Middle School Report to the Board of Education
October 2, 2019
Mark Mathews
Brady Farnand

Upcoming events:
10/3-Grade 5-6 fall picture day
10/4-HS/MS interim 1 ends
10/9-Grade 7-8 Open House-6:00 PM
10/11-No School Superintendent's Conference Day
10/18-Middle School Halloween Dance
10/21-10/25-Red Ribbon Week
10/24-Community Halloween Party @HS
10/25-early release-Professional Development
10/28-HS/MS picture retake day
10/28-11/1-MS Interim Assessments

Modified Procedures for 19-20

We've added and modified several procedures at the MS to improve efficiency and maximize student learning time. We are working to build these procedures while we are still in the transition, so that we can effectively begin instruction when we return to the middle school at the end of the capital project.

I'll share some of these procedures below, for your information.

Developing and maintaining effective teacher-student relationships

When visiting classrooms for leverage leadership and observations, I'll be looking for evidence of effective relationships, and I'll provide feedback and coaching that supports these guidelines. Teaching is a complex job, and for every student to be successful, considerable reflection and feedback is required. The gaps in student achievement between students who come from Economically Disadvantaged families and Students With Disabilities that we shared last month led us to provide these guidelines.

See the next page

Techniques for Developing and Maintaining Effective Teacher-Student Relationships		
Call on All Students Equitably ● When students are not called upon regularly, the adult is communicating low expectations and confidence in the students' abilities.	**Increase Latency Periods When Questioning Students** ● Latency is the amount of time that elapses between the moment a student is called upon and when the adult ends the response opportunity. ● Adults tend to give more time to students we have confidence in and less time to those we don't. ● Students can wait and "get off the hook" if we don't give them time.	**Make Sure that Every Student Gets Something Right** ● You communicate positive expectations by giving hints and clues to students. ● If you say you'll come back to a student who is thinking about a response, **come back to them.**
Tell Students that You Know They Have the Ability to do Well. ● Students don't always hear these words at home, or from someone they respect, or who they know cares about them and their future.	**Correct Students in a Constructive Way** ● Correct in a private location ● Treat students as you want your own children treated ● Stay calm ● Avoid frustration	**After Correcting a Student** ● Touch base with the student ● Acknowledge post-disciplinary successes ● Don't give up!
Developing Positive Classroom Pride ● Display student work ● Make positive statements about every student ● Show off the class's achievements ● Speak to the accomplishments of your students ● Develop pride in improvement in addition to excellence ● Develop parental pride	**Demonstrate Caring** ● Show an interest in your students' personal lives ● Greet students at the door as they enter the classroom ● Tell them "I'll miss you all until I see you again" ● Listen to students ● Empathize with students.	**Be a Real Person** ● Apologize when you make a mistake ● Listen to understand others ● Be a learner, say "I didn't know that, tell us more about that." ● Smile. Laugh appropriately. Make fun of yourself. ● Put yourself in the students' shoes. How do they see you?

Developing and Maintaining Effective Routines and Procedures

In order to promote an environment where effective teacher-student relationships, there must be environmental controls. These controls include- clear expectations, procedures, and routines. These are predictable and known by the students so they can successfully participate in class, and also to gain a better understanding of what "classroom disruption" is. Class Disruption and Non-compliance with Expectations were two of the greatest number of reported incidents from classes last year. These guidelines are introduced due to the non-proportional representation of Economically Disadvantaged students and Students With Disabilities.

Besides encouraging effective relationships, the goal is to protect teaching and learning time. This is a sacred time, when there can't be interruptions. The teacher must be able to communicate important information so everyone can learn..

Procedure	Guidelines	Procedure	Guidelines
Entering the room:	Enter quietly and politely; turn in your homework, retrieve your materials, take your seat.	**Obtaining help with assignments when the teacher is teaching another group of students:**	Quietly ask the students at your table for help with directions if you need it; if you are working alone, raise your hand to get help from the teacher; if you are working with a group, ask them for help in understanding how you do the assignment.
Lining up (elementary):	Stand up quietly; push in your chair, line up without touching others, face the front.	**Participating in group lessons:**	Do not bring anything with you unless you are asked to; politely find a place to sit where you can do your best learning; listen carefully for new information; raise your hand to speak; take turns speaking.
Leaving the room	Sign out on the sign out sheet in the classroom, take the pass, walk through halls voice level 1	**Handing in finished assignments/homework:**	Make sure your name is on your paper; place your paper upside down in the "finished assignments" or "homework" basket
Ending the class period	Clean off your desk, pick up any trash within three feet of your desk, wait quietly to be dismissed from your seats.	**What to do with unfinished tasks:**	Let the teacher know if it isn't finished; if the teacher asks you to keep an unfinished project, put it in your class folder.
Taking out, putting away, caring for supplies	Share group supplies, make sure supplies are where they belong.	**When and how to use the school restroom:**	If teacher is not teaching the whole group and no one is signed out, you may sign out, take the pass, and go. You’re expected to return within 3 minutes.
Getting into work groups	Take all the materials you will need, greet each other, complete the task doing your personal best, make sure each person signs the work, thank your group members.	**When and how to use the pencil sharpener:**	Pencils should be sharpened at the beginning or end of each class. Pencils are not to be sharpened during direct instruction for any reason.
Being a classroom helper; learning a classroom job:	If you get a job on Monday, see the person who did the job last week, ask him or her for the job description card, and have him or her help you on the first day. For the rest of the week, it is your responsibility to remember to do your job. These jobs can include a paper distributor, board cleaner, floor checker, pencil sharpener, etc.	**Handling seatwork pages:**	As soon as you get a paper, print your first name and last name at the top on the right-hand side and today's date at the top on the left-hand side.
Getting a tissue:	You may get a tissue and discreetly blow your nose. Throw the used tissue away immediately; make sure it lands in the trash can; get right back to work	**Throwing away trash:**	You may throw away trash whenever you need to if whole group instruction is not occuring; make sure all trash lands in the can; pick up trash even if it isn't yours.

Pledge	When you hear/see the signal, stop what you're doing immediately and stand up; place your right hand over your heart; say the Pledge of Allegiance respectfully.	**Absences**:	If you are out and miss instruction please check your “while you were out folder” and follow up with the teacher when they are not instructing.

SAP Goals: 1 and 2: MTSS

We are working to streamline our process for MTSS. What I’m sharing below is an “If-Then” model, which demonstrates our responses to specific data points. Below is an example of how we will provide support and organize social or emotional interventions at Tiers 1 and 2. This flow chart represents only the primary and preliminary steps to organizing interventions. The chart goes further to the right if interventions are unsuccessful.

<table>
<tr><th>Data source</th><th>Type of Data</th><th>If</th><th>If</th><th>Then</th><th rowspan="2">Repeat steps with different infractions, subgroups, and individual students after 6 week review, analyze ODR data and academic data to modify Tier 1 action plans and goals.

The flow chart goes further with conditions related to</th></tr>
<tr><td rowspan="5">Office Discipline Referrals</td><td rowspan="3">Infraction type and number of occurrences</td><td rowspan="2">Same Infraction by > 5% of students</td><td>Subgroup overrepresented</td><td>Tier 1 teams analyze responses to behavior infractions and identify Tier 1 interventions specific to the subgroup's deficits</td></tr>
<tr><td>No subgroup overrepresentation</td><td>Tier 1 teams revisit the 19-20 student handbook, provide re-teaching through community circles during advisory or homeroom</td></tr>
<tr><td colspan="2">Same infraction by <= 5% of students</td><td>Organize targeted student meetings to discuss expectations and strategies</td><td rowspan="3"></td></tr>
<tr><td rowspan="2">Infraction type and number of occurrences per student</td><td rowspan="2">>=5 of the same infraction</td><td>Majority of infractions occur from the same class</td><td>Meeting between teacher and student, develop support plan and goal over six week period</td></tr>
<tr><td>Majority of infractions come from a range of settings and times</td><td>Tier 1 action plan developed, student participates in CICO for six weeks</td></tr>
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		> than 2 but <5 of the same infraction, or a range of infractions	Monitor individual students, check progress, CICO, weekly visit with trusted adult, high school mentor? Mentor a younger student?	

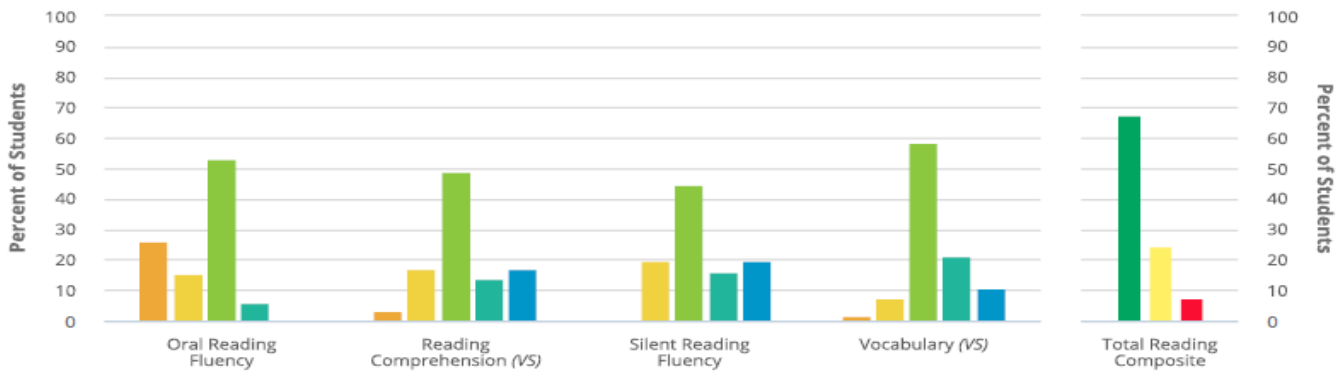
See the next page, I couldn’t get the table above to format properly.

SAP Goals 1 and 2: AIMSWEB benchmarking

Below is a report that was run from our first administration of Aimsweb. We are participating in a follow-up training when we can continue learning about this assessment tool.

Scores & Skills Plan	7	North Rose-Wolcott CSD	North Rose-Wolcott Middle School	Fall 2019

Reading Summary — **Spring Performance Goal: 30th national percentile**



	Oral Reading Fluency		Reading Comprehension		Silent Reading Fluency		Vocabulary	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	17	25.8%	2	3.1%	0	0%	1	1.5%
Below Average	10	15.2%	11	16.9%	11	19.6%	5	7.7%
Average	35	53%	32	49.2%	25	44.6%	38	58.5%
Above Average	4	6.1%	9	13.8%	9	16.1%	14	21.5%
Well Above Average	0	0%	11	16.9%	11	19.6%	7	10.8%
School Median Percentile	35		63		66		64	

Total Reading Composite		
# of Students	% of Students	Risk
44	67.7%	Low
16	24.6%	Moderate
5	7.7%	High
55		School Median %ile

The report gives us information related to literacy development as it relates to reading. There are a lot of numbers here, and more information coming as we progress through the year, so let's just look at the scores for "Oral Reading Fluency."

You'll notice there is a larger orange group than the other areas. Fluency involves being able to read text as if you were having a conversation. It's smooth, accurate, and includes appropriate pauses for punctuation, but the reader reads the text at an appropriate rate, or speed.

When we administered the assessment, we noticed that students were reading with very high rates of accuracy across the board. In other words, they weren't getting "stuck" on words, or identifying the wrong words in their oral reading, however, their reading rate, or speed, was low. This information helps us target activities in the context of seventh grade ELA to improve student reading rate, or speed.

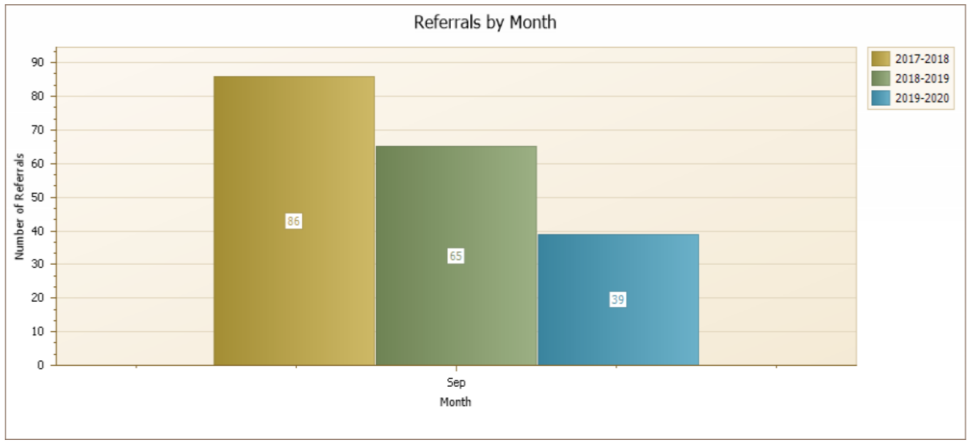
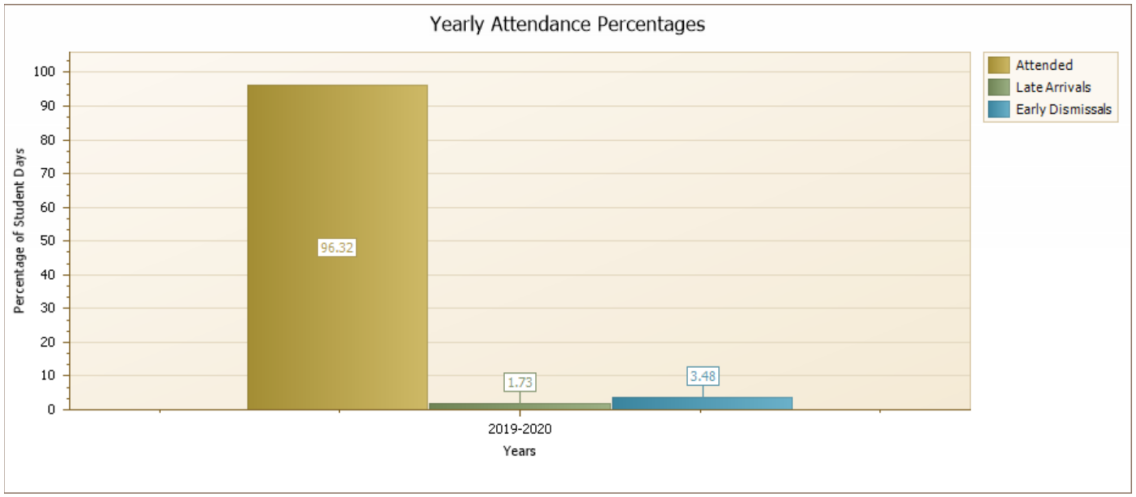
This is the tip of the iceberg with Aimsweb data reporting, but so far it has opened our eyes up to a lot of possibilities for providing data-driven improvements to our Tier 1 ELA instruction, and it improves our ability to organize Tier 2 groups for specific students with specific skills so they can make progress alongside their grade-level peers.

More to come with this!

Brady Farnand - NR-W Middle School Assistant Principal (5th-8th grade) – Sept 2019 - BOE Report
**Linked to focus areas determined by the Building Principal Mr. Mathews, and directly linked to our District Strategic Action Plan.*

Projected Middle School Enrollment – 2019-2020:

5th grade	99
6th grade	100
7th grade	69
8th grade	109

District Strategic Action Plan	Focus area	Progress
Focus Area 1	Action Step 1	***Actionable Items*** *Staff Referrals*- Our focus this year is on Social Emotional Learning and meeting the students where they are at. This has shown to product great outcomes for us so far as we have seen the lowest number referrals for the month of September in the last 3 years! 

	Action Step 1	SEL: Our 8th grade students are currently receiving training from our Delphi counselor using the Second Step curriculum. Here they focus on life skills and positive choices. Our staff is also starting to implement community circles. This was the focus of our September staff meeting. Our goal is to be completing 2 circles each week during advisory and homeroom to help develop that "community" feel in our school. This creates discussion, gives each students a voice, and allows the teachers to learn more about their students and find new ways to connect with them. Questions for our community circle relate to our character trait of the month. October's trait of the month is respect.
	Action Step 1	Attendance: Our attendance committee met to discuss students that had chronic absenteeism last year, so we could get them on our radar. Those students were then asked to fill out a questionnaire identifying trusted adults in school and barriers to attendance. We will be using frequent check ins and positive incentives to promote their attendance. This year we have had 96% attendance so far this year.