Report to the Board of Education

North Rose-Wolcott Middle School

Mark Mathews

March 2018

Upcoming Events:

March 5th – NR-W Middle School Building Safety Team Meeting
March 6th – CSE meetings at NR-W Middle School
March 13th – Leadership Council Meeting (3:30-5:30) and Board of Education Meeting (6:00)
March 14th – Spring Pictures and TFI review
March 15th – 1st—4th grade at NR-W Middle School for the annual "sneak peek" of our musical "Lion King Jr."
March 16th and 17th – NR-W Middle School Musical "Lion King Jr." – 7:00 AND Early Dismissal – 11:45
March 19th – Modified Spring Sports begin
March 19th and 20th – NR-W Middle School Focus Review
March 21st – CSE meetings at NR-W Middle School
March 22nd – District Safety Team Meeting
March 28th – K-12 Concert – "Music in our Schools"
March 30th – Good Friday – NO SCHOOL

The DTSDE (Diagnostic Tool For School and District Effectiveness) Review is scheduled for March 19th and 20th. The review team will be led by Outside Educational Expert, Dr. Denise Stappenbeck. She led the team last year. Brian Read, Melanie Stevenson, and Megan Paliotti will also take part in the review team.

In preparation for the review, we will provide the review team with:

- Master Schedule that includes the following:
    - Bell times
    - Name of teacher for each class
    - Block/Period each class is held
    - Room number
    - Subject

- Grade Level
- Special Education classes

- Self-Reflection. This is for K-8 schools but ignore what doesn't apply in the initial data section.
- School Event Scheduler – This is the same template as last year (attached)
- Any updated survey information

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 IIT 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 IIT 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 for the IIT 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
School Leader Interview – 1 hour – Day 2 – 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.
Student Work Discussion – 1 class period – Day 2 – Students will be identified by the IIT (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 IIT 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. During the review, principals should be prepared to explain why they decided to choose the option selected.
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.

For the Parent Focus Group, I will be sending an open invite for any and all families to participate. I've decided to choose that option because in the past, we've invited specific parents to come in. My concern is that we won't have the subgroups represented, for example, students with disabilities or Spanish speakers, but will make personal phone calls to some families to invite them.

The self-reflection process engages the School Leadership Team in an analysis of our current practices and the efforts we have made over the last year. The Middle School Leadership Team met and participated in the self-reflection process.

As you know, there are six Tenets in the Diagnostic Tool of School and District Effectiveness. Under each Tenet are Statements of Practice. During the self-reflection process, the School Leadership Team identified needs, provided reasons for identifying these needs, and investigated the barriers that have presented the school from being successful in this area. In the table below, I've provided a brief description of the tenet, the Statement of Practice that represents the greatest need (determined by SLT), a reason for selecting this need, and a brief description of the barriers that have kept us from being successful in the area of need. These topics will drive the work of the DTSDE Review team on March 19th and 20th.

Tenet	Statement of Practice/Area of greatest need	Reason for selecting this area	Barriers that have kept the school from being successful
2			
3-Curriculum	**3.4**: Are teachers providing interdisciplinary curricula and working together to **connect the curriculum across subjects in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success**?	We have not created time for teachers to work exculsively on developing cross-curricular learning opportunities. Cross-curricular work would also require training on grade-level proficiency, and how proficiency is assessed in all grade levels and classes. We have not had this discussion, nor have we built consensus on these topics. We also think this is a reasonable next step in the adoption of	We have not created time for teachers to work exculsively on developing cross-curricular learning opportunities. Cross-curricular work would also require training on grade-level proficiency, and how proficiency is assessed in all grade levels and classes. We have not had this discussion, nor have we built consensus on these topics. We also think this is a reasonable next step in the adoption of

		Personalized Learning as a teaching model.	Personalized Learning as a teaching model.
4-Teacher practices and decision-making	**4.3:** Do the teachers' instructional practices lead to **high levels of engagement and improved achievement**?	According to the feedback survey we administered to all students, many students expressed that their preferred method of feedback is number/letter grades. We would hope to see that students prefer feedback that is specific to the task, the learning, is timely, and focused on the assessment criteria. The focus on grades, or post-learning feedback, leads to student compliance and continued lack of engagement.	The culture of our learning environment has created a culture of compliance. We notice many students saying "I need help," without putting forth effort that demonstrates engagement in the learning. Our current use of the ELA modules do not promote engagement, excitement, and tend to be dull for many students.
5	5.5: Has the school developed and implemented a strategic plan to collect, analyze, and utilize data to identify and address the social/emotional developmental health needs of all students?	We have the data but need to analyze it and update/adjust groups more efficiently. We also must monitor the consistency and implement supports with fidelity, including Check in/Check Out and collecting student data in accordance with their Behavior Intervention Plans and/or MTSS	We need to work on our schedule so that we have time to deliver professional development on Trauma-informed care. We depend too much on emails and other communication, we need face-to-face, intensive professional development.
6-Family and Community engagement	**6.4:** Has the school's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together **to support student achievement?**	All families have received more information this year regarding their child's progress on the STAR Reading and STAR math assessments, but the parents need more information on how to use the results, and how to better support their child academically and socially.	Getting parents to attend and staff to stay and help with parent information activities, training.

We will use these areas to create the School Comprehensive Education Plan 2018-2019. This plan has to be provided to the Board of Education.