forms, and news relating to South Bristol.

**Motion: Gail Musnicki**  
**2<sup>nd</sup>: Ronald Burke**

**Resolved, that the Board of Education approves the minutes of the following meetings:**

**Regular Meeting of October 15, 2014**

**Regular Meeting of October 29, 2014**

**Voting Yes: 8 Motion Carried**  
**Voting No: 0**

**Motion: Joseph Callaghan**  
**2<sup>nd</sup>: Brent Gerstner**

**Resolved, that the Board of Education approves the Business/Financial resolutions as presented:**

- Resolved that approval be given for the following to be declared surplus property and approval given to discard as per Policy #5250:
  - Naples Elementary Library discards as listed
- Resolved, that the Board of Education, upon the recommendation of School Business Administrator Mitchell Ball, approves the MVP Gold PPO health plan as an option for District retirees.
- Resolved, that the Board of Education approves the formation of a Bloomfield Incomplete Team of One effective November 6, 2014, for Bloomfield athlete, Justin Woods, for the purpose of competing on the Naples Alpine Ski Team at Naples Central School District.

**Voting Yes: 8 Motion Carried**  
**Voting No: 0**



## **Naples Elementary Special Programs Department Report To The Board Of Education 2014-2015 School Year**

### **Department Members:**

**Special Education Teachers:** Ellen Aymerich, Natalie Ball, Mary Cloninger, Cindy Domm, Alinda Gangi, Kyle Inda, Amanda Jennjohn, Jennifer Lester, Mary Phillips  
**Reading and Math AIS Teachers:** Jeanne Black, Alice Fitch, Kathleen Meteyer, Sara Waltman  
**Therapy Providers:** Julie Austin, Gwen Fellows, Jodi Gleichauf, Stephanie Storms, Cathy Thayer  
**School Psychologists:** Tammy Matthews, Brian Meteyer  
**English as a Second Language Teacher:** Mary Cloninger  
**Prepared by:** Kyle Inda, Special Programs Department Chairperson

Our department used this year's BOE report as an opportunity to use data in order to gain a clear picture of the status of our department as a whole. Within our department the services that we provide to students vary widely. We are united in delivery of individualized instruction designed in response to student needs.

For the purposes of this report we looked at some general data from testing as well as some overall data that we felt would be helpful for the BOE and our department in determining our current strengths, gaps, and what we would like to do in order to close gaps.

### **Strengths:**

- **Flexibility within our department in order to provide the greatest range of services possible**

Our schedules are driven entirely by student needs as identified in each student's Individualized Education Plan (IEP). We provide services and instruction to 62 students classified as students in need of special education, 124 students receiving Reading Academic Intervention Services, and 75 students receiving Math Academic Intervention Services as mandated by the state. See Tables 1 and 2.

- **Increased staffing in AIS and Special Education has improved service delivery**

AIS reading and math group sizes are more manageable and effective. Programs such as LLI are better able to be used and the neediest students are receiving more focused instruction. In addition, first graders are now able to receive AIS math instruction. See Table 2.

- **Individual data indicates student growth**

Given the fact that our department works on different skill sets, grade levels, and student needs we all use different sets of data to measure student progress. Below is a sampling of some of the ways that Special Programs Department has identified student growth and department success.

- ❖ Student in 6:1:1 primary program went from 2 hours and 22 mins. of missed instruction due to behavior in September of 2013 to only 30mins. of missed instruction in September of 2014.
- ❖ Over the course of 3 years 1 student moved from a self-contained, Special Class service for Reading and Math with significant modifications, to the less restrictive Resource Services, and is now fully mainstreamed and receiving Co-taught services.
- ❖ A Special Class 6th grader improved to Level 2 on the 2013 NYS Math assessment up from a Level 1 the year before.

- ❖ A Special Class 6th grader was re-evaluated with Academic Achievement and Psychoeducational testing in 2013. The student's scores in reading moved from a "borderline" range to the "average" range over the course of 2 years.
- ❖ Over the course of the 2013-2014 school year a student with significant reading delays moved from 68 words per minute to 87 words per minute on grade level reading fluency as measured by Aimsweb.

## Areas Where Our Department Would Like To Make Growth:

- **Increase Consistency in Programming and Staffing**

In order to cover all of these services most teachers teach multiple grade levels and/or provide multiple services and often switch grade levels or service delivery types from year to year. With the new Common Core Curriculum, consistency in staying with one particular grade level has become even more critical.

- **Continue to Develop Useful Ways to Assess Student Progress**

Given the wide range of students covered, the BOE's request to base this report on data was a challenging one. Our department needs to continue to work on developing an effective way to consolidate the variety of measures at which we can look at overall department strengths and weaknesses. This may include IEP goal progress, AIMSWEB, caseload size, continuum and consistency of services provided, and standardized testing measures.

- **Increase Use of Technology to Support Students with Learning Differences**

In order to align with the CDEP goal and in response to the increasing number of students with access to ipads we would like to continue to develop expertise in integrating ipads and understanding the universal design for learning philosophy.

## Needs Going Forward:

- **K-12 Vision of Special Programs**

We feel that K-12 meetings are critical to developing some consistency and vision for our goals. A small district presents unique challenges as we try to meet the needs of all students and find that often we may have only a small percentage of students needing a specific service at a time; this leads to fluctuating programs, services, positions and even classroom spaces.

- **Developing Consistency in Programming and Staffing**

We hope to develop some consistency for staff, positions, and appropriate individual classroom spaces so that we can develop grade level and program mastery and continue to work toward deep understanding of common core. This will help us spend valuable time implementing IEP needs instead of learning new curriculum and developing new resources each year. We appreciate the Board's continued support of our staffing needs.

- **Summer Work**

This department has a tremendous amount of organizational work in September and October including scheduling, AIS/RTIM, technology readiness, and becoming IEP experts so that we can support and inform general education teachers on Day 1. In addition, we would like to develop a resource library so that when staff does need to change grade levels we are better able to share resources.

**Table 1: Number of Students Per Grade Level Receiving Special Education Services**

	# Students Classified	12:1:4 Program	6:1:1 Primary Program	12:1:1 Program	Resource	Integrated Co-teaching	Consultant Teacher	Occupational Therapy**	Speech Therapy ***	Physical Therapy ****	School Related Counseling	Music Therapy	Adaptive PE
K	8	1	1		5			6	7	5			1
1st grade	2							2	1	3			
2nd grade	7	3	3	1	3			5	4	5	3	4	3
3rd grade	11			5		4		7	5	6			
4th grade	7		8:1:1 Intermediate Program			7		1	2		2	1	
5th grade	12		3	2		5	1		4		3	1	
6th grade	13		3	2		7	2	1	3	2	5	3	

\*note some students have overlapping services so total # of classified students may not add up to total services #'s

\*\*Occupational therapist also provides services to additional 4 students (outside of IEP services)

\*\*\*Speech Therapists also see 25 students for Speech Improvement (outside of IEP services)

\*\*\*\*Physical Therapist also provides services to an additional 3 students (outside of IEP services)



**Table 2: Percentage of Population Receiving Academic Intervention Services Delivered by Reading, Math, and Special Education Teachers by Grade Level.**

	Reading AIS Teacher providing service	Math AIS Teacher providing service	Special Education Teacher Providing Reading AIS Service	Special Education Teacher Providing Math AIS Service
Kindergarten	17%	X	X	X
1st grade	29%	22%	X	X
2nd grade	17%	23%	6%	X
3rd grade	47%	14%	11%	X
4th grade	22%	22%	11%	11%
5th grade	16%	18%	8%	8%
6th grade	6%	8%	17%	26%

# Department Grades 3 and 4

Dear Board of Education Members,

Thank you for your support with our continued programs and for your understanding with the transition with the Common Core. Our students are very lucky to have such a supportive group of people.

## Strengths

Grade 3

ELA

- Understanding the meaning of words and phrases in an informational text.
- Use text and visuals to help understand a topic
- Ask and answer questions about an informational text.
- Retell stories using details and use them to understand main idea

Math

- Use area models to represent the distributive property
- Multiply one digit numbers by multiples of ten.
- Find a missing number in multiplication or division problems
- Use the properties of multiplication and division to solve problems

Grade 4

ELA

- Drawing inferences from the text
- Determine theme and summarize text
- Compare and contrast the point of view from different stories

- Explain events, procedures and ideas or concepts in a historical, scientific or technical text
- Determine the meaning of general academic and domain-specific words or phrases relevant to a 4<sup>th</sup> grade topic or subject
- Use context as clue to the meaning of word or phrase

Math

- Place value with the ability to recognize the multi-digit whole number, and a digit in one place represents ten times what it represents in the place to the right
- Division up to four-digit dividends and one-digit divisors using a variety of strategies
- Add and subtract mixed numbers with like denominators and with equivalent fractions
- Make a line plot to display a data set of measurements in fractions of a unit and solve problems present with the information provided in the line plot
- Measure angles in whole-number degrees using a protractor and sketch angles of specified measure
- Recognize a line of symmetry for a two dimensional figure
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## Areas in need of improvement

Grade3

ELA

- Main idea and details in informational text
- Literal vs. non-literal language

- A better balance of fiction and informational materials

#### Math

- Pacing of the modules. Many of the items we fell below on were because we did not have time to complete the modules before the state tests
- Properties of multiplication and the area unit

#### Grade 4

#### ELA

- Aspects of poems and drama
- Main idea and specific details in text

#### Math

- Multistep word problems that use all 4 operations
- Comparing fractions with different numerators and denominators

Our department has used the data provided by BOCES to also find our individual strengths and weaknesses. We have adjusted our curriculum to reflect this within our classrooms.

Our department is also working to close the gaps during our scheduled RTI times. Thank you for the addition of the full time AIS Math teacher. This will help us to bridge our current gaps.

### **Closing the Gap**

A huge "Thank You" to the Board of Education for the summer curriculum time. It was beneficial to all that attended. We were able to have a large uninterrupted time to work on our ELA and Math curriculums. We would request that summer curriculum work be

considered for next summer to help us to continue to strengthen our programs.

Thank you for the BOCES coaches. They have been made available to help us with adapting the modules. It is very helpful to work with the coaches in order to meet the needs of all of our students.

We have found that success with our students is higher with small class sizes. The current 2<sup>nd</sup> grade has three classes with fifteen/sixteen students each. We feel that it would be to our advantage to continue with the small class sizes to help our students meet all the requirements they are faced with in the Common Core Standards.

Our department, Jean Becker, Kristen Bariteau, Jack Stover, Cindy Domm and Christine Arsenault, appreciate all of your time, support and commitment to our district.



Respectfully submitted,  
Christine Arsenault

To: Board of Education  
From: Elizabeth Dormer  
Re: UPK-2 Department Report

### **Department Strengths:**

Our **wonderful teachers** who plan and differentiate their lessons to meet the needs of all students. Who are willing to do whatever needs to be done to make sure students learn, are stimulated and enjoy coming to school. Come by the Elementary School on Saturday and Sunday and you will see many of our teachers working in their classrooms.

Our **hard working aides** who collect snack milk money, collect notes, help students that need additional support during lessons, review lessons later in the day, take students outside for recess, stay at Special classes (Art, Music and PE) when requested, cut, copy, laminate and prepare materials for lessons, work with small groups on activities, provide for 504 accommodations, give hugs, hand out bandaids, help when teeth fall (or are pulled out)..... We feel very fortunate to have this wonderful support at our grade levels.

### **UPK**

**Strengths:** Children benefit from the experience of full group instruction as well as the opportunity to focus on skills in a small group/center setting. Scheduling has allowed Gwen Fellows, our Elementary OT, to push into our center time once a week, providing guidance as children engage in specifically targeted fine motor skill activities.

The skills of the incoming UPK classes vary year to year, but overall there has been a decrease in fine motor skill and speech/articulation readiness in this population. UPK continues to provide a setting where deficits can be identified and addressed.

The majority of children who have participated in the UPK program scored in the average to above average range for Kindergarten screening. Those scoring below had below had been previously identified in Data meetings, indicating to staff that these are children who may need additional learning support.

### **Areas in Need of Growth:**

The implementation of the new UPK Math Modules has provided a strong skill-building curriculum. The support of the BOCES coach will help this teacher balance the ELA and Math curriculum in the daily schedule.

Kindergarten teachers suggest that the incoming K students need to be provided with additional letter formation practice along with stronger letter recognition/letter sound production. Using the modules alone have not met these needs. (See "Closing the Gaps")

### **Closing the Gaps:**

Currently we are addressing letter formation with more handwriting opportunities as a center focus. Module instruction is supplemented with the Wilson Foundations program, utilizing Key Cards that build letter recognition and letter sound skills. Instruction also includes the LIPS program which helps kiddos discriminate between sounds and to make proper sounds using appropriate lip and tongue positions. A sound field amplification system has been added to the classroom to support children with hearing and/or attentional issues.

Training with our BOCES coach in both ELA and Math module implementation provides beneficial feedback. There are always opportunities for a teacher to improve!

Our classroom will continue to provide opportunities for children to speak within a group, and for one-on-one conversational skill practice.

## **Kindergarten**

54 Kindergarten students were assessed for beginning of the year benchmark scores using Aimsweb. The 2 ELA subtests and 2 Mathematics Subtests that are combined to give instructional recommendations as one of the following categories: Well Above Average, Above Average, Average, Below Average, or Well Below Average.

<p><b>ELA (2 subtests)</b> 7 students scored Well Above Average 8 students scored Above Average 21 students scored Average 9 students scored Below Average 9 students score Well Below Average</p> <p><b><u>Strengths:</u></b> Many students had a good concept of letter naming fluency and letter sound fluency. Those students that have attended UPK seem to have a good sense of letters and print.</p> <p><b><u>Areas in Need of Improvement:</u></b> Some students need additional work on letter recognition and letter sounds. All are working on applying their knowledge of letter sounds to reading and writing words.</p>	<p><b>Mathematics (4 subtests)</b> 5 students scored Well Above Average 11 students scored Above Average 26 students scored Average 7 students scored Below Average 5 students score Well Below Average</p> <p><b><u>Strengths:</u></b> Math seems to be a relative area of strength for this group of students. 42 out of 54 students scored in the average or above range. The students did well in the area of oral counting and number identification.</p> <p><b><u>Areas in Need of Improvement:</u></b> Our kindergarten students need additional support with quantity discrimination and finding the missing numbers.</p>
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## **First Grade**

44 First Grade students were assessed for beginning of the year benchmark scores using Aimsweb in ELA and Mathematics. The 4 subtests in each area are combined to give instructional recommendations as one of the following categories: Well Above Average, Above Average, Average, Below Average, or Well Below Average.

<p><b>ELA (4 subtests)</b> 4 students scored Well Above Average 10 students scored Above Average 17 students scored Average 7 students scored Below Average 6 students scored Well Below Average</p> <p><b><u>Strengths:</u></b> Our students are strong in letter naming fluency, letter sounds, and phoneme segmentation. This is evident when reading unknown text, decoding words, and writing.</p> <p><b><u>Areas in Need of Growth:</u></b> Our students need additional support with short vowels, use of a variety of reading strategies, and handwriting.</p>	<p><b>Mathematics (4 subtests)</b> 6 students scored Well Above Average 6 students scored Above Average 22 students scored Average 5 students scored Below Average 5 students scored Well Below Average</p> <p><b><u>Strengths:</u></b> Our first grade students are strong in number identification, oral counting to 100, and number discrimination.</p> <p><b><u>Areas in Need of Growth:</u></b> Our first grade students need additional support when counting a sequence of numbers that does not start with zero. This affects their ability to fluently add and subtract using counting on or back. Math fluency in addition and subtraction to 10. Multi-step word problems.</p>
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**Second Grade**

47 second grade students were assessed for beginning of the year benchmark scores using Aimsweb Math and Reading. The 2 ELA subtests and 2 Mathematics Subtests that are combined to give instructional recommendations as one of the following categories: Well Above Average, Above Average, Average, Below Average, or Well Below Average.

One test addresses math applications and concepts and the other test is all addition and subtraction.

<p><b>ELA (2 sub tests)</b> <b>Comprehension &amp; Fluency Combined</b> 6 students scored Well Above Average 10 students scored Above Average 15 students scored Average 12 students scored Below Average 4 students score Well Below Average</p> <p><b>Strengths:</b> Small RTI groups geared toward specific reading levels allows gains to be made in comprehension and fluency.</p> <p><b>Areas in Need of Growth:</b> Large gap between student' writing skills (spelling, grammar and structure). Difficulty understanding higher level comprehension such as inferring.</p>	<p><b>Mathematics (2 sub tests)</b> <b>Math Applications &amp; Concepts</b> 5 students scored Well Above Average 5 students scored Above Average 30 students scored Average 0 students scored Below Average 7 students score Well Below Average</p> <p><b>Addition &amp; Subtraction Computation</b> 5 students scored Well Above Average 7 students scored Above Average 22 students scored Average 9 students scored Below Average 4 students score Well Below Average</p> <p><b>Strengths:</b> Additional math support allows for smaller class size, which helps teachers meet individual needs.</p> <p><b>Areas in Need of Growth:</b> 36% of second graders scored below to well below on the math subtests (combined). Computation fluency in addition and subtraction.</p>
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**Closing the Gaps:**

At all grade levels, classroom teachers are differentiating instruction and utilizing classroom aides to help with small group and/or one-on-one instruction practices, in all subject areas.

**Handwriting/Writing**

In Kindergarten and first grade we are working to integrate more formal instruction of printing letters and numbers. This is only briefly done in our math and language modules from New York State. In addition to printing instruction, second grade begins teaching cursive in January. To help close the gaps in the area of writing we are beginning to explore writing curriculum that would provide consistency through all the grades in our department. The second grade team has designated a 40 minute daily writing block. This was added as a result of the lack of writing in the Listening & Speaking modules.

## **Reading**

In kindergarten through 2nd grade our Response to Intervention is a three tiered model.

A majority of our students are in **Tier I** and receive reading instruction using a reading curriculum which includes the 5 key components of reading instruction. They receive at least a 90 minute reading block which includes a variety of grouping formats. Students are typically grouped heterogeneously for small group instruction. We use AIMSWeb to screen the students 3X a year. We also use assessments contained within our reading curriculum and additional assessments to guide our instruction.

Some of our students are in **Tier II**. These students receive core reading instruction by a teacher. They also receive 30 minutes daily of small group skill based instruction. Identification and monitoring of skill deficit is based on assessment data. Intervention is provided or supervised by a highly skilled teacher. Students are grouped homogeneously for small group instruction. These students are progress monitored using AIMSWeb by the classroom teacher and are used to “dig deeper” and guide intervention instruction.

A few students are in **Tier III**. This intervention is highly systematic and explicit. It is provided or supervised by a teacher and target skills are determined and monitored by assessment data. These students are progressed monitored on a weekly basis. **Reading Recovery** is our most intensive intervention. Mrs. Waltman provides 1:1 reading instruction for 30 minutes, 5 days per week for four first graders.

Two more teachers are being trained in **Leveled Literacy Intervention (LLI)** at first and second grade.

## **Mathematics**

One way we are looking to teach mathematics more efficiently and close the gaps in this area is by utilizing the expertise of the BOCES consultant, Amy Busby. With Amy’s help we are mapping out our year to make sure we are able to cover necessary material by the end of the year, aligning lesson and curriculum planning.

Thank you to the Board of Education for listening and responding to our request for Mathematics support at first and second grade. We presently have ten first graders receiving formation and fluency support 2X per week for 30min.

At the second grade level, teachers are ability grouping to better differentiate the math instruction. Our grade level also has help from a Title I math teacher, an academic interventionist, and the special education teacher. The second grade team is also working toward building expertise in STEM (science, technology, engineering, and math) by adding science units based on the Next Generation Science Standards.

## **Items for Consideration**

We appreciate the Board asking for feedback last year and this year regarding curriculum implementation and how the Board could help teachers. Our department has a few areas we would like the Board of Education to consider at budget time.

Summer Program for UPK age students that did not attend our UPK or Little Bunch.

Summer Curriculum days to work on Writing Curriculum UPK-2.

Continue to support class sizes of 16 students in grades K-2.

# 2014-2015 SCIENCE DEPARTMENT REPORT

OCTOBER 27, 2014

PREPARED BY MAUREEN RUSSELL

## Science Department Members:

Jon Betrus - Regents Living Environment with Lab; FLCC General Biology with Lab; FLCC Fish and Wildlife  
Patrick Freivald - Regents Physics with Lab; AP Physics with Lab; Accelerated Science 7  
Ann Kretschman - Earth Science with Lab, Forensics  
Maureen Russell - Grade 7 Life Science; Accelerated Science 7; Math AIS 7-9, FLCC Environmental Science  
Elizabeth Thiesmeyer - Regents Chemistry with Lab; Grade 8 Physical Science

## I Assessment Data (2013-2014)

Test	# students	Passing (65 –100%)	Mastery (85% - 100%)	Below 65%
<b>Grade 7 Regional</b>	<b>55</b>	<b>88%</b>	<b>40%</b>	<b>12%</b>
<b>Grade 8 NYS Intermediate Science (grades 5-8)*</b>	<b>32**</b>	<b>75% (levels 3 &amp; 4)</b>	<b>22% (level 4)</b>	<b>25% (level 2) 0% (level 1)</b>
<b>Regents Earth Science</b>	<b>61</b>	<b>82%</b>	<b>43%</b>	<b>18%</b>
<b>Regents Biology</b>	<b>54</b>	<b>94.4%</b>	<b>57.4%</b>	<b>5.6%</b>
<b>Regents Chemistry***</b>	<b>42</b>	<b>79%</b>	<b>19%**</b>	<b>21%</b>
<b>Regents Physics &amp; AP Physics</b>	<b>25</b>	<b>96%</b>	<b>50%</b>	<b>4% (1 student)</b>
<b>Forensics</b>	<b>21</b>	<b>95%</b>	<b>57%</b>	<b>5% (1 student)</b>
<b>Environmental Science</b>	<b>22</b>	<b>100%</b>	<b>59%</b>	<b>0%</b>
<b>Scientific Illustration</b>	<b>12</b>	<b>91.7%</b>	<b>58%</b>	<b>8.3% (1 student)</b>

\*Students in the Accelerated course (27 students last year) do not take the NYS Science 8 Assessment; they take the Regents Earth Science exam instead.

\*\*38% of the 32 students taking the exam had I.E.Ps.

\*\*\* NYS sets mastery at 85%. However, chemistry students are scaled down out of mastery while Living Environment and Physics students are scaled up into mastery. In Living Environment, students needed to score  $66/85 = 78\%$  to receive an 85% scale score and in Physics, Students needed to score  $68/85 = 80\%$  to receive an 85% scale score. In Chemistry, students needed to score  $75/85 = 88\%$  to receive an 85% scale score.

## II Identifying and Mitigating Gaps

### Considerations for the Intermediate Science State Assessment:

The Grade 8 NYS Science Exam assesses student competency on science content and skills for grades 5,6,7 and 8. The seventh and eighth grade teachers analyze the test results and plan increased or deeper instruction in areas of apparent weakness in the Life and Physical Science content. It would be helpful for fifth and sixth grade science teachers to analyze the test results for the Earth Science content, since that curriculum is taught in grades five and six.



Because our “n” size is very small for this test (accelerated students do not take it), and we did not teach three of the special education students whose data is included in the results, it is a bit tricky to articulate immediate changes in instruction. However, averaging the test data over a number of years produces a better composite for us to work with. In addition to teachers using the test data to improve instruction, we also recommend that students use ninth period for additional support and help, and attend review sessions.

#### Considerations for the Regents Science Exams:

Although students perform strongly overall on the Living Environment Regents exam, performance on Part D questions (which are lab content specific) can be improved. To help with this, Living Environment labs will be re-worked during the last few lab periods in June.

Special Education students represent a majority that are not passing the Regents Earth Science exam. Continued focus on re-teaching of concepts with additional practice will continue. Working with the Special Education teacher to strengthen student skills will continue, as well as early identification of struggling or at-risk students in order to design appropriate interventions.

### **III Identifying Positive Areas of Growth**

We saw a small increase in passing percentages on the Regents Chemistry exam, and an increase in mastery in Chemistry from 14% in 2013 to 19% in 2014. It is important to remember that for the past five years, the science department has had a goal of increasing the number of students taking Chemistry, as it helps students be more college ready. Because of the Accelerated program, more students are taking Regents Physics as well as other advanced sciences such as AP Physics and our Gemini offerings. Overall, we are pleased with the mastery and passing rates in our high school courses.

Our high school science electives are flourishing, and providing students with real-life science applications / investigations in the areas of forensics, environmental science, scientific illustration and robotics.

### **IV Increasing Instructional Effectiveness**

We would like to see the special education student population distributed more evenly across the class sections. Presently, we have a large eighth grade class with a high needs population. This is not optimal for instruction. In this situation, assigning a special education teacher to co-teach would be helpful. We believe that co-taught classes should be smaller in order to meet the needs of students. Common planning time needs to be arranged for Gen Ed and Spec Ed co-teachers. If best practices in co-teaching cannot be implemented at NCS due to staffing and scheduling problems, co-teaching recommendations should be taken off I.E.P.s and “small class size” substituted.

Small class sizes are optimal for increasing effectiveness because students receive more immediate feedback on skills. Lab classes must be capped at 16 for safety and effective instruction. The decreased staffing in our department has had an effect on both class and lab sizes. We could use another lab section in Earth Science to accommodate larger numbers of special needs students in a given year. One way to establish that additional lab section is to not offer Forensics that year. The Science Department will need to work closely with guidance and the Special Ed Dept. to anticipate special education numbers for a given school year and plan accordingly.

## **V Planning for Continued Program Success**

1. We wish to consider developing a two-year (extended) Earth Science course for students having especially weak skills to ensure their success.
2. We are seeing many students struggle in the Gemini program due to lack of academic and developmental readiness. Currently there are 27 students in FLCC General Biology. The same number of students are in the lab. A possible solution is to offer General Biology one year and Human Biology (anatomy and physiology) the next, so that non-science college majors can take the Human Biology instead of the more challenging General Biology (designed more for college science majors).
3. The Grade 7 Accelerated program is going well, and has resulted in students taking more STEM electives in high school.

The Science Department continues to appreciate the support and acknowledgement that the Board of Education provides. Because of this support we have been able to expand the Science Program at NCS and provide more opportunities for our students to engage in STEM education. Thank you!



## Naples Elementary School Board of Education Updates November 2014

The following are updates on building goals:

***Analyze state assessment data to develop SMART goals regarding curriculum, instruction and assessments:***

Individual grade levels began half day meetings with our BOCES Coach (Amy Busby). Amy met with grades 4 & 5 on October 22<sup>nd</sup>, and grade 3 and the Special Programs Department on November 5<sup>th</sup>. Grades 1 & 2 are scheduled to meet with Amy on November 12<sup>th</sup>, and Kindergarten and UPK teachers will meet with her on November 17<sup>th</sup>. The following is a summary of the work that has been done to date:

- **Grade 3** - Teachers first discussed assessment data focusing on weakest areas and identifying some as areas they didn't get to (or may have rushed) due to timing/pacing last year. The team talked about the constructed response being a weak area, and about strategies to help develop that skill. Teachers discussed using the annotated math questions that were released by the state, and where in the math modules they could use them throughout the year. From there the team talked about pacing and put together a calendar with the lessons from now until the state assessments. There is a need to always have module assessments in mind when making any changes to lessons. Discussion also included the importance of alignment of curriculum throughout the grade levels. (i.e. Teachers talked about teaching 3<sup>rd</sup> grade students how to use a vertical number line for rounding because kids need to be familiar with it for future grades.)
- **Grade 4** - Amy modeled teaching a math lesson to Mr. Stover's class (standard subtraction algorithm and using tape diagrams to solve a problem). This was a topic requested by the teachers, and they spent time debriefing following the lesson. Additional discussion included modifying lessons from the modules.
- **Grade 5** - The team used their half day to focus on planning. They began with looking at assessments first, and then modifying lessons based on the upcoming assessments. They completed a crosswalk between the modules and other resource materials to make sure skills are covered in their modified lessons prior to the assessments.
- **Special Education Teachers:** This is a large and diverse group! Discussion began around topics different grade levels are working on, and how to best organize this group's coaching support (i.e. separate meetings or integrating with the grade levels they work with). Concerns for this group include balancing instruction between the students' current level and their expected level. (How do we begin teaching where they are at, while still moving them toward where they need to be?) Narrowing that gap is the primary focus for this team. Resources were shared to make their planning for math more effective and efficient. Some of the teachers also shared websites they

use. This large group then separated into sub groups for more specific needs. The multi grade teachers focused on how to teach different lessons within the same class.

AIS Teachers are concerned about having Math and ELA AIS every other week in 4th and 5th grades and feel like their students aren't making progress due to the time between lessons. After brainstorming, they came up with a plan to adjust scheduling and groupings.

***Increase student engagement through character education to foster academic achievement:***

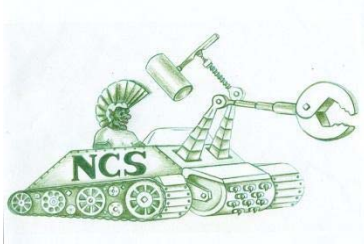
In October we began our school wide theme of "Be Safe, Be Smart, Be Kind". Students participated in a lesson to determine what it means to be safe, smart and kind in the classroom. Check out our display in the Kindergarten/Music hallway - it is awesome - and completely focused on the students' ideas! We are using these monthly lessons to develop a matrix on the expected behaviors for our school community. Students attended our "Rally in the Valley" on October 31<sup>st</sup> in the morning. There were two assemblies - UPK-3 and 4-6. Students participated in some fun activities (ask Mr. Frahm if he can sing our school song for you...) and again celebrated kindness by drawing bucket tickets. ☺



**Mark Your Calendars!**

November Event	Date	Time/Location
NHS Red Cross Blood Drive	Tuesday 11/4/14	11:00am-2:15pm in the Jr./Sr. High School Gym
Grades 4-6 Roller Skating Party	Tuesday 11/4/14	3:30-5:00pm in the Elementary Gym
BOCES Coaching Meetings	Wednesday 11/5/14	Meetings in Kris' office - Grade 3 - 8:15-11:00 Special Programs - 11:45-2:30
District Shared Decision Making Team Meeting	Wednesday 11/5/14	2:45-4:00pm in the HS Library Conference Room
Half Day - 10:55 Dismissal Parent Teacher Conferences	Thursday 11/6/14	Afternoon and Evening Conferences
Half Day - 10:55 Dismissal Parent Teacher Conferences	Friday 11/7/14	Afternoon Conferences

Teacher Conference Day	Monday 11/10/14	School Closed for Students
Veteran's Day	Tuesday 11/11/14	School Closed - Enjoy the Holiday ☺
Battle of the Books	Wednesday 11/12/14 - Friday 11/14/14	2:30pm in the Media Center
BOCES Coaching Meetings	Wednesday 11/12/14	Grade 2 - 8:15-11:00 Grade 1 - 11:45-2:30
Board of Education Meeting	Wednesday 11/12/14	7:00pm in the Jr./Sr. High School Cafeteria
BOCES Coaching Meetings	Monday 11/17/14	*see memo attached to bulletin email Kindergarten - 8:15-11:00 UPK - 11:45-2:30
NSA Meeting	Friday 11/21/14	6:30pm in the Jr./Sr. High School cafeteria
Rally in the Valley	Tuesday 11/25/14	1:30pm in the Gym
Thanksgiving Break	Wednesday-Friday 11/26/14 - 11/28/14	School Closed - Enjoy the Holiday ☺
<b>December Event</b>	<b>Date</b>	<b>Time/Location</b>
Elementary Book Fair	Monday 12/1/14 -Friday 12/5/14	Media Center <b>*Parent Night Thursday 12/4/14</b>
Board of Education Meeting	Wednesday 12/3/14	7:00pm in the Jr./Sr. High School Cafeteria
DATA Meetings	Thursday 12/4/14	Throughout the Day - see schedule for grade level time
Elementary Winter Concert	Thursday 12/11/14	7:00pm in the Elementary Gym
DARE Graduation	Tuesday 12/16/14	1:00pm in the Jr./Sr. High School Auditorium
Board of Education Meeting	Wednesday 12/17/14	7:00pm in the Jr./Sr. High School Cafeteria
Holiday Recess	Monday 12/22/14 - Friday 1/2/15	School Closed - Enjoy your vacation! ☺



**Naples Jr/Sr High School**  
**136 North Main Street**  
**Naples, NY 14512**  
**(585) 374 - 7905**



**Naples Junior Senior High School Board of Education Updates**  
**November 2014**

Updates on Secondary building goals:

**Develop professional library for collection of teacher resources**



- Currently a collection of professional reading donated from various folks, will continue to try and build the library through article collection and book acquisition.

**Provide professional development at monthly faculty meetings that includes evidence and artifact examples of highly effective practice**

- Blog/Article Close Read - multiple topics and I will use the teacher responses to drive future work together.

**Create short and long-term goals from this data for program and process development**

- We will be meeting on AIS services, as well the data presented at the last board meeting to create some longer-term goals for programming.

Safety Team subgroup has been meeting to develop a Threat Assessment Form to help guide teachers and administrators through a student threat assessment and capture the process as it happens. This will help ensure that we are documenting situations and helping to ensure the safety of all our students.

High school "hosted" the emergency go-home early drill this year and it flowed about as perfectly as possible. Both high school and elementary students remained calm and orderly the entire time, I heard one experienced teacher say "this was the best drill I've seen in 15 years"

Taco Night was a huge hit! Michelle Walpole and Alyson Case hosted a total of 73 people for soft and hard tacos. Students prepared the food in the FCS room and decorated the cafeteria very nicely. There were Spanish themed crafts for kids once they were done eating. A great event and one I would recommend attending next time they host.

National Honor Society organized a Red Cross blood drive. Many students donating and helping to plan the event. The beds stayed almost filled the whole time I was in there, and Mr. Savard kept the whole group entertained with music through the fantastic audio system in the gymnasium.

Operation Santa is in full swing with meetings planned for almost every day between now and Christmas.

Upcoming Events	Date	Time/Location
End of the First Marking Period	November 7th	-
Thanksgiving Break	Wednesday November 26th - 28th	-
Chorus NYC Trip	December 5th - 6th	NYC and NJ
Operation Santa	Almost every day	High School O.S. Closet
Movie Night	November 21st	Evening, HS Cafeteria

Board of Education Administrative Report

11/12/14 Meeting

Karen Mead, Director of Pupil Personnel

The New York State Education Department is in the process of amending regulations pertaining to the instruction of students with Limited English Proficiency (LEP) and designated as English Language

Learners (ELLs). The amendments will include provisions and language related to the professional development of teachers who instruct ELLs, procedures for identifying student eligibility for English as a Second Language (ESL) services and clarify processes for identifying ELLs for special education services. Our ESL teacher, Mary Cloninger, and I will be attending a training on November 18<sup>th</sup> to learn how Naples CSD and our program will be directly impacted and how we are to make changes to our current procedures, so that we will be in compliance for the 2015-16 deadlines.

While reading updates and preparing for the training, it was realized that a Comprehensive Plan for English Language Learners and our ESL Program is to be approved by our Board of Education annually and made available for the public in our District Office. The plan is referred to as the "CR Part 154 Comprehensive Plan". It is a general statement of our efforts and process to serve students who are eligible for services as an English Language Learner. A draft of this comprehensive plan has been attached for your initial review.



October 31, 2014

TO: Pam Claes

RE: Deletions - Naples Elem. Library

Following is a list of our deletions for October 2014:

Bad Kitty 11004211- Juice spilled

Bone 11004579 - pages falling out, un-repairable

Christopher Columbus VT - videotape not working

Ghosts NAE90000080 -lost

Haunted Houses 3100000029 -lost