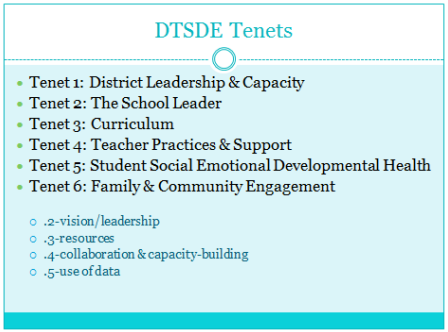
Mark Mathews
Report to the BOE
North Rose-Wolcott Middle School

Date of meeting: October 11, 2016

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.




| Strategic Plan Goal | Action Step | Progress |
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| 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. | • (Tenet 4.5) Math teacher, Mrs. Morgan, conducted a math screening for all students in grades five and six. The screen measured 5th grade-place value, writing numbers, value of numbers, comparing numbers, rounding to 10s, rounding to 100s, adding and subtracting up to 3 digits, multiplying by 1 and 2 digits, subtracting money, dividing by 1 or 2 digits, and 2 step word problems using addition and subtraction. 6th grade-multiplication and division to 2 digit, adding/subtracting fractions with like and unlike denominators, comparing fractions, multiplying fractions and whoe numbers, and 2 step addition and subtration problems. These outcomes were used to form math interventions and math intervention groups. We are starting with fluency practice, then moving on to constructed response questions.<br>• (Tenet 4.4) seventh and eighth grade teachers participated in grade level training on the process of conducting Tier 1 MTSS meetings for individuals and groups of students. |

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| | | • (Tenets 4.2, 4.3) Teachers began turning in Week at a Glance forms. |
| | **Action Step 2:**<br>Provide access to General Education curriculum for all students | • (Tenet 5.3) Started kindness incentive for students to earn tickets. When adults recognize them for being kind to others, they earn a ticket that gets entered in a monthly drawing for a small prize.<br>• (Tenet 5.2) We started an incentive program for students who were chronically absent in 2015-2016 where they get free entry to the school dance and other incentives for improved attendance. Additionally, all students on this list have been asked to identify a "trusted adult," someone they can reach out to when they are having difficulty. We document the names of these trusted adulst an involve them when students on the chronically absent list are having difficulty and also for celebration.<br>• (Tenet 5.2) We received student attendance surveys back from studennts on the chronically absent list from 15-16 and are using the data to plan for additional activities and intervention as the year goes on.<br>• (Tenet 5.3) We are creating after school activities for our students, as recommended by the NYSED review last spring. Activities will include groups like legos clubs, chess club, fishing club, more to come….<br>• Middle School Cougar Pride team hosted a building-wide Block Party-with the goal of promoting a positive culture and building relationships among students and between students and teachers. Teachers planned activities in their rooms, such as tower building, structure competitions, and karaoke, as well as games, legos, activities, and other activites for students.<br>• 5.4 Cougar Pride introduced building-wide recognition systems for students being safe. Recognition includes tickets that are entered in a raffle for a small prize at monthly assemblies. |

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| | **Action Step 3:**<br>Work with families as partners in learning. | • Tenet 6.3 All parents were contacted and asked to identify their preferred method of contact. All teachers actively reached out to parents to ask them which method (email, cell phone, work phone, home phone) they preferred for contact from the school. Grade level teachers submitted forms to the counseling office, and the list is being compiled and will be uploaded to SHARES so that all teachers who work with all students can find each individual family's preferred method of contact.<br>• Tenet 6.3 All teachers are keeping a log of parent and family contacts-this has been started and will continue through the school year.<br>• Middle School Cougar Pride team hosted the Open House Hot Dog Roast for all middle school students and families. 58% of our families attended this event. This is a starting data point for us as we have not tracked the percent of families in the past; we have tracked the number of people who attended.<br>• 6.3 All parents of students who qualify for or are receiving AIS are sent letters informing them of the services their child will receive beginning 9.26.16 |
| | **Action Step 4:**<br>Utilize focused professional learning to support district-wide initiatives. | • (Tenet 2.5) Principal starts Leverage Leadership, focusing on good learning targets. Principal reports data back to School Leadership Team. Data represents level of implementation of effective strategeis for using learning targets to support all learners.<br>• (Tenet 2.3) School Leadership Team met on 9.19.16 to discuss upcoming faculty meeting, review exit data form faculty meeting and TEAM meetings, to form plan that addresses gaps during October Faculty meeting: Topic-Close Reading and Text-Dependent Questions. |
| | **Action Step 5:**<br>Develop opportunities for targeted instructional time for students who are not meeting benchmarks. | • (Tenet 3.5) Beginning 9.6.16, 54 seventh and eighth grade students have participated in small-group reading instruction 6 out of 8 days with a certified Literacy teacher.<br>• (Tenet 3.5) Beginning 9.26.16, and additional 41 students in grades five and six have begun participating in small group, intensive reading instruction with certified Literacy teachers five days a week. All students in fifth and sixth grades are participating in small group reading instruction daily, but not all with certified |

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| | | literacy teachers.<br><br>• (Tenet 3.5) Beginning 9.26.16, 52 seventh and eighth graders started Writing Workshop. This is a research-based program, units of Study, by Lucy Calkins. These groups meet three out of 8 days and they are taught by certified literacy teachers. Students in grades five and six have writing instruction daily using this program. |
| 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:**<br>Provide access to enrichment opportunities for all students | • (Tenet 5.2)We are developing after school groups for all students. These will begin on October 17th.<br><br>• (Tenet 5.2 and 3.4)John O'Brien is serving as the MS STEAM team representative. Mr. Furletti may join the group next month.<br><br>• (Tenet 3.2) We have started a robotics group that meets two times per week for two hours per session. We are very excited that Mr. O'Brien is spearheading the work of this group and that the group is meeting for such an extended period of time. We currently have 16 students involved.<br><br>• (Tenet 6.2) We are working with a community member who has experience teaching coding. We are looking to schedule him for a day per week to work with groups of students on coding.<br><br>• (Tenet 2.2) SLT is scheduled to talk about enrichment strategies at our next meeting. |
| | **Action Step 3:**<br>Use assessment information to intervene for students at proficiency and mastery levels | • (Tenet 3.5)We have identified students who are in advanced classes for additional support through the MTSS process. The time frame and process for this group of students is different, though, because there are times when students are re-enrolled in general math, art, and science due to achievement, student, or parent choice.<br><br>• (Tenet 3.5)We are using NYS assessment data, STAR reading and STAR math to identify students who may be available to participate in enrichment instruction. |

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| Strategic Goal 4:<br><br>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:**<br>Create a STEAM task force (10 members, 3 per school, and an administrator)<br><br>**Action Step 2:**<br>Promote STEAM through NRW educational community | • See above for enrichment |

Focus areas North Rose-Wolcott Middle School- October Leverage Leadership

| Criteria of the Text | Very complex | Moderately complex | Readily accessible |
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| Meaning | The text contains multiple purposes. The primary purpose is subtle and/or intricate | The primary purpose of the text is not stated explicitly but is easy to infer. | The primary purpose of the text is clear and concrete. |
| Structure | Connections among an expanded range of ideas are implicit, subtle, or ambiguous. | Connections between ideas, processes, or events are implicit or subtle. | Connections between ideas, processes, and events are explicit and clear. |
| Knowledge demands | The subject matter of the text relies on specialized, discipline-specific knowledge | The subject matter of the text involves some discipline-specific knowledge, more explanation in the text | The subject matter of the text relies on little or no discipline-specific knowledge. |

Please note that we are beginning to analyze text in this way, we have many teachers who have limited experience with text analysis or literacy instruction. I will be looking at the resources that students are presented with when I am in the classrooms for Leverage Leadership, along with all other aspects of the lesson.

In addition to my report for this month, I'm sharing information about the Honor's Trip plan for this school year. Over my three years in North Rose-Wolcott, I've noticed that the Honor's Trip Criteria has not consistently produced a list of qualifying students that is representative of our student population. This would include students from economically disadvantaged families, students with IEPs, 504 plans, or who are language learners.

I've asked the team of teachers who have organized the Honor's trip to revisit the criteria, submit an educational plan that is closely tied to the NYS Standards at the 8th grade level, and schedule the trip so that only one day of school is missed.

Additionally, we revisited the criteria so that the student population should have equal access to participate in this wonderful opportunity. This means that students can occasionally make mistakes while they are in middle school and still qualify. It also means that we have taken a closer look at the grading formulas and accounted for students who may have special needs. One of the potential concerns here is that we could be perceived as "lowering the bar" for students with special needs and making it "easier" for them. We should expect equal representation of all groups in our most successful students. This is a topic we must continue to address as we confront issues of equity in all aspects of our school. We have a considerable amount of work to do engaging our boys and helping them find success academically and socially.

They have done this and I am sharing the criteria with you. See below.

| Student Groups | 15-16 | 16-17 |
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| Total students | 29 | 56 |
| Males | 8 | 17 |
| Females | 21 | 39 |
| IEP students | 0 | 6 |
| 504 students | 0 | 3 |
| ESL | 0 | 5 |
| Economically challenged | 7 | 23 |

| **Itinerary** | **Activity/Resources** |
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| Top of the Rock | https://www.topoftherocknyc.com/static/legacy/images/teacher_guide.pdf Complete the before the trip lesson during an afterschool meeting. On the bus ask students to share what they learned during their visit there. |
| Metropolitan Museum of Art | Have students record 2 pieces of work that they found interesting and what they learned about it. Have them answer how is culture impacted by the artwork that was displayed at the museum. |
| The Beast | Discuss the history of the Statue of Liberty<br>http://www.libertyellisfoundation.org/statue-history |
| **Museum of National History** | Have students complete a sheet of three things they learned during their visit and 1 question they may have. |
| Wicked | http://www.telecharge.com/showimages/wickedstudyguide.pdf complete a lesson that is selected by teacher chaperones to complete during a meeting at school. |
| Times Square | |
| Lower East Side Tenement<br>*Aligns with SS Curriculum | https://www.tenement.org/files/oral_history/Oral%20History%20Lesson%20Plan%20-%20Middle.pdf lesson provided from tenement house museum website<br>Complete during a meeting. |
| Chinatown/Little Italy | https://www.nps.gov/nr/feature/asia/2010/chinatown_little_italy_hd.htm<br>Complete a KWL chart and then share information about Chinatown/Little Italy. |
| **9/11 Museum**<br>Complete activity during Honor's Trip meeting. | http://timeline.911memorial.org/#Timeline/2<br>Review timeline of events of 9/11<br>Reflect on what students learned about the event.<br>Complete during a meeting. |

See attached for Honors Trip Selection Criteria

# 8th Grade Honors Trip
# Selection Criteria

Revised October 2016
40 - 50 students 10 - 15 parents 4 teacher chaperones 1 tour escort
Numbers may vary depending on eligible students

<u>Initial Screening</u>

1. 8th grade students with overall 7th grade cumulative GPA of 85 + (General Education Students), a 80 + (students with a 504 plan), or a 75 + (students with an IEP).
2. Disciplinary record from 5th, 6th & 7th grade.
   No more than one of the following:
   1 OSS (Out of School Suspension)
   1 ISS ( In School Suspension)
   The teacher coordinators and middle school principal will review each student's disciplinary records.
3. Attendance – Student did not exhibit unreasonable - non-health related absences in 5th, 6th or 7th grade.
4. Display the highest standard of school & community service and courtesy

A letter will be sent to the eligible students who have met all of the above criteria by October 15th, inviting them to an informational meeting regarding the honors trip. This meeting will cover how they were selected, what they need to do to maintain their candidacy, and details about the trip.

<u>What honors trip students must do/have to remain a candidate.</u>

1A. Maintain an 85, 80, or 75 per students eligibility or above GPA in middle school classes
If a student drops below 85, 80 or 75 (but higher than 80, 75, or 70) they will be put on five week probation. In that time they must get their GPA up to the designated grade, or they will be removed from the trip.

1B. Maintain a 75 or above average in any advanced placement/high school level courses ( i.e. Advanced Math, Advanced Science, Studio Art)

2. Maintain an outstanding disciplinary record through 8th grade.
   No OSS/ISS
   Should a student receive a disciplinary action, the principal and teacher coordinators of the trip will determine if the infraction warrants the student being dismissed from the trip.
3. Teacher approval (all 8th grade teachers)
4. Complete an essay on the student's candidacy for the honors trip.
5. Have parent permission
6. Maintain a good attendance record
7. Attend all scheduled meetings. If unable to attend, inform the teacher coordinators of conflict.
8. Turn in all trip materials on time.