Mark Mathews
Report to the BOE
North Rose-Wolcott Middle School
Date of the meeting: February 14, 2017

Beginning in December, our grade level teams at grades 7 and 8 created Tier 1 Action Plans, where each member of the team examined student achievement data, student attendance data, office discipline referral data, and grades to develop SMART goals and design action plans to improve student outcomes. Tenets 2, 3, 4; SAP Goals 1, 2

The teams created action plans in December and started implementing them during the week before Christmas vacation. The seventh and eighth grade plans addressed student assignment completion, students being tardy to class, and students being prepared for class. The fifth and sixth grade classes selected other focus areas for their action plans. Tenets 2, 3, 4; SAP Goals 1, 2

In mid-December, the School Leadership Team discussed the possibility of a midyear visit and review to gather data around the implementation of the strategies that were our focus areas in the fall of 2016. We invited Betsy Serapillio-Frank, Tammy Jones, and Melanie Stevenson to take part in the midyear review. Tenets 2, 3, 4; SAP Goals 1, 2

The planned review consisted of two fifteen minute visits to every class by two different members of the review team. These visits all occurred on one day. There were some conflicts, as we had CSE meetings going on that day, as well as a practice for a lockdown drill that had been scheduled. Scheduling issues aside, there were a total of 55 classroom visits on that day.

During the month of January, the teacher members of the School Leadership Team met to discuss and modify the rubric that the visitors would use to rate our implementation of formative assessment strategies, learning targets, and student engagement in learning. SLT based their modifications on the monthly rubrics I had been using for Leverage Leadership. Tenets 2, 3, 4; SAP Goals 1, 2

After they created a draft rubric, I shared this rubric with the visitors, who helped clarify some of the language. They also requested that we develop “look-fors” to ensure that they were all looking for specific and similar things in reference to the rubric language that would help them calibrate their ratings and provide more relevant feedback. Tenets 2 and 4

The next several pages show the rubric/measurement tool that was used to rate our implementation and the visitor’s observations of student participation during classes.

The last page shows a bar graph of the results of the visits. This was shared with staff at our Superintendent’s Conference Day on February 3rd. More explanation follows that last page.

Visitor Name/initials: Date of visit: Time of visit:

Grade Level/Subject:

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.		
Noticings:			

<table>
<tr><th>Category/Criteria</th><th>Fully Implemented (3)</th><th>Partially Implemented (2)</th><th>Not observed (1)</th></tr>
<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>
<tr><td colspan="4">Noticings:</td></tr>
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<table>
<tr><th>Category/Criteria</th><th>Fully Implemented (3)</th><th>Partially Implemented (2)</th><th>Not observed (1)</th></tr>
<tr><td rowspan="2">Learning Target – Measurability</td><td>Learning target is phrased so that criteria for success are clear and measurable. Any student can tell you how their work will be evaluated.</td><td>Learning target defines what will be learned but may not be measurable. Some students may not know how their work will be evaluated.</td><td>Learning Target is not measurable. Many students do not know how their work will be evaluated.</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="4">Noticings:</td></tr>
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<tr><th>Category/Criteria</th><th>Fully Implemented (3)</th><th>Partially Implemented (2)</th><th>Not observed (1)</th></tr>
<tr><td rowspan="2">Student Engagement</td><td>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.</td><td>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</td><td>Many students are off task, or passive. Students are unprepared, disruptive, or otherwise non-participators.

50% of students.</td></tr>
<tr><td colspan="3">Look-fors:
• Students initiate questions that extend the learning.
• Teachers make connections to student backgrounds or experiences.
• Students expend good effort to learn and do quality work.
• In full implementation, teachers act as facilitators, where students do the bulk of the “heavy lifting” during the course of the lesson.</td></tr>
<tr><td colspan="4">Noticings:</td></tr>
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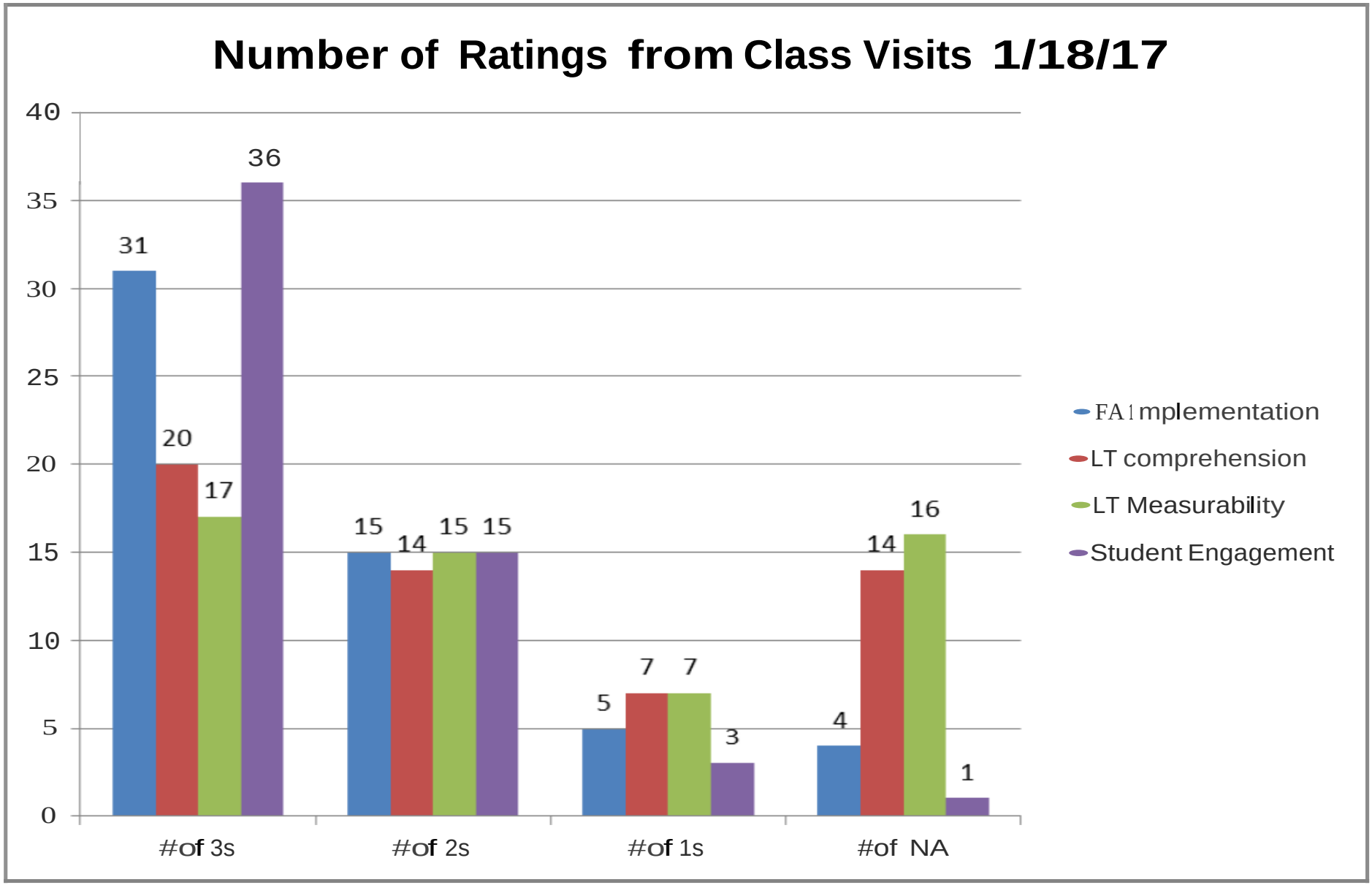

- Discussion:
  - For our next visit, we want to find ways to reduce the number of "NA" ratings. Some of these ratings came because the visitors were supposed to ask students "what are you learning about right now?" to evaluate student comprehension of the learning target.

In some of the "NA" cases, the visitor did not want to interrupt instruction so they did not ask the students this question. Tenets 2, 3, 4

- For the category "LT Measurability," we were asking students if they knew how their work would be evaluated, because we have discussed to some degree that students should know how their work will be assessed/evaluated. We have not made this a primary focus area, and we have to provide some clarification to the visitors and teachers along these lines so that the look fors are more observable and the teacher provides some evidence that they are teaching the students the assessment criteria. Tenet 4

- Overall, we saw some good results for student engagement. As you can see from the rubric, this tells us that our students are attending and putting in good effort to participate and learn. However, we remain concerned about student achievement, and while we may have students engaged, they may be engaged in tasks or activities that don't provide enough challenge to prepare them for common core or NYS assessments. Tenets 3 and 4, SAP goals 1 and 2

- The visitors identified a "complete turnaround" in our level of implementation of learning targets, and the efforts of teachers to use formative assessments and respond when students don't understand the lesson or the learning. At the same time, concerns remain about how our students view the learning targets, and whether they "know" the targets. We consider it a point of equity that some students may know and understand a learning target, and other students do not. We must make certain that all students know and understand the target. It is acknowledged that some students may need the visual reminder, to read the target off the board or SmartBoard, but all students should be able to articulate some aspects of the target when asked. This is a reflection of formative assessment practices. Tenets 2, 3, 4, Goals 1 and 2

- At our February 3rd Conference Day, teachers used the Data Driven Dialogue protocol to review the MTSS action plans they had started in December. They examined attendance data, office discipline data, student preparation data, and all outcomes, and then they established new interventions to address different gaps they identified in the Data Driven Dialogue process. The teachers used the graph above to identify instructional interventions, instructional techniques, to improve outcomes for students. To this point, teachers had created their action plans around student behaviors data, such as bringing their agendas to class, coming to class on time, and completing all assignments. There was less of a focus on to what degree each student was learning alongside their grade level peers. Tenets 2, 3, 4 Goals 1 and 2

- As a result of this analysis, teachers in grades five and six updated their action plans, and created new goals using instructional strategies like "active reading" in all subjects, and "using visual reminders" to remind students of assessment criteria. These plans will be monitored for the next six weeks, at which time we will review data and outcomes, then move towards a "tier 2" structure, which would provide for more intensive supports for students who have not made significant gains.

- The school leadership team will be reviewing and analyzing the outcomes of the activities on our Superintendent's Conference Day, and they will be using the information to:
    - Identify focus areas for spring professional development Tenets 2 and 4
    - Develop a plan for delivering spring professional development Tenets 2 and 4
    - Plan for the IIT (focus school) review that will take place in mid-May Tenet 2
    - Discuss summer training for staff-create a proposal to Melanie Stevenson Tenets 2, 3, 4

February's events calendar:

2.6.17-2.10.17 National Junior Honor Society Carnation sale all week!

2.8.17- Sexting and Cyber awareness meeting with Deputy Pickett-6:00 PM at the MS

2.9.17-5th grade "Merry go Round" Theatre-7:35-8:25 AM MS Auditorium

2.10.17-5:00-6:15 fifth grade dance 6:30-8:30 sixth-eighth grade dance

2.16.17-6:30-8:30 Roller Skating at NRWE

2.17.17-7:30-8:30-Q2 awards assembly, Hat day, Art teacher display of student projects immediately following awards assembly