North Rose-Wolcott CSD

BOE Report for 2015-2016

Building Administrator: Mark Mathews

Meeting Date: 6/14/16

On April 26th, 27th, and 28th a team from the New York State Education Department came for the focused review of our school. As of June 3rd, we received the full report from the review team and engaged the SLT (School Leadership Team) in the process of writing our SCEP (School Comprehensive Education Plan), which is due to NYSED on July 29th.

Below, please find a report on our progress thus far on the adoption and implementation of these recommendations.

Tenet	IIT Recommendation
Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	By May 13, 2016 the school leader should canvass and recruit a school leadership team representative of all stakeholders, which should have its first meeting by May 25, 2016 to set priorities and begin planning structures for school operating systems. · The team should meet bi-weekly, agendas should be created prior to the meeting, notes and attendance should be kept. · The team should establish timelines, roles, and responsibilities. · The team should select two ways to collect data that set baselines, benchmarks, and outcomes to verify results. · The team should agree to support the selected initiatives by meeting their responsibilities in a timely manner.

- The School Leadership Team has met twice (5/16 and 6/6) since the recommendations were made. We have established roles for our meetings, and set agendas. The team is made up of: Patty Jackson (PE), Laurie Elliott (Social Studies), JJ Newman (Art), Ben Stopka (Reading), Abby Davies (ELA), Melissa Minichiello (Math), Kristin DeFeo (Assistant Principal), and Mark Mathews (Principal). We are looking for a parent representative who can meet during the scheduled times to join us for the 16-17 school year.
- The team's initial role has been to get informed about the strategic plan, the self-review document, and get unified.
- We began looking to establish priorities as a team.
- We agreed that we should be focused on measurable objectives, be adaptive and flexible, and be student and child focused.
- We reviewed the SCEP development process, the requirements, the time frames, etc.
- The SLT discussed the recommendations and their implications on the school and students.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.	By May 9, 2016 the members of the Leverage Leadership Team should visit at least 7 classes weekly and provide feedback by the end of the next school day. · Feedback should be focused on pre-selected topics that includes instructional strategies, domains of teaching, or content skills. · Teachers should be made aware of the focus through the weekly newsletter updates. · Feedback should be monitored and analyzed to determine teacher accountability, strengths, and needs for development. · The Leverage Leadership Team (LLT) should use the same instrument for class visits and feedback to be able to collate data to measure progress trends and areas for improvement, growth and provision at professional development. · Data should be presented to the School Leadership Team and at teacher meetings monthly.

- The Leverage Leadership Team on May 23rd. We discussed the recommendations from the review team.
- For focus areas, we start with Learning Targets and then move to Assessments. Melanie and Tammy Jones delivered a training for Assessment for Learning Strategies on 5.23.16. We will stay on assessment for learning remainder of the year. There are a lot of things going on in June, and completing the cycle for Leverage Leadership has not been possible, however we will go forward beginning the first week of school next fall.
- All members of the leverage leadership team will use a common LL Follow-up Conversation form to provide consistency for all teachers.
- The following communication was sent to staff by M. Mathews on 5.11.16 as indicated by bullet 2:

Communicate learning targets and criteria for success

Observables / Actions

· Teachers create targets in student friendly language

· Teachers communicate the meaning of the learning target, rubric and models that meet the criteria

· Students articulate the targets for their work

· Students articulate what they need to know and /or be able to do to demonstrate proficiency of the learning target

· With students, teachers create rubrics that address the descriptors in the learning target by looking at samples of student work

Purpose

· Directs students and teachers toward specific goals

· Provides students with a clear vision of the expected outcome

· Increases initiation for the learning task

· Helps students and teachers monitor learning progress

· Helps students discover and develop conceptions of the learning target and criteria for good work

· Provides a clear picture of the learning and what needs to be done in order to be successful

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap	By June 1, 2016 teachers should use formative assessment, such as exit tickets, for determining next steps in creating learning targets for each student. Data from formative assessments should be used to plan

between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.	extension activities, re-teaching, and use of hands-on activities that accommodate and create multiple points of access for all learners. · The school leader should present professional development on the use of formative assessments at the next faculty meeting on May 23, 2016. · During class visits the Leverage Leadership Team should monitor lesson plans to see the application of formative data for instructional differentiation. · Teachers should monitor student achievement on end of unit assessments by collecting and comparing test results from the prior month to gauge impact monthly. · Student achievement should be reported to the Leverage Leadership Team (LLT) at the end of each month in a format determined by the LLT.

Faculty participated in professional learning experience, presented by Tammy Jones on the use of formative assessments in the classroom on May 23rd. Feedback was collected and reviewed by the School Leadership Team at their meeting on June 6. At this meeting, it was agreed that while this training was largely effective, we would be discussing a common "feedback form" for all faculty and staff to use during all training sessions.

For the 16-17 school year, Leverage Leadership activities will be focused around the recommendations for this Tenet.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and	The school should create and implement social emotional enrichment activities and additional academic supports that are inclusive of all students, including after school activities, academically advanced

emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	courses of study, grade level trips, dances, sporting events and all social events sponsored by the school. · By May 13, 2016 all staff members of the Student Support Service Team and special subject area teachers should submit a plan to coordinate a school group between the 2:15 pm and 2:50 pm activity period with membership open to all students to start by May 23, 2016. · By May 16, 2016 after school academic support and re-teaching should be extended beyond assignment completion during activity period. · Starting May 13, 2016 data should be collected to measure the impact of enrichment inclusion and academic support on behavioral incidents, office referrals, enrollment, and attendance at these activities to determine impact. Data should be presented to staff at monthly faculty meetings.

Due to the closeness of the end of the school year for these recommendations, we have gained some traction towards them but still have a way to go.

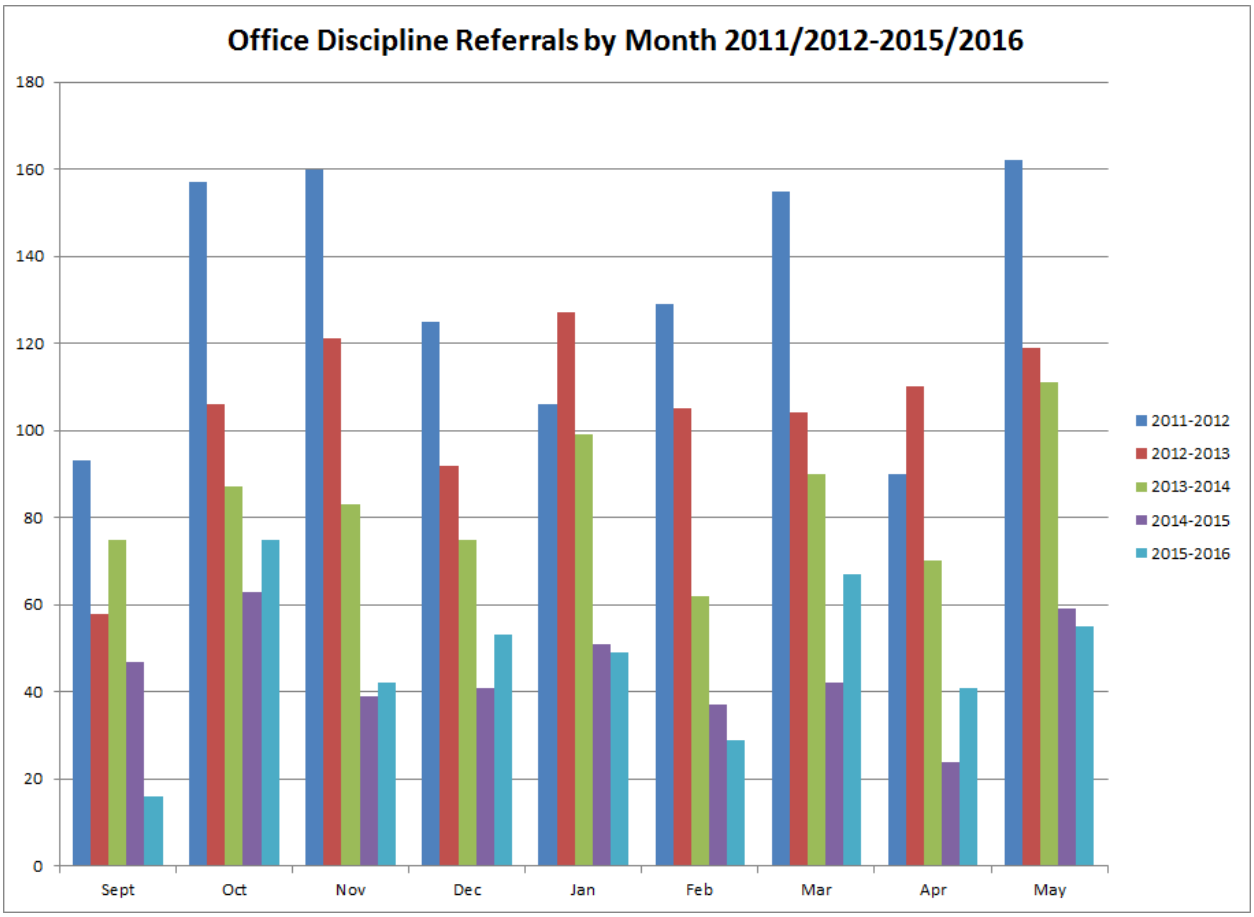
- We developed proposals for the development of activity period groups. We came up with groups that are academic, but also active and engaging, these include a chess club, a 24 game group, a knitting/sewing group, a cooking group, a debate group, among others.
- We examined the topic of “eligibility” for extracurricular events
- We worked to identify a Tier 1 social emotional health curriculum that could be delivered to students. The Why Try program has been identified as a potential resource for Tier 1 Social/Emotional health.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	With guidance from the school leader, the teachers should increase the effectiveness of communication with parents and families. · By May 6, 2016 teachers should update their Family Link weekly to ensure that information posted is timely and current. · By May 6, 2016 teachers should select means that match family needs and begin communicating with parents to update them on their student's progress in academics and behavior. Methods of communication may include DOJO, e-mail, phone call and face to face communication. · By May 6, 2016 teachers should record all contacts with parents and families through a communication log that includes date, time, topic of conversation, and outcome including future steps. · By May 6, 2016 teachers should respond to parent requests for information or call within 24 hours. Responses should be documented in the communication log. · The school leader and the Director of Curriculum and Instruction should provide a professional development session in June 2016 on the use of successful communication skills and strategies with parents and families.

- Teachers have surveyed their families to ask for their preferred methods of communication. They created a data base with this information.
- Teachers held many parent conferences with parents of students who were failing classes.
- Teachers started keeping a log of parent/family contacts.

- Teachers are updating Family Link on a weekly basis.

Student Data - Office Discipline Referrals per month



<u>Student and/or Staff Highlights:</u>

Mini Olympics coming up on the 17th

8th grade dance on Friday the 10th

8th grade dinner on June 21st

We have been planning in conjunction with Red Creek CSD to get our 2016 Summer School Program ready to go.

Quarter 4 awards on June 22nd

Discussing Middle School Social Studies curriculum and the impacts from the new Global Studies Regents. Our 8th graders will be the first cohort to take the test!

5th graders visited the Rochester Museum and Science Center through the Challenger program