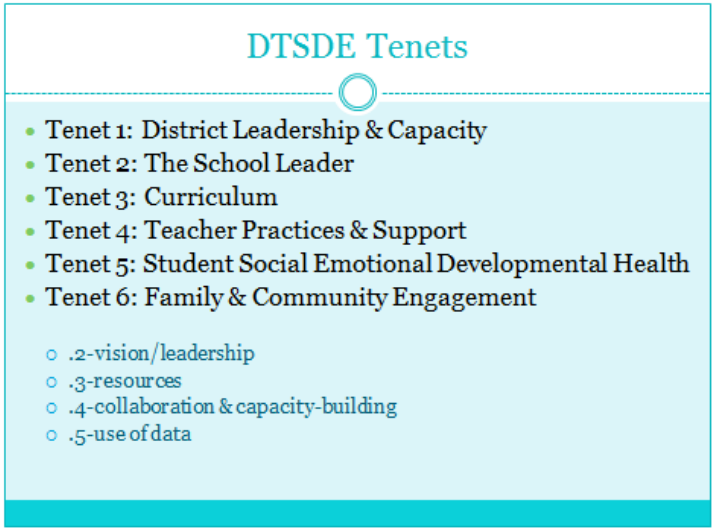
Mark Mathews
Report to the BOE
North Rose-Wolcott Middle School

Date of meeting:

The Middle School is a Focus School. As such, we underwent a review from an Integrated Intervention Team (IIT) during the spring of 2016. The IIT used the Tenets below to guide and focus their recommendations.



The Middle School Leadership Team (SLT) met to review the recommendations of the IIT and collaboratively generated a SCEP (School Comprehensive Education Plan) at the end of the 15.16 school year. This plan is specific to the MS and, through intervention and action steps, specifically addresses the gaps identified by the review team. Note that Tenet 1 is not applicable to the MS SCEP due to the fact that it provides for district-level action steps.

The Middle School Report will look a little different due to the connections between our building-level SCEP and the Strategic Action Plan that encompasses the larger district's improvement initiatives. Of course I'm pleased to answer any questions that arise.

Strategic Plan Goal	Action Step	Progress
1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).	**Action Step 1:** Establish and implement district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.	• Establish School Leadership Team o Establish purpose of the SLT-to serve as stewards of the SCEP and SAP, provide leadership and problem-solving using the School-based inquiry process, analyze student data, develop action plans as a result of the data, share those plans with staff at monthly faculty meetings, provide professional development, and monitor the implementation of the action plans using a common tool. (Tenet 2) o Develop protocol for SLT meetings and processes, schedule meetings. (Tenet 2) o Discuss and agree on monthly PD focus areas (see below). Decided that we would create focus areas from September-January, then request a day to meet, review data from faculty meetings and student data, then develop a plan for February-June. (Tenet 2) • Establish school MTSS team (Tenet 2, 4, 5) o Set goal for MTSS team, the creation of an MTSS manual describing tiers, processes, supports, data triggers, parent involvement. (Tenet 2, 4, 5, 6) o Present handbook to staff and develop a plan for training-presented handbook to staff but in progress of developing training plan. (Tenet 2, 4, 5) • Cougar Pride Team (PBIS team) created and presented a handbook for school-wide PBIS activities during the 16.17 school year. (Tenets 2, 4, 5) • Establish Student Support Team (counselors, psychologist, 1 general education teacher, 1 special education teacher, AP, P) to create a Social-Emotional Health Plan at NRW MS.(Tenets 2, 5) • Begin administration of STAR Reading and Math, along with F and P testing in

		September. (Tenet 2, 4,) • All SLT members engaged in the SBIP process to review the NYS ELA and Math data from spring of 2016. (Tenet 2, 3)
	Action Step 2: Provide access to General Education curriculum for all students	• All teachers have active interim assessments to use for the 16.17 school year. Results will be used for SBIP through SLT and vertical teams. (Tenet 2, 3, 4)
	Action Step 3: Work with families as partners in learning.	• Examined end of year survey conducted through School Climate Transformation Grant, analyzed feedback. Found an issue with the survey itself, apparently miscopied and sent home incomplete, providing unreliable/vague data. Exploring new plan to get parent perceptions/feedback. (tenet 6) • On August 30th, met with NRW MS parent group to discuss strategies to expand the team and re-establish role. We also reviewed our NYS testing data. Tenet 6 • Shared expectations for NRW MS staff member communication with parents, and also sought their input on how to engage parents in the monthly meetings, and other activities, such as chaperoning dances, musicals, or other activities.(tenet 6) • We discussed the promotion of a positive culture and climate through mutual communication and appreciation, it was agreed that we need more parents and families involved, we discussed potential for babysitting or snacks provided at meetings, and what the format of the meetings would look like, along with meeting times that are convenient to families. (tenet 6) • During September, all teachers are to make contact with all families and establish a "preferred method of communication." Teachers will also be keeping a contact log throughout the year, they will contact parents of students who have earned awards or are being recognized, they will organize parent conferences for students who are failing classes or not meeting expectations, they will call parents when completing office discipline referrals, and will contact all families of students who

		are failing classes one week before the end of the interim or the quarter. (tenet 6) • Parents who cannot be reached will be contacted through the guidance office, those who remain without communication as of September 23rd will be referred to McKinney Vento-for contact. (tenet 6)
	Action Step 4: Utilize focused professional learning to support district-wide initiatives.	• As indicated above, SLT developed monthly focus areas from September to January 2017. These focus areas are used to create professional learning opportunities for our teachers (Tenet 2, 3, 4) • Staff feedback and formative assessment will be used to evaluate staff growth towards targets. Assessments will be analyzed by SLT to determine future supports and learning activities. (Tenet 2, 4)
	Action Step 5: Develop opportunities for targeted instructional time for students who are not meeting benchmarks.	• As indicated above, MS MTSS team developed MTSS handbook, presented to staff at opening meeting. Are in process of developing a plan for faculty development and capacity to use processes outlined in the handbook. (Tenet 2, 4) • Coordinated reading teachers, math teacher, counselors to organize all students who will participate in AIS through reading groups, math intervention groups, writing groups, and/or social/emotional groups during study hall periods or during open periods. More information is coming after STAR and F and P administrations.
2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	**Action Step 1:** Provide access to enrichment opportunities for all students	• Increase frequency of communication about expectations with advanced courses to parents in grades 5 and 6. There will be two general letters sent home to sixth grade students describing process and expectations and one letters sent home with fifth graders. (Tenet 6) • We have developed a monitoring plan for students who are in advanced classes in seventh and eighth grades. We have math 7E, science 7E, Common Core Algebra, Living Environment, Studio Art, Advanced Art, and Advanced Spanish. The monitoring plan is based on 5 week intervals and offers varying levels of support and intervention. The goal is for students to maintain high level of performance

		and success. (Tenet 3, 4) • All students who are in Science 7E will take the NYS 8th grade science test. They must meet the benchmark in order to enroll in Living Environment. Students who do maintain proficiency in advanced classes will have an RTI plan. • All parents of students in advanced classes know that all students in CC Algebra or Living Environment who do not score an 80% or better on the Regents will be participating in AIS and retaking the Regents exams in order to earn a better Score. They have acknowledged and returned a signed statement indicating their understanding. • We are looking to integrate robotics/coding into our After School Discovery Programming.
	Action Step 3: Use assessment information to intervene for students at proficiency and mastery levels **Action Step 4:** Provide professional development for staff around quality assessment writing and data analysis	• We have disaggregated our NYS Math and ELA results, identifying students who fall within the range that would constitute "hi" and "low" standard scores within Performance level ranges. We are putting this information in teachers' hands, and it will be used during leverage leadership conversations. • Our monthly focus areas include professional learning around the use of formative assessment data to improve instruction.
	Action Step 5: Develop a continuum of support for students achieving at all levels **Action Step 6:** Provide professional development for staff around MTSS and types of intervention at higher levels	• MTSS team created an MTSS handbook. See above • See our monthly focus areas and our steps to analyze and organize students during study hall periods.

Strategic Goal 4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.	**Action Step 1:** Create a STEAM task force (10 members, 3 per school, and an administrator) **Action Step 2:** Promote STEAM through NRW educational community	• We have identified a teacher to participate on the STEAM task force. • We are exploring the options of teaching Coding and robotics through the After School Discovery Program.

Focus areas North Rose-Wolcott Middle School

9/16-1/17

Month	Focus	Criteria
September *Sept 1st Faculty Meeting and Sept.newsletters and LL focus/data for SLT. Team will be used for follow up.	Learning target *embed student engagement into all months (activate prior knowledge)	· Learning targets are framed in student-friendly language · LT is standards-based · Teacher refers to target throughout lesson, including closure · Students understand and make connections to target Students can connect the target to life outside of school, other subject areas, or their future stories · There is evidence of support and modification, including visual cues, modified assignments, MTSS structures, student groupings · Students volunteer and participate in the learning activities · Students understand the criteria their work will be measured against, and all classroom expectations
October	Identify complex text in all all areas. (Qualitative	· Teachers are using complex text to teach content in all

*Sept 26th Faculty Meeting and October newsletters and LL focus/data for SLT. Team will be used for follow up.	and Quantitative) Close reading and text selection *embed student engagement	subject areas (except guided reading) · Teachers in all subjects embed ELA standards in all content lessons. Math standards are embedded when appropriate. · There are multiple, CCSS-appropriate text selections for a given topic
November *October Faculty Meeting and November newsletters and LL focus/data for SLT	Close Reading AND creation of text dependent questions *embed student engagement	· Students close read, modeling the process: first read (getting to know the text), second read (find the Gist), third read (connect to the target via teacher-directed text-based questions) · Text –Dependent questions
December *November Faculty Meeting and December newsletters and LL focus/data for SLT	Formative Assessment (District-wide) *embed student engagement	- Teachers use formative assessment strategies frequently during their lessons. - Formative assessments give information about student progress towards targets. - Formative assessment strategies are connected to instructional strategies.
January *December Faculty Meeting and Jan. newsletters and LL focus/data for SLT As of 9/7, January's focus is under review by the SLT.	Text-Dependent Questions Teachers bring a text (article or resource) they want to use to December Faculty meeting. Something that will be teaching - practice session) *embed student engagement	· Questions require students to engage with text at higher levels · Questions require students to discover answers by extracting evidence from the text. · Are framed around different levels specificity, from word to sentence to paragraph to segments to entire text to across texts. · Require the student to respond in writing to demonstrate their learning and understanding of the text. Students are responding to text in writing every day.