Report to the Board of Education
North Rose-Wolcott Middle School
Mark Mathews-Principal

June 4, 2019

Strategic Action Plan Goal	Activities
SAP 1, 2	Now that we have had a full year of being split, the middle school has a lot to do over this spring and summer. Our primary goals include: ● Organizing and delivering relevant Tier 1 social and emotional learning to students ● Reorganizing and delivering relevant Tier 2 social and emotional learning to students in support of Tier 1 instruction. ● Re-establishing and improving all procedures related to tiered support systems, including academic and social/emotional supports so that NO STUDENT is missed by our supports. ● Developing new guidelines, agreements, and procedures for Student Management. Responsibilities for teachers, putting responsibility on students, classroom routines and procedures, rules, guidelines ● Developing a parent handbook, with important information that parents can refer to throughout the year. ● Revisiting the calendar with the Principals to ensure that all events are coordinated with the ES and the HS. ● Preparing for 1:1 devices and for effective use of devices in teaching and learning.. ● Continuing with our progress towards full implementation of personalized learning, focusing on rigorous targets and targeted instruction. We are closing our year with interim assessments in ELA and math. Several eighth graders are taking the Spanish proficiency exam on Thursday, June 20th. We are also examining our assessment data from all our interventions to evaluate their effectiveness. Our now in the process of reviewing the data from all our interventions to evaluate their effectiveness as it relates to the goals of the interventions. We are continuing the work of designing interventions that address the specific gaps of our learners. We look forward to the use of Aimsweb to help us narrow focus areas and accurately identify learning gaps for specific students. As an example, just giving “extra” reading instruction is not as effective as providing, for example, intensive interventions around

	fluency for those specific students who need practice with fluency. The same applies to math. Providing targeted, focused interventions, as opposed to general “math help” will increase the effectiveness of our interventions and address specific student needs. For example, teachers requested assistance for an eighth grade student who was demonstrating inconsistent progress in ELA, social studies, and math. Mr. Stopka administered a John’s Basic Reading Inventory, which demonstrated that the student was reading close to their expected grade level, and effectively ruled out any language-based disabilities or barriers.
NYS testing	The New York State Science 8 exam was administered on May 29th-30th and on June 3rd. The test has two parts, the performance section and the written section. These tests will be scored and we are hoping for improved outcomes. We administered a midterm assessment this year, which was used to identify gap areas, since the exam assesses the learning in science from grades 5-8. There are 22 eighth graders who are taking the NYS Living Environment Regents on June 12th, and 23 students taking the NYS CC Algebra Regents on June 13th. Students who do not meet the threshold of 80 or better for College and Career Readiness are required to take a review course over the summer and retake the regents exam in August.

From Mrs. Roberts-Grant

NRW 7/8 Enrollment	6/01/2018	6/01/2019
Grade 7	96	120
Grade 8	89	96
Total	185	216

NRW 7/8 Attendance	6/01/2018	6/01/2019

Grade 7	95.71%	93.83%
Grade 8	95.25%	94.99%
Average	95.48%	94.41%

The following students are the "TOP 50 STUDENTS" in Grades 5-8 with the BEST ATTENDANCE for the 2018-2019 school year. To honor these students, they have been invited to go on a roller skating field trip to Horizon Fun FX in Rochester on Monday, June 24th.

These students had either 0 - 1 absence/s and no more than 7 cumulative tardies and/or early dismissals for this entire school year to date.

The students highlighted in Yellow had absolutely "PERFECT ATTENDANCE" and had 0 absences and 0 tardies, and 0 early dismissals for the entire school year.

The students highlighted in Green had zero absences and did not miss a full day of school all year.

Acker, Samantha	7
Arliss, Jayden	7
Balch, Kylie	8
Batzold, Reilly	7
Benjamin, Marie	8
Bruinix, Joslin	7
Bullard, Jenna	8
Burkholder, Jared	8
Bush, Jaden	8
Cole, Matthew	8
Collins, Samuel	7
DeBoerdere, Abram	8
DeWispelaere, Ryan	7
Eygnor, Arianna	7
Ford, Semaj	8
Gilbert, Nicholas	7
Hernandez, Alexander	8
Hillyard, Catherine	8
King, Grace	8
Lepper, Georgia	7

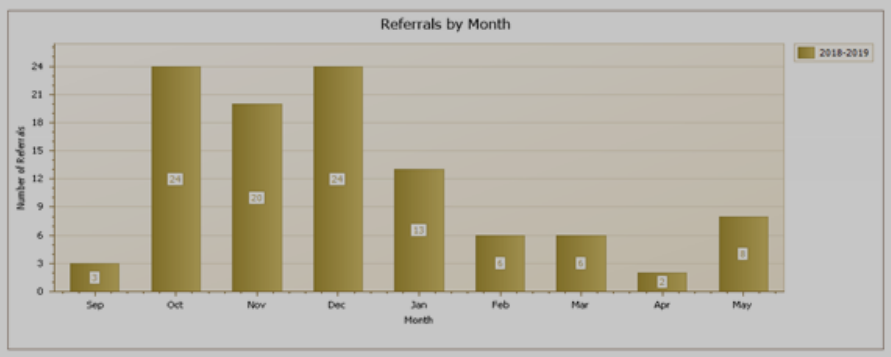
O'Neil, Hunter	7
Onofre, Andrew	8
Paul, Axton	7
Putman, Haley	7
Seager, Gilbert	8
Smith, Drew	7
Vezzose, Marissa	7
Wazinski, Noah	8
Webber, Chase	7
Williams, Brianna	7

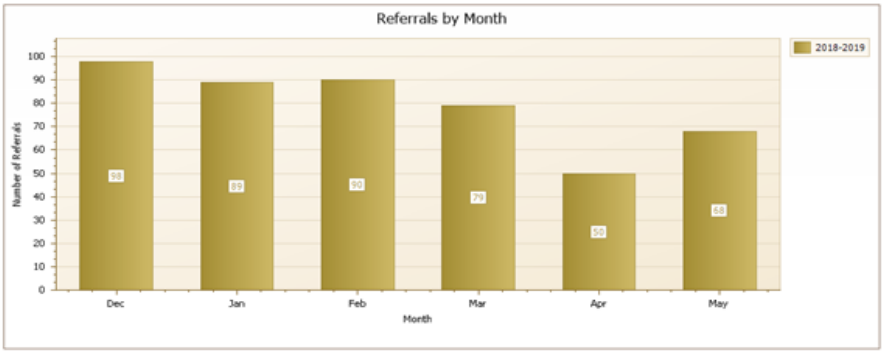
Brady Farnand - NR-W Middle School Assistant Principal (4th-6th grade) – May 2019 - BOE Report

**Linked to focus areas determined by the Building Principal Mr. Mathews, and directly linked to our District Strategic Action Plan.*

Projected Middle School Enrollment – 2018-2019:

4th grade	98
5th grade	98
6th grade	69

District Strategic Action Plan	Focus area	Progress
Action Step 1: Refine the district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.	Bus Referrals	***Actionable Items*** *Bus Safety Plan*- Our bus referrals increased to 8 this month. This was addressed through reminders of bus expectations on the announcements and students completing bus safety questionnaires if they received a bus referral. 
	Disciplinary Referrals	*Staff Referrals*- Grades 5 & 6 saw a slight increase from 2.94 referrals per day to 3.2 referrals per day. Although the referral rate has gone up slightly, it is still a wonderful improvement from where we were. The month of May has 30 less referrals than the month of December.

Focus Area 1: Multi-Tiered Systems of Supports Action Step 1: Incorporate social-emotional supports and interventions at all 3 Tiers.	Social Emotional Competencies	 *Attendance*- In April, all students attended school 94.41% which improved to 95.62% for the month of May! SEL: During May's Town Hall meetings, we discussed the social emotional learning characteristic of healthy relationships. We spoke about friendships, family relationships, and relationships with adults. June's SEL characteristic will be responsible decision-making.
Links to work with building Principal		*Weekly Meetings* -The Middle School principal and assistant principals will meet weekly to review progress and student data. Our focus recently has been developing student support plans to best support all students.