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

Date of meeting: December 13, 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.

Upcoming events!

1.7.17-After School Discovery Foosball Tournament-Also scarf and blanket-making for local nursing homes-students will make them and donate

1.13.17-MS dance 5:00-6:15-5th grade, 6:30-8:30-6th-8th grades

1.15.17-Honor's Trip Bowl-a-Thon

1.19.17-Roller Skating Party at NRWE-6:30-8:30

1.24.17-Parent meeting 6:00-7:00

<table>
<tr><th>Strategic Plan Goal</th><th>Action Step</th><th colspan="2">Progress</th></tr>
<tr><td rowspan="2">1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).</td><td rowspan="2">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</td><td colspan="2">(Tenet 4.5) Math intervention teacher continues to meet 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. The math itnervention teacher continues to work with these students through November and December. She is using progress-monitoring techniques to move students in and out of the groups.</td></tr>
<tr><td>Grade 5 fluencies
• writing numbers
• place value
• comparing numbers
• rounding to 10s, 100s
• add 3 digit numbers, subtract 2 digit</td><td>Grade 6 fluencies
• multiplication 4 by 1, 2 by 2, 3 by 2
• division facts, 3 by 1 division, 3 by 2 division
• fractions-adding common denominators</td></tr>
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	meeting benchmarks.	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.	• 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.
		• (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. <u>Update for December:</u> Seventh and Eighth grade teams are engaging in a data dive using the School-Based Inquiry Process, where they examine student attendance data, discipline data, student grades, interim assessment data, and student participation data through an examination of uncompleted assignments during the first marking period. This data dive will occur over two grade level meetings. The team will use this information to create a "Tier 1 action plan," where teachers identify strategies that will hopefully close gaps between groups of students over a set period of time. The plan will specifiy goals and time frames for their accomplishment. At the end of the planned period, teachers will revisit the plan, re-examine student data, and create a new plan or continue successful strategies from the initial plan. <u>Update for January</u>: Teachers are collecting data for their action plans, which they created as a result of the SBIP activities in December. Teachers will continue to implement until the first week of February, at which time, they will analyize data and develop additional interventions based on outcomes and midyear review sessions (described below).	

		• (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. <u>Update on the Reading program-December:</u> Reading intervention groups in the 7th and 8th grade were identified using three assessment protocols: NYS ELA Testing, STAR Reading Assessment, and the Fountas and Pinnell Benchmark System. Each intervention class meets for 56 minutes on 6 of 8 days in each instructional cycle. Currently, formative assessment (CCLS aligned Multiple Choice and Short Constructed Response Questions, Running Records, anecdotal notes, etc.) drive daily instruction while overall student performance is assessed using these aforementioned formative assessments in conjunction with larger scale summative assessments (extended response, projects, etc.) and a student participation rubric [see attached]. With this system, individual student goals are identified and monitored through the implementation of the workshop conference model during class as well as prescriptive assessment tools such as STAR Reading and other Renaissance Learning applications. (AR Quizzes, RL- Instructional reading, etc.). <u>Update on the Reading program for January</u>: This month, we are focusing on our systems and protocols for the reading program, grades 5-8. We are looking to refine our systems, outline our processes, and improve our protocols for identifying students and tracking their reading data. This will involve a close look at F and P scores, data collection and analysis, and improved communication between reading teachers and classroom teachers. • (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. Update on the fifth/sixth grade reading program: The groupings were identified at the beginning of the year using NYS measures (ELA testing, STAR and Fountas and Pinnell scores.) The

		groupings range from 2-3 students and are based on intensive reading programs. The groupings consist of students with tier two and three services. The lessons last for 40 minutes and have a systematic approach. The focus has been on a tier two intervention system, Leveled Literacy Intervention (LLI), which follows a balanced literacy approach. Each lesson targets the following components: comprehension, fluency, vocabulary, decoding and close reading. (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.
	Action Step 2: Provide access to General Education curriculum for all students	• (Tenet 5.3) Continued incentive for students to earn tickets. When adults recognize them for being safe, they earn a ticket that gets entered in a monthly drawing for a small prize in December. We explicitly state what the student did to be recognized and earn the ticket. • (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) We continue developing attendance contracts with families. We have 23 students starting Check In-Check Out. We have completed all Future Stories with students in grade 5. We are recognizing students through the Student of the Month (local, ELKS, Rotary), we also use shout outs and positive referrals to recognize those students who are meeting or exceeding expectations. • (Tenet 5.3) We are implementing after school groups, Art Club, Illustrator's club, Cross Stitch club, Foosball club, Robotics from 3-5 on Tues/Thurs, Guitar club, composer's club, meditation, fitness club, games club, the Why Try program, and debate club. Attendance is being kept and analyzed alongside achievement data in the data-dive process outlined above.

	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 met on December 21st at 5:00 PM. We organized child care from student members of NJHS. We had 24 parents at the meeting, and the group represented several different subgroups of our school. We talked through the NRW strategic plan, and some of the major initiatives that we are focusing on through our SCEP this school year. • The goals of this group include building communication and community between the school and families, and we will continue this work, making certain to get as many people involved as possible, and to continue to invite parents to invite friends or neighbors to our meetings.
	Action Step 4: Utilize focused professional learning to support district-wide initiatives.	• (Tenet 2.5, 2.3) See below for steps we are taking for our midyear review.
	Action Step 1: Provide access to enrichment opportunities for all students	• (Tenet 5.2)We are implementing after school groups for all students. These began on October 17th. • (Tenet 3.2) Our robotics group continues to meet frequently. They recently traveled to Syracuse for the first of what we hope will be many competitions for our team. We continue to be 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	**Action Step 3:** Use assessment information	• (Tenet 3.5)We have identified students who are in advanced classes for additional

has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	to intervene for students at proficiency and mastery levels	support through the MTSS process. We are continuing to monitor these students and providing support as needed. • (Tenet 3.5)We are using NYS assessment data, STAR reading and STAR math to identify students to participate in enrichment activities.

Update for January: Midyear Review:

Our School Leadership Team is working on a plan for a midyear review of our professional development and focus areas. M. Mathews has discussed a plan with the School Leadership team whereby our BOCES coaches, Tammy Jones and Betsy Serapillio-Frank, along with Melanie Stevenson, conduct a review of our implementation of learning targets in our lessons, our formative assessment strategies, and student engagement. This midyear review will be done as part of our SCEP review, and in preparation for our spring review and plan for 2017-2018 school year. Our rationale for the midyear review:

- The focus areas we identified in August and focused on during the fall (learning targets, close reading, text-dependent questions, close reading, and text complexity) were relevant to our instructional programs. We also believe that the effective implementation of the strategies included in those focus areas could have a significant impact on student engagement and achievement.
- We are reflecting on the fact that some of the focus areas don't apply directly to everyone. For example, math instruction does not improve substantially when we focus on close reading. We believe that we may have to explore different focus areas for different subjects this spring. We need data to help us determine if this is true, and the BOCES coaches and Melanie can provide us with the data we need to make decisions for professional development.
- There are mixed levels of implementation of some of our focus strategies. There are trends that we could discuss at our planning meeting this January if we have data from our midyear review.
- The learning target focus, the formative assessment focus, and a general "student engagement" focus would be the most appropriate and helpful data points to help us plan for the spring focus areas. The "complex text" focus is important, but might be more appropriate for summer PD, or some more in-depth PD as teachers are planning their units and preparing for the school year.

SLT will use the data from the midyear review is meeting to review our SCEP and plan our PD for the spring, and likely beyond that as the end of year SCEP report will drive the work that we will do over the summer and beyond. We are proposing that Betsy, Tammy, and Melanie conduct classroom visits in all

classes, for 20 minutes at a time, to provide for a triangular analysis of implementation data. Each teacher would be visited 3 times, and the visitors would look for:

Learning targets (using this draft rubric)

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.

Formative assessments (see draft rubric below)

Criteria	Fully implemented 3	Partially implemented 2	Not yet implemented 1
Frequency of checks for understanding	Teachers frequently use formative assessment strategies to check for student learning	Teachers occasionally use formative assessment strategies to check for student learning	Teachers may initiate an assessment that students don't participate in, or teacher doesn't use the information from a formative assessment strategy, or there are no formative assessment strategies used.
Relevance and effectiveness	Formative assessments are relevant and measure student learning towards the target	Formative assessments measure student understanding of the directions, and less about the learning.	The teacher does not use the assessment information, or the assessment tool is unclear, or the tool does not measure learning.
Teacher uses of assessment data	The teacher collects relevant information from all students and makes well informed, and skillful adjustments to the lesson that greatly improve student opportunity to master the target	The teacher collects relevant information but makes adjustments that further confuse some students	The teacher collects information from only some students, or does not make any adjustments to the lesson.

- Student engagement (see draft below)

Criteria	Fully implemented 3	Partially implemented 2	Not yet implemented 1
Student motivation	Students are enthusiastic, interested, thinking, and/or solving problems. They persist through challenges.	Some students are interested, some persist through challenges, others give up or rely on others to do things for them	Few students are interested, some may be non-compliant with expectations or passive.
Student participation	Students actively working, or participate actively. Students are supported through differentiation as needed.	Some students re working/participating, others are off task.	Many students are off task.
Activities/pacing	Tasks require high-level thought, students are invited to explain their thinking, students have enough time to engage	Tasks may require high-level thought, but students are not required to explain, there may be down time, or not enough time for learning activities	Low level tasks, students passive

The three reviewers would visit classes, and rate their observations. No names would be shared. The three would provide a summary of their findings to SLT, and we would use this information to plan for spring activities and other decisions that have to be made.

I will provide a summary of this data for my February BOE report, as well as a framework of our plans for spring and perhaps summer professional development.