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

Date of meeting: March 14, 2017

Upcoming Events

March 13th – 7th and 8th grade Cyberbullying and Sexting Presentation (parents are invited to attend as well) at 7:40 in the MS Auditorium. Presented by Deputy Picket, Assistant District Attorney Erin Hammond, and Probation Officer Erin Murphy.

March 14th – PI Day Assembly – 7:25-7:45

March 15th – Spring Pictures!

March 17th – 5th and 6th grade Early Release (10:30) for Parent Conferences. 7th and 8th grade Career Day from 12:00-2:10. We have 15 different visitors/presenters (example – WFL BOCES, Montezuma Wildlife, Retired Army Veteran and former guard at the Tomb of the Unknown Soldier, and MORE).

March 20th – The National Junior Honor Society Induction will be held at 5:30 in the MS Auditorium. (*refreshments will be served after in the library.)

March 22nd – LMS Parent Team Meeting – 5:00

March 24th and March 25th – The MS Presents "Beauty and the Beast Jr." 7:00 in the MS Auditorium

March 28th-30th – NYS ELA Testing

March 27th and 28th - Town Hall Meetings

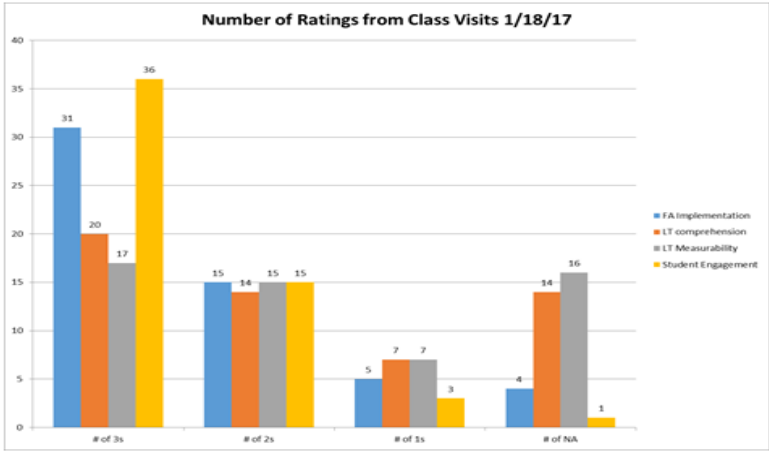
April 1st – MS Foosball Team at State Tournament in Champlain, NY

April 8th – After School Discovery Weekend Event

Focus School/SCEP

The School Leadership Team (SLT) has begun the process of reviewing our current SCEP (School Comprehensive Education Plan) and planning for our 2017-2018 SCEP. Below is a summary of the items that we are discussing and focusing on in preparation for the school review in May and the submission of our 2017-2018 SCEP.

- As we approach our 17-18 SCEP, we are anticipating a school review in May. This review is part of the Focus School designation, and will involve school/classroom visits, a meeting with a parent group, a meeting with teachers, and a meeting with students, all conducted by a designated review team.
- We are hoping that the class visits and review will provide us with data that is similar to the data we collected at our mid-year review in January. This will give us some baseline data, since there were some flaws in our midyear process. We will hopefully use the baseline data to develop the goals, action steps and needs statements in our 17-18 SCEP.
- We are reviewing all the feedback that we received from the NYSED reviewers of the SCEP. The reviewers asked some thoughtful questions about our Needs Statements, our SMART Goals, and our Action Steps. They consistently requested greater clarity and data in our document and we will connect this to the review in May.
- We are seeking increased input from our teachers and staff as we develop the 17-18 documents. SLT members are taking this on, and making themselves available for teachers to give input and ask questions.
- As part of the process of developing our SCEP, we have begun the planning stages for our school-based professional development focus areas for the upcoming school year. See the graph below. We are still in the planning stages, but see the description below the graph for our rationale:



- You may remember this graph from our midyear review in January (I shared this graph last month). In my report, I highlighted the fact that "student engagement" was our highest rated category. This meant that the visitors noticed our students participating in their learning by asking questions, following instructions, and completing tasks. We were confused by this because our student achievement is not what it should be, thus our status on the Focus School List. We ask, "If our students are engaged and participating, why is there achievement low on NYS assessments?" We hypothesize that the gaps must exist because our learning activities are not rigorous, or challenging enough. We think that our daily lessons do not prepare our students adequately, with the appropriate level of difficulty, to meet rigorous challenges on NYS assessments. Therefore, we have identified "rigor" as our PD focus for the 2017-2018 school year. We will continue our practices of using learning targets and formative assessments, but the "rigor" topic will drive our learning for the next school year. With "rigor" as our focus for next year, we will study and implement:
    - What is rigor?
    - What does it "look like?"
    - How do we plan for it?
    - How do we support our learners in accomplishing difficult tasks?
    - How can we develop perseverance in our students?
    - How can we generate more complex learning tasks and ask higher-order questions to promote more complex thinking and problem-solving?
- We also discussed the format of our building-based PD and have begun the process for planning different forms of PD, from peer visitations (where teachers visit other teachers to learn from one another's teaching expertise) and also in developing partnerships with nearby schools to participate in "learning walks." This involves teams of teachers visiting other schools, visiting classrooms, informally observing and learning from them. It also involves other schools visiting our school and giving us feedback and suggestions related to our SCEP goals.
- In short, we have a lot of work to do on our SCEP and in preparation for the2017-2018 school year.

Professional Development/Leverage Leadership

SLT also decided our PD focus areas for the remainder of the school year-we will continue to focus on

- Students understanding learning targets SAP 1, 2, Tenet 4
- Teachers using formative assessment to monitor student understanding and making adjustments. SAP 1, 2, Tenet 4
- Students understanding the success criteria for any given assignment (students understand how their work will be evaluated, in other words, how they would get an "A" on an assignment) SAP 1, 2, Tenet 4
- Student engagement-to what extent students are participating in their learning, asking questions, following instructions, and being prepared to learn. SAP 1, 2, Tenet 4, 5
- See the end of this document for the descriptors

For the remainder of the year, we will focus on:

Student Behavior – Feb. 27th Faculty Meeting – Review/refreshers. SAP 1, 2, Tenets 4, 5
March Faculty Meeting -(Testing protocols, security PowerPoint, schedule, etc.) Procedural
April – SCEP review/development. School-Based Inquiry Process as it relates to the SCEP SAP 1, 2, 4, Tenets 2-6
May trends – Review of our instructional program, review data from NYS review, summary of data from observations SAP 1, 2, 4, Tenets 2-6
June Faculty Meeting (Data – review growth from all interventions) review the 2017-2018 SCEP final copy SAP 1, 2, 4, Tenets 2-6

Scheduling for 2017-2018
Our school counselors and I have had preliminary meetings with Mr. Read and the HS counselors to frame a schedule that builds cohesion and consistency for 7th-12th grade instructional programming. We are looking to have a draft schedule developed by the April recess. SAP 1, 2, 4, Tenets 2-6

New York State testing

- The New York State ELA exam will be administered on March 28th, 29th, 30th
- Students will still have the entire day to complete each day as long as they are "productively working."
- We are working to encourage all students to participate in the testing program, reminding everyone that the tests do not constitute a grade. The information we gather from the outcomes is used to improve our instructional program as we strive to provide a world-class learning program for our students. We understand that families have the right to refuse to participate, but we are encouraging everyone to try and face the challenges represented by the exams.
- We are providing training for all staff as it relates to proctoring, test management, and procedures.
- The New York State Math exams will be administered on May 2nd, 3rd, and 4th

Category/Criteria	Fully Implemented (3)	Partially Implemented (2)	Not observed (1)
Formative Assessment – Implementation	There is evidence that teachers are frequently using formative assessment strategies, and those strategies are designed to provide the teacher with reliable information about all student's understandings in relation to the learning target.	There is evidence that teachers are occasionally using formative assessment strategies, or that strategies provide somewhat reliable information about student learning, or that only a few students are involved in the assessments.	There was no evidence that formative assessment strategies were used, or those that were used provide limited information about student learning as it relates to the learning target or targets.

	Look-fors: • Assessment is part of all classroom activities. • Teacher monitors student learning, looking at what students are writing, listen to their questions and answers, and offering feedback where appropriate. • Assessment strategies involve random selection of students to assure reliability of data. • Assessment strategies, including exit tickets, questions, and written responses are clearly connected to the learning target or targets.

Category/Criteria	Fully Implemented (3)	Partially Implemented (2)	Not observed (1)
Learning Target – Comprehension	Students can describe what is being learned without looking at the target, in their own language. They can verbally make strong connections between what they are doing and what they are learning.	Students can recite the learning target, or read it from a source in the classroom. Students can make some vague connections between what they are doing and what they are learning.	Students do not know what the learning target is, or why they are doing what they are doing in class.
	Look-fors: • When asked, students can clearly state what they are learning, some students may be able to explain why they are learning what they are learning. Please follow up with this question during the visit. • Learning targets should be present in the room, whether on the SmartBoard, a WhiteBoard, a chalkboard, and some students have a “learning target journal/notebook.” • Students should hopefully be able to put the target in their own words. • Students should also know that you are asking what they are learning, not what they are doing.		

<table>
<tr><th>Category/Criteria</th><th>Fully Implemented (3)</th><th>Partially Implemented (2)</th><th>Not observed (1)</th></tr>
<tr><td rowspan="2">Learning Target – Measurability</td><td>Learning target is phrased so that criteria for success are clear and measurable. Any student can tell you how their work will be evaluated.</td><td>Learning target defines what will be learned but may not be measurable. Some students may not know how their work will be evaluated.</td><td>Learning Target is not measurable. Many students do not know how their work will be evaluated.</td></tr>
<tr><td colspan="3">Look-fors:
Student progress towards the learning target can be measured quantitatively or qualitatively on a given assignment or task.
Students have access to rubrics, or rubrics are visible in the classroom.
Please ask, “how will you know if you met the target?” and record what the student says.</td></tr>
</table>

Category/Criteria	Fully Implemented (3)	Partially Implemented (2)	Not observed (1)
Student Engagement	All students are actively working or participating in the learning tasks or activities. Students have their learning materials out and are using them appropriately. Students may be asking questions, volunteering responses, having discussions, listening to one another, taking notes, or any number of activities that demonstrate participation.	Some students are actively working or participating. Some students may be off task. Others may be passively complying with teacher instructions. Some students may be unprepared or sit back and allow others to do the bulk of the work. Some do not participate in learning in any measurable or observable way. 25% of students	Many students are off task, or passive. Students are unprepared, disruptive, or otherwise non-participators. 50% of students.