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

Date of meeting: April 11, 2017

Upcoming Events
April 3rd-5th NYS ELA makeups
April 4th-5th NYS ELA scoring grades 3 and 6
April 6th-7th NYS ELA scoring grades 4 and 7
April 8th After School Discovery Weekend Event 9:00-2:00
April 10th-11th NYS ELA scoring grades 5 and 8
April 10th – NRW District Safety Meeting *final meeting for the year
April 13th Early release-grades 5 and 6, teacher work day
April 13th – 8th grade visit to BOCES
April 13th Quarter 3 ends
April 14th-22nd Spring vacation
April 24th- town hall meetings grades 5 and 7
April 24th – Tiered Fidelity Inventory at NRW MS – Annual Review *see below
April 25th-Town hall meetings grades 6 and 8
April 26th-School Leadership Team self-reflection, step 1 for annual school review
April 26th – NRW Trauma Team Workshop
April 28th Hat day7th
May 2nd – May 4th – NYS Math Test – 5th-8th grade

*Notes - *Tiered Fidelity Inventory* -
The purpose of the TFI is to provide a reliable and efficient measure of how we are applying the core features of school-wide PBIS/MTSS. The TFI will help us see exactly where we need to make improvements and what we are doing well and have in place. It evaluates our teams, implementation and evaluation at all three tiers.

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.

- The DTSDE review is confirmed and scheduled for May 18th and 19th.
- Denise Stappenbeck, Ed.D, Director of Curriculum, Instruction, and Assessment for Medina Central School District will be working with our school to conduct the review.
- We will provide the following to the review team as we prepare the activities on the pages below:
    - Bell times
    - Name of teacher for each class
    - Block/Period each class is held
    - Room number
    - Subject

- Grade Level

- See the tables below-these are the descriptions of the events that will take place on Day 1 and Day 2

DAY 1
School Leader Interview (Should be scheduled as the first event of Day One) – 1 hour – Day 1 – School Leader The purpose of this meeting is for reviewers to ask specific questions regarding the way the school functions, leader practices, and decision-making.
Grade/Subject Level Teacher Meeting Observation – 1 class period – Day 1 – regularly scheduled attendees The purpose of this meeting is for the IIT to observe a typical teacher meeting, where teachers may look at student work and create an action plan to address the findings from the work. The review team will ask questions of the participants during the last 15 minutes of the meeting.
Student Focus Group (Should be scheduled later in the day after review team has visited classes) – 1 class period– Day 1 – Principal selects 3 students. Each reviewer attending the focus group will identify three students to attend as well. The purpose of this meeting is to interview students to learn how students perceive the school as a community and the school-wide expectations for their work. For schools that are identified for specific subgroups, reviewers will make sure there is representation of the identified subgroup(s) at the meeting.
Principal Check-In – 15-30 minutes – Day 1 – School Leader The purpose of this meeting is for the reviewers to be able to communicate with the school leader throughout the school review process.
Vertical Teacher Focus Group (Should be scheduled later in the day after review team has visited classes) – 1 class period – Day 1 – minimum of 5 and maximum of 8 teachers providing a representative sample of grade levels and content areas. **FOCUS SCHOOLS**: If the school is identified for Students with Disabilities or English Language Learners, then at least 2 teachers in the focus group should be teachers who teach that identified group. If the school is identified for both subgroups, a minimum of two teachers total should be those who teach those identified groups. The purpose of this meeting is to interview teachers to learn how expectations, communications, and practices are consistently recognized and distributed across the school. For example, an elementary school meeting should consist of a teacher from various grade level and specialists. Schools that are identified for specific subgroups should ensure representation of that subgroup participate in the meeting.

DAY 2
Student Work Discussion – 1 class period – Day 2 – Students will be identified by the review team (must occur after the Student Focus Group) The purpose of this meeting is to discuss the work the students have produced this school year. The review team will ask students questions based on the work that appears in each child's work folder/portfolio.
Parent Focus Group – 45 minutes – Day 2 – minimum of 5 parents representing grade levels and subgroups The purpose of this meeting is to interview families to learn families' perceptions of how they are received, included and encouraged to partner with the school community for the betterment of their children's development, learning, and achievement. Schools that are identified for specific subgroups should ensure representation of that subgroup participate in the meeting. Principals can choose to: Select parents for the Parent Focus Group

OR Send an open invitation to all families to participate, and reserve a large enough space for the meeting to be facilitated that accommodates the number of attendees.
Student Support Staff Focus Group – 45 minutes – Day 2 – maximum of 8 staff - vertical representation of the student support team staff within the school The purpose of this meeting is to interview student support staff *(social workers, guidance counselors, parent coordinators, school nurse, dean, etc.)*, along with core teachers, to learn how the school supports students' social, emotional, developmental health and academic growth. Additionally, this focus group is to ascertain how well the school works to engage parents and community organizations to support students.
Principal Check-In – 15-30 minutes – Day 2 – School Leader The purpose of this meeting is for the reviewers to be able to communicate with the school leader throughout the school review process.

The review process requires a lot of planning, but we are much more prepared to deal with these challenges this year than we were last year , where we had a short time to prepare and organize. We hope the process provides us with good information and feedback that will lead to a well-developed SCEP with measurable goals and action steps.

Professional Development/Leverage Leadership

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:

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

There have been preliminary meetings between the Elementary, Middle, and High School Principals and we are drafting schedules for the 2017-2018 school year. As we build these schedules, we are focused on the Strategic Plan, and the goals and action steps outlined there. We hope to build cohesion and consistency for elementary, middle, and high school instructional programming. We are looking to have a draft schedule for the 2017-2018 school year developed by the April recess. SAP 1, 2, 4, Tenets 2-6

New York State testing

- We had 35 refusals, which puts us at about 91% participation. This does not put us at our goal of at least 95%. Neither parents nor students have to provide a reason to refuse in order to refuse to participate. It is their right. I do ask every parent why they refused, and for most, they say that their child is anxious/scared about the test. Still other parents refused because the test doesn't' count for grades, and they want their child/children to focus on improving their grades. Students who refused read independently for the entire testing period.
- We continue 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.
- Overall, our students put forth good effort, and we look forward to seeing the results.

- The NYS Mathematics Exam is scheduled for May 2nd, 3rd, and 4th. Students will still have the entire day to complete each part of the test as long as they are "productively working."

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.		

Category/Criteria	Fully Implemented (3)	Partially Implemented (2)	Not observed (1)
Learning Target – Measurability	Learning target is phrased so that criteria for success are clear and measurable. Any student can tell you how their work will be evaluated.	Learning target defines what will be learned but may not be measurable. Some students may not know how their work will be evaluated.	Learning Target is not measurable. Many students do not know how their work will be evaluated.

	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.

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.