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

Date of meeting: May 9, 2017

Upcoming Events

May 5th – Last dance for 5th-7th graders – 6:30-8:30 at the HS (*8th graders will have their final dance on June 9th)
May 6th – After School Discovery Trip to RIT
May 8th -12th – Teacher Appreciation Week!
May 9th – District Leadership Team Meeting and BOE Meeting
May 11th – Quarter 3 Awards Assembly – 7:30-8:30
May 12th – Special Olympics; 8th grade Honors Trip leaves for NYC
May 17th – Spring Concert and Festival of the Arts – 5:30
May 17th and 18th – NYS Review of MS
May 18th – Campaign Assembly for Student Council Vice President and President
May 19th – "McTeacher Night" at the Wolcott McDonalds
May 19th-end of Interim 4
May 23rd and May 24th – MTSS Tier 2 Team Training – WFL BOCES

Focus School/SCEP
The School Leadership Team (SLT) participated in a Self-Reflection activity. This is required as part of the Focus School review that will take place on May 17th and 18th.

During the self-reflection process, the team reviewed data reports to inform their reflections and to begin planning for the 2017-2018 SCEP (School Comprehensive Education Plan). The team used data from:

- The School Culture and Climate Survey (adults)0This survey has been taken by staff members the last two years. The exact same questions were asked in the same format. Overall, our measures demonstrate significant improvement in many key elements of school culture. Some examples:
    - 93% of staff agrees that the school lets parents know when their child has done something well. This is up 40% from 2015-2016
    - 52% of teachers agree that the school consistently enforces the code of conduct with students. This is up 32% from 2015-2016
    - 69% of teachers agree that the school is well-connected to the community. This is up 38% from 2015-2016
    - 43% of teachers agree that students think the things they are learning in school are going to be important to them later in life. This is up 35% from 2015-2016.

- 60% of teachers agree that students treat one another with kindness and respect. This is up 38% from 2015-2016.
- It should be noted here that while we showed vast improvement in most areas, we had some areas that did not improve significantly, and a handful of areas that had a negative trend. This is what the SCEP focuses on. We have to identify gaps, then create interventions that address these gaps.

- The School Culture and Climate Survey (students)-This is the first year that students at the middle school took this survey. The data below shows the results by grade level. A "4" in any question is considered very good/great. Grade 5 has slightly different questions, and more of them than 6-8. I have colored the items green that are closer to what we would consider "ideal ranges," and those that are focus areas yellow, or red if considered a priority. For our SCEP, we will use the gaps that we identify in red to inform the "needs" statements and SMART (Specific, Timely, Agreed upon, Realistic, and Timely) goals we develop for the SCEP.

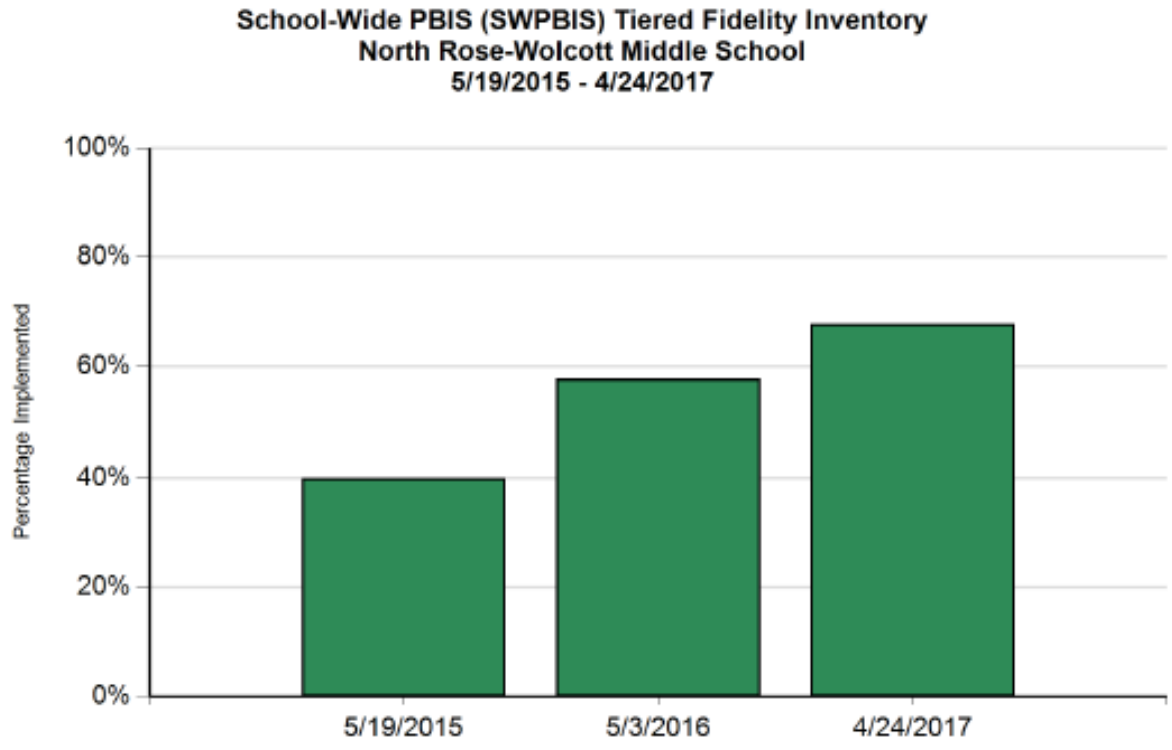
Survey Questions	Grade 5
I like school.	2.67
I feel successful at school.	2.96
I feel my school has high standards for achievement.	3.69
My school sets clear rules for behavior.	3.81
Teachers treat me with respect.	3.32
Good behavior is noticed at my school.	3.15
I get along with other students.	3.04
I feel safe at school.	3.01
Students treat each other well.	2.71
There is an adult at my school who will help me if I need it.	3.49
Students in my class behave so that teachers can teach.	2.47

Survey Questions	Grade 6	Grade 7	Grade 8
I like school.	2.94	2.84	2.62
I feel successful at school.	3.03	3.08	2.92
I feel my school has high standards for achievement.	3.01	3.04	2.81
My school sets clear rules for behavior.	3.32	3.22	3.11
Teachers treat me with respect.	3.43	3.41	3.19
The behaviors in my class allow the teachers to teach.	3.18	2.7	2.69
Students are frequently recognized for good behavior.	3.1	2.76	2.53
School is a place at which I feel safe.	2.76	2.82	2.82
I know an adult at school that I can talk with if I need help.	3.33	3.04	2.97

- The Tiered-Fidelity Inventory (TFI) –This tool measures our implementation of our MTSS structures, including how our systems support academic intervention for all students, and behavior intervention for all students. For the purposes of this report, We have developed and maintained our systems at Tier 1 and part of Tier 2, but we still have work to do at Tiers 2 and 3 for the upcoming school year. The graph

below shows our overall implementation over the last three years. We are pleased with our progress, but will use the results to set goals for MTSS.

North Rose-Wolcott Middle School
Wolcott, New York



Date Completed	Total Percentage
5/19/2015	40%
5/3/2016	58%
4/24/2017	68%

- The Self-Assessment Survey (SAS) is a tool that we used for the first time this year. The tool asks teachers to identify aspects of school-wide student behavior management. The survey asks teachers to rate the importance of various aspects of our school-wide and classroom

student management systems. The SLT worked to identify areas that were considered a "high priority," and "not implemented." According to this tool:

- 50% of teachers agree that consequences for problem behaviors are defined clearly, while 26% see it as "not implemented."
- 55% of teachers agree that creating options for classroom instruction to continue when problem behaviors occur, while 24% see it as "not implemented."
- 73% of teachers agree that providing consistent consequesnces in the classroom is important, but 32% say that teachers are doing this.
- Also, 53% of teachers agree that it is important for there to be a simple process for teachers to request assistance, but 29% say that the process is not simple.
- There were many aspects of this measurement that showed strength in our process, but we will focus on the gaps for the purposes of our SCEP.

- The Control, Agency, and Means-ends Interview Survey (CAMI) survey asked our students questions about self-efficacy. This is a measure that shows to what degree our students believe that the decisions they make today will have an impact on their lives tomorrow, and how much control they have over their lives. Here are some examples of the questions that students were asked:
  - For "Control-Belief" questions, or the degree to with students believe they are in control of their lives:
    - If you decide to sit yourself down and learn something really hard, can you learn it?
    - Can you get good grades?
    - If you want to do well in school, can you?
    - Let's say that you get unhappy when the teacher calls on you and you don't know the answer. Can you do anything to keep that from happening?
  - For Means-ends Beliefs for Effort questions, or the degree to which students believe that their efforts make a difference:
    - When kids give the right answers to teachers' questions, is it because they try really hard?
    - When a kid knows a lot about something, is it because the kid works hard at learning it?
    - When a kid does good on schoolwork, is it because the kid works very carefully?
  - For Agency/Effort, or the degree to which students believe that effort improve their school outcomes:
    - Do you really pay attention in class?
    - When it comes down to it: Do you really work hard on your homework?
    - Do you listen carefully to what your teacher says?
    - Are you smart in school-even without studying a lot?
- Our students demonstrated significant improvement, more than any other school in the area, in these areas. See the table below. The decrease in students that fall into the "at risk" category is the measure that we are attending to. We are trying to determine exactly what we did to improve these outcomes so significantly, and we are excited to see this positive trend.

Scale	Change in At Risk Students 2015-2016 school years
Control Belief	-12.4%
Means-Ends/Effort	-38.6%
Agency/Effort	-23.3%

Professional Development/Leverage Leadership

- This month, we continue the focus areas below, and we will have teachers participate in the SCEP development at this month's faculty meetings, based on the data reports and other school data like achievement, reading, and attendance data.

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)

<table>
<tr><td rowspan="2">Learning Target – Comprehension</td><td>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.</td><td>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.</td><td>Students do not know what the learning target is, or why they are doing what they are doing in class.</td></tr>
<tr><td colspan="3">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.</td></tr>
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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.