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Report to the BOE
North Rose-Wolcott Middle School

Date of meeting: December 13, 2016

The Middle School is a Focus School. As such, we underwent a review from an Integrated Intervention Team (IIT) during the spring of 2016. The IIT used the Tenets below to guide and focus their recommendations.

Upcoming events!

- December 9th – 5th and 6th grade has an early release day (10:30) for Parent Conferences.
- LMS Winter Concert is on December 14th at 6:00 in the Auditorium. Please join us for some holiday music, performed by our 6th grade band, 7th/8th grade band, 5th/6th grade choir and our 7th/8th grade choir.
- December 14th-10th annual studio in art exhibit at the MS, open from 2:12-2:50, then during the winter concert at 6:00 PM
- December 16th is our Winter Dance. 5th grade will attend from 5:00-6:15. 6th-8th grade attend from 6:30-8:30.
- LMS Annual Holiday Tea is on December 19th. Please feel free to stop by!

<table>
<tr><th>Strategic Plan Goal</th><th>Action Step</th><th colspan="2">Progress</th></tr>
<tr><td rowspan="3">1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).</td><td rowspan="3">Action Step 1:
Establish and implement district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.

also

Action Step 5:
Develop opportunities for targeted instructional time for students who are not meeting benchmarks.</td><td colspan="2">(Tenet 4.5) Math teacher, Mrs. Morgan, has been meeting with groups of fifth and sixth grade students (46 total) in a blended push-in and pull-out setting . She is focusing on math fluencies. She is assessing these students (progress monitoring) weekly. At the end of the second interim, her groups will be revisited and adjusted to accommodate new students and focus areas. These students were identified for support by a close examination of multiple data points, including a fluency assessment, the NYS Math assessment, and the STAR benchmark screening at the beginning of the school year. Mrs. Morgan continues to work with these students through November and December. She is using progress-monitoring techniques to move students in and out of the groups.</td></tr>
<tr><td>Grade 5 fluencies</td><td>Grade 6 fluencies</td></tr>
<tr><td>• writing numbers
• place value
• comparing numbers
• rounding to 10s, 100s</td><td>• multiplication 4 by 1, 2 by 2, 3 by 2
• division facts, 3 by 1 division, 3 by 2 division
• fractions-adding common</td></tr>
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		• add 3 digit numbers, subtract 2 digit numbers • subtract 3 digit numbers • subtract money, decimals • subtract across zeroes • multiplication-2 by 1 digit, 4 by 1 digit, 2 by 2 digit • division facts • division with remainder • 3 digit divided by 1 digit, 4 by 1 • division word problems • 2 step word problems.	denominators • subtractive common denominator • comparing fractions • multiply whole numbers by fractions • multiply fractions by whole numbers • 2 step addition/subtraction word problems • multi-step word problems.
		• (Tenet 4.4) MTSS meetings are scheduled with teachers in grades five and six on a weekly basis. Grades 7 and 8 teacher meetings are held twice during the 8 day cycle. These meetings are set up to identify achievement or behavior gaps with students, then develop plans to intervene and support individuals and groups of students. Update: Seventh and Eighth grade teams are engaging in a data dive using the School-Based Inquiry Process, where they examine student attendance data, discipline data, student grades, interim assessment data, and student participation data through an examination of uncompleted assignments during the first marking period. This data dive will occur over two grade level meetings. The team will use this information to create a "Tier 1 action plan," where teachers identify strategies that will hopefully close gaps between groups of students over a set period of time. The plan will specifiy goals and time frames for their accomplishment. At the end of the planned period, teachers will revisit the plan, re-examine student data, and create a new plan or continue successful strategies from the initial plan.	
		• (Tenet 3.5) Since 9.6.16, 54 seventh and eighth grade students have participated in small-group reading instruction 6 out of 8 days with a certified Literacy teacher. During the first five weeks of school, this group of students averaged a 6 month	

		improvement in their reading level. Update on the Reading program: Reading intervention groups in the 7th and 8th grade were identified using three assessment protocols: NYS ELA Testing, STAR Reading Assessment, and the Fountas and Pinnell Benchmark System. These Tier-3 reading intervention groups range from 3-5 students that are based on the combined assessments. The instructional design for each intervention group is based upon the principles of balanced literacy intervention. Each lesson is drawn from, targets, and assesses reading, writing, and vocabulary development in relation to NYS Common Core Learning Standards. Each intervention class meets for 56 minutes on 6 of 8 days in each instructional cycle. Currently, formative assessment (CCLS aligned Multiple Choice and Short Constructed Response Questions, Running Records, anecdotal notes, etc.) drive daily instruction while overall student performance is assessed using these aforementioned formative assessments in conjunction with larger scale summative assessments (extended response, projects, etc.) and a student participation rubric [see attached]. With this system, individual student goals are identified and monitored through the implementation of the workshop conference model during class as well as prescriptive assessment tools such as STAR Reading and other Renaissance Learning applications. (AR Quizzes, RL- Instructional reading, etc.). • (Tenet 3.5) Beginning 9.26.16, and additional 44 students in grades five and six began participating in small group, intensive reading instruction with certified Literacy teachers five days a week. All students in fifth and sixth grades are participating in small group reading instruction daily, but not all with certified literacy teachers. The students working with the reading teachers were assessed using the STAR reading assessment after two weeks of grouping. On average, the group of students improved by 4 months in their reading level. Update on the fifth/sixth grade reading program: The groupings were identified at the beginning of the year using NYS measures (ELA testing, STAR and Fountas and Pinnell scores.) The groupings range from 2-3 students and are based on intensive reading programs. The groupings consist of students with tier two and three services. The lessons last for 40 minutes and have a systematic approach. The focus has been on a tier two intervention system, Leveled Literacy Intervention (LLI), which follows a balanced literacy

		approach. Each lesson targets the following components: comprehension, fluency, vocabulary, decoding and close reading. Each lesson that is taught is individualized based upon student needs that are determined based upon formative assessments (Running Reading Records, anecdotal notes, ticket out the door, observations.) The skills that the student needs to work on are targeted through mini lessons and modified based upon student progress. The Leveled Literacy Intervention program is used as a framework, upon which I modify. I also create writing prompts based upon skills found within each individual book. • (Tenet 3.5) Beginning 9.26.16, 52 seventh and eighth graders started Writing Workshop. This is a research-based program, units of Study, by Lucy Calkins. These groups meet three out of 8 days and they are taught by certified literacy teachers. Students in grades five and six have writing instruction daily using this program. We are working on a system for reporting and analyzing data related to writing. More coming soon on this. Update on writing intervention: Currently, we are 6 weeks into Unit One of the writing curriculum. In general, student writing is improving steadily. The program is designed to develop writing proficiency. Ideally, students would receive this intervention daily as part of an overall balanced literacy curricular design. We are working to establish a system of communication with grade-level teachers as the current enrollment is mixed between 7th and 8th grade students. Currently enrollment is limited based upon availability of space within the school as well as space within existing student schedules. Moving forward, we are currently developing a plan of communication that would facilitate more connection between reading teachers and grade-level teachers regarding student strengths and areas of need in writing. Similarly, we are working on creating assessment and tracking tools that would allow us to disaggregate student progression and be used to inform writing instruction within the Tier-1 content area classroom setting.
	Action Step 2: Provide access to General Education curriculum for all students	• (Tenet 5.3) Continued incentive for students to earn tickets. When adults recognize them for being responsible, they earn a ticket that gets entered in a monthly drawing for a small prize in December. We explicitly state what the student did to be recognized and earn the ticket.

	• (Tenet 5.2) We continue our incentive program for students who were chronically absent in 2015-2016. Students earn free entry to the school dance and other incentives for improved attendance. • (Tenet 6) We have currently assisted 2 families to participating in FACT. We have used our Backpack program to provide food for 32 students in poverty. We are working to provide Christmas boxes for needy families. We organize and help facilitate grade level parent meetings. Our school Cougar Pride coaches for PBIS presented information to parents at our Parent meeting on November 30th. • (Tenet 5) We are developing attendance contracts with families. We have 23 students starting Check In-Check Out. We have completed all Future Stories with students in grade 5. We are recognizing students through the Student of the Month (local, ELKS, Rotary), we also use shout outs and positive referrals to recognize those students who are meeting or exceeding expectations. • (Tenet 5.3) We are implementing after school groups, Art Club, Illustrator's club, Cross Stitch club, Foosball club, Robotics from 3-5 on Tues/Thurs, Guitar club, composer's club, meditation, fitness club, games club, the Why Try program, and debate club. Attendance is being kept and analyzed alongside achievement data in the data-dive process outlined above. • We had our November to remember dance on November 19th- and had a good turnout. The NRWMS AV club voted unanimously to use the funds generated from the November dance to buy toys for the local toy drive. Mr. Brian Cole serves as the advisor for this team and he helped coordinate the entire process, including buying toys at Walmart. Thanks to the entire group for their contribution to our community! • ELA and Math teachers will administer interim assessments during the week of 11/7/16
Action Step 3: Work with families as partners in learning.	• Tenet 6.3 All teachers are keeping a log of parent and family contacts-this has been started and will continue throughout the school year. • The NRW MS parent group met on November 23rdth at 5:00 PM. We organized child care from student members of NJHS. We had 24 parents at the meeting, and

		the group represented several different subgroups of our school. We talked through the NRW strategic plan, and some of the major initiatives that we are focusing on through our SCEP this school year. • The goals of this group include building communication and community between the school and families, and we will continue this work, making certain to get as many people involved as possible, and to continue to invite parents to invite friends or neighbors to our meetings.
	Action Step 4: Utilize focused professional learning to support district-wide initiatives.	• (Tenet 2.5) Monthly focus area for December-formative assessment. Principal reported learning target data back to School Leadership Team from the month of November. Data represents level of implementation of effective strategies for using learning targets to support all learners, and close reading strategies. For Learning Target implementation, Principal reports 2.2 out of 3 for level of implementation. This is an improvement from 1.8 in September and October. While some progress has been made, more work needs to be done. Teachers will continue to rate their imlementation of learning targets and close reading protocols during upcoming leverage leadership visits. Teachers will also rate their implemetnation of formative assessment strategies. • (Tenet 2.3) School Leadership Team will meet with their constituent groups on Monday, December 12th. The SLT members will seek constituent input on focus areas for professional learning for the Spring of 2017. They will also seek input about the mode of delivery for professional development in the spring. We explored the idea of professional learning groups that would focus on one aspect: learning targets, formative assessment, complex text, and close reading with text-dependent questions.
	Action Step 1: Provide access to enrichment opportunities for all students	• (Tenet 5.2)We began after school groups for all students. These began on October 17th. • (Tenet 3.2) Our robotics group continues to meet frequently. They recently traveled to Syracuse for the first of what we hope will be many competitions for our team. We continue to be very excited that Mr. O'Brien is spearheading the work of this group and that the group is meeting for such an extended period of time. We currently have 16 students involved.

		• (Tenet 6.2) We are working with a community member who has experience teaching coding. We are looking to schedule him for a day per week to work with groups of students on coding. • (Tenet 2.2) SLT is discussing enrichment strategies at this months' meetings
2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	**Action Step 3:** Use assessment information to intervene for students at proficiency and mastery levels	• (Tenet 3.5)We have identified students who are in advanced classes for additional support through the MTSS process. At the end of the first quarter, we have removed 4 students from the academic watch list in math 7E, but added 2, and one is now on academic probation. • (Tenet 3.5)We are using NYS assessment data, STAR reading and STAR math to identify students who may be available to participate in enrichment instruction.

Focus areas for NRW Middle School-September Leverage Leadership-The effective use of good learning targets

Criteria	**3**	**2**	**1**
Learning targets framed in student-friendly language	Clear evidence that the phrasing, content, and terms included in the learning target have been fully clarified.	Evidence that some of the phrasing, content, and/or terms included in the learning target have been clarified, or partially clarified.	The learning target has not been clarified.
Learning target is understood by students	Students can describe what is being learned without looking at the target, and make connections between what they are doing and the target.	Students know where the target is and can read the target when asked.	Students do not know where the target is or there is no visible target.
Learning target is measurable	Learning target is phrased so that criteria for success are clear and measurable.	The target is not measurable or the criteria for success are not clear.	The target is not measurable and the criteria for success are confusing.

Focus areas North Rose-Wolcott Middle School- October Leverage Leadership-the selection of appropriate

Criteria of the Text	Very complex	Moderately complex	Readily accessible
Meaning	The text contains multiple purposes. The primary purpose is subtle and/or intricate	The primary purpose of the text is not stated explicitly but is easy to infer.	The primary purpose of the text is clear and concrete.
Structure	Connections among an expanded range of ideas are implicit, subtle, or ambiguous.	Connections between ideas, processes, or events are implicit or subtle.	Connections between ideas, processes, and events are explicit and clear.
Knowledge demands	The subject matter of the text relies on specialized, discipline-specific knowledge	The subject matter of the text involves some discipline-specific knowledge, more explanation in the text	The subject matter of the text relies on little or no discipline-specific knowledge.

Focus areas for November-Close reading and text-dependent questions

Criteria	Fully implemented 3	Partially implemented 2	Not yet implemented 1
Textual resources involved with the lesson	There is an article, a journal entry, a book, a chapter, a blog, or other text that is central to the lesson as a resource. The text is challenging and relevant to the learning. Students interact with the text as part of the lesson.	There is an article, journal entry, book, chapter, blog, or other text available to students; however the text may not be challenging or relevant to the learning. Students may not be asked to interact with the text as part of the lesson.	There is no text that is provided as part of the lesson.
Students are following the protocol for close reading.	1. Students read through the text the first time to get the flow of the text.	Students follow aspects of this process, perhaps leaving out a step, do not write the gist in the margins,	Students do not use close reading process when interacting with text.

	2. Students read through portions of the text a second time to find the gist. 3. Students read through the text a third time to connect the reading to the target through teacher-directed text-based questions.	or do not circle unfamiliar words, etc,	
Text-Dependent questions	Text-dependent questions guide Close Reading activities. Strong text-dependent questions: • Draw the reader back to the text to discover what it says. • Have concrete and explicit answers rooted in the text. • Frame inquiries in ways that engage the reader in finding the information directly from the text, not focused on background knowledge, opinion, or speculation	There are text-dependent questions, but they are loosely connected to the text, but allow for some interpretation that connects to background experiences or memory.	There are questions about the text, but they do not require that the reader read the text to answer them.

Formative assessment rubric

Criteria	Fully implemented 3	Partially implemented 2	Not yet implemented 1
Frequency of checks for understanding	Teachers frequently use formative assessment strategies to check for student learning	Teachers occasionally use formative assessment strategies to check for student learning	Teachers may initiate an assessment that students don't participate in, or teacher doesn't use the information from a formative assessment strategy, or there are no formative assessment strategies used.
Relevance and effectiveness	Formative assessments are relevant and measure student learning	Formative assessments measure student understanding of the	The teacher does not use the assessment information, or the

	towards the target	directions, and less about the learning.	assessment tool is unclear, or the tool does not measure learning.
Teacher uses of assessment data	The teacher collects relevant information from all students and makes well informed, and skillful adjustments to the lesson that greatly improve student opportunity to master the target	The teacher collects relevant information but makes adjustments that further confuse some students	The teacher collects information from only some students, or does not make any adjustments to the lesson.