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Report to the BOE
North Rose-Wolcott Middle School

Date of meeting: November 8, 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.

DTSDE Tenets

- Tenet 1: District Leadership & Capacity
- Tenet 2: The School Leader
- Tenet 3: Curriculum
- Tenet 4: Teacher Practices & Support
- Tenet 5: Student Social Emotional Developmental Health
- Tenet 6: Family & Community Engagement
  - .2-vision/leadership
  - .3-resources
  - .4-collaboration & capacity-building
  - .5-use of data

<table>
<tr><th>Strategic Plan Goal</th><th>Action Step</th><th>Progress</th></tr>
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<td>1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).</td>
<td>Action Step 1:
Establish and implement district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.

also

Action Step 5:
Develop opportunities for targeted instructional time for students who are not meeting benchmarks.</td>
<td>(Tenet 4.5) Math teacher, Mrs. Morgan, has been meeting with groups of fifth and sixth grade students (46 total) in a blended push-in and pull-out setting . She is focusing on math fluencies. She is assessing these students (progress monitoring) weekly. At the end of the second interim, her groups will be revisited and adjusted to accommodate new students and focus areas. These students were identified for support by a close examination of multiple data points, including a fluency assessment, the NYS Math assessment, and the STAR benchmark screening at the beginning of the school year.
<table>
<tr><th>Grade 5 fluencies</th><th>Grade 6 fluencies</th></tr>
<tr>
<td>writing numbers
place value
comparing numbers
rounding to 10s, 100s
add 3 digit numbers, subtract 2 digit numbers
subtract 3 digit numbers
subtract money, decimals
subtract across zeroes
multiplication-2 by 1 digit, 4 by 1 digit, 2 by 2 digit
division facts
division with remainder
3 digit divided by 1 digit, 4 by 1
division word problems
2 step word problems.</td>
<td>multiplication 4 by 1, 2 by 2, 3 by 2
division facts, 3 by 1 division, 3 by 2 division
fractions-adding common denominators
subtractive common denominator
comparing fractions
multiply whole numbers by fractions
multiply fractions by whole numbers
2 step addition/subtraction word problems
multi-step word problems.</td>
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(Tenet 4.4) MTSS meetings are scheduled with teachers in grades five and six on a weekly basis. Grades 7 and 8 teacher meetings are held twice during the 8 day cycle. These meetings are set up to identify achievement or behavior gaps with students, then develop plans to intervene and support individuals and groups of students.</td>
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		• (Tenet 3.5) Since 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. During the first five weeks of school, this group of students averaged a 6 month improvement in their reading level. • (Tenet 3.5) Beginning 9.26.16, and additional 44 students in grades five and six began 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 literacy teachers. The students working with the reading teachers were assessed using the STAR reading assessment after two weeks of grouping. On average, the group of students improved by 4 months in their reading level. • (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. We are working on a system for reporting and analyzing data related to writing. More coming soon on this.
	Action Step 2: Provide access to General Education curriculum for all students	• (Tenet 5.3) Started safety incentive for students to earn tickets. When adults recognize them for being safe to others, they earn a ticket that gets entered in a monthly drawing for a small prize. • (Tenet 5.2) We continue our incentive program for students who were chronically absent in 2015-2016. Students earn free entry to the school dance and other incentives for improved attendance. • (Tenet 5.2) We received student attendance surveys back from students 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. • (Tenet 5.3) We have started after school groups: Art Club, Cross Stitch club,

	Foosball club, Robotics from 3-5 on Tues/Thurs, Guitar club, composer's club, meditation, fitness club. Coming soon, gentleman's club. Attendance is being kept and analyzed alongside achievement data. • We had our Halloween dance on October 14th and had a great turnout. We have a separate dance for the fifth graders, and this year we saw 64 fifth graders! This is nearly double our participation last year in fifth grade. There were 170 students in grades 6-8, giving us a total of 234! This was a busy night, but overall, a lot of fun for students. We removed the restrictions of "eligibility" for extracurricular events (part of the NYSED recommendations), which we believe led to the significantly larger turnout. • ELA and Math teachers will administer interim assessments during the week of 11/7/16
Action Step 3: Work with families as partners in learning.	• Tenet 6.3 All teachers are keeping a log of parent and family contacts-this has been started and will continue throughout the school year. • The NRW MS parent group will meet at the MS on November 16th at 5:00 PM. We are working to provide child care, but need some help providing transportation for any families who might be interested in attending but cannot come due to transportation problems. We are working to get as many parents involved as possible from all subgroups. • The goals of this group include building communication and community between the school and families.
Action Step 4: Utilize focused professional learning to support district-wide initiatives.	• (Tenet 2.5) Monthly focus area for November-Close Reading and text-dependent questionss. Principal reported learning target data back to School Leadership Team from the months of September and October. Data represents level of implementation of effective strategeis for using learning targets to support all learners. For Learning Target implementation, Principal reports 1.8 out of 3 for level of implementation. While some progress has been made, more work needs to be done. Teachers will engage in the scoring of their imlementation of learning targets and close reading protocols during upcoming leverage leadership visits. • (Tenet 2.3) School Leadership Team will meet on 11.7 and 11.21.16. They will

		report out to constituents on 11.14.16, reviewing exit data from faculty meeting and TEAM meetings, to form plan that addresses gaps during November Faculty meeting: using formative assessment effectively in the classroom.
	Action Step 1: Provide access to enrichment opportunities for all students	• (Tenet 5.2)We began after school groups for all students. These began on October 17th. • (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. • (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. • (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. • (Tenet 2.2) SLT is discussing enrichment strategies at this months' meetings
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 3:** 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. • (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.

Focus areas for NRW Middle School-September Leverage Leadership-The effective use of good learning targets

Criteria	**3**	**2**	**1**
Learning targets framed in student-friendly language	Clear evidence that the phrasing, content, and terms included in the learning target have been fully clarified.	Evidence that some of the phrasing, content, and/or terms included in the learning target have been clarified, or partially clarified.	The learning target has not been clarified.
Learning target is understood by students	Students can describe what is being learned without looking at the target, and make connections between what they are doing and the target.	Students know where the target is and can read the target when asked.	Students do not know where the target is or there is no visible target.
Learning target is measurable	Learning target is phrased so that criteria for success are clear and measurable.	The target is not measurable or the criteria for success are not clear.	The target is not measurable and the criteria for success are confusing.

Focus areas North Rose-Wolcott Middle School- October Leverage Leadership-the selection of appropriate

Criteria of the Text	Very complex	Moderately complex	Readily accessible
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.

Focus areas for November-Close reading and text-dependent questions

Criteria	Fully implemented 3	Partially implemented 2	Not yet implemented 1
Textual resources involved with the lesson	There is an article, a journal entry, a book, a chapter, a blog, or other text that is central to the lesson as a resource. The text is challenging and relevant to the learning. Students interact with the text as part of the lesson.	There is an article, journal entry, book, chapter, blog, or other text available to students; however the text may not be challenging or relevant to the learning. Students may not be asked to interact with the text as part of the lesson.	There is no text that is provided as part of the lesson.
Students are following the protocol for close reading.	1. Students read through the text the first time to get the flow of the text. 2. Students read through portions of the text a second time to find the gist. 3. Students read through the text a third time to connect the reading to the target through teacher-directed text-based questions.	Students follow aspects of this process, perhaps leaving out a step, do not write the gist in the margins, or do not circle unfamiliar words, etc,	Students do not use close reading process when interacting with text.
Text-Dependent questions	Text-dependent questions guide Close Reading activities. Strong text-dependent questions: • Draw the reader back to the text to discover what it says. • Have concrete and explicit answers rooted in the text. • Frame inquiries in ways that engage the reader in finding the information directly from the text, not focused on background knowledge, opinion, or speculation	There are text-dependent questions, but they are loosely connected to the text, but allow for some interpretation that connects to background experiences or memory.	There are questions about the text, but they do not require that the reader read the text to answer them.