Report to the Board of Education

North Rose-Wolcott Middle School

Mark Mathews

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Tenet		SAP goals, action steps					Items	Activities
2							Personalized Learning Update	• PL design team went to a training last week. PL talked about the plan for March 16th, which is the next conference day. • We will build in collaboration time on that day. Teachers will move forward with guardrails for the rest of this year. • Kickoff & celebration with students will be at the beginning of next year. Trying PL strategies with different classes of students has been an interesting experience for teachers. Different students need different levels of support, and they have varied levels of comfort with independence. Many students struggled with the responsibility of solving problems independent of their teachers. Other students thrived with this level of responsibility. • Teaching students to be more independent problem-solvers is a shift for teachers. They want to "help" students when they struggle or have difficulty, when in fact the struggle and difficulty is when they learn. Many of our students expect the teacher to come and solve their problems for them at the slightest indication of difficulty or struggle. Teachers want to help students, because they want them to feel successful. Helping them too much is a common condition and this will require coaching for teachers to adjust this mindset. We don't want students to struggle to the point of frustration, so we want to give them adequate support, but we want to give them "just enough" support. • We have not yet had many adults visiting one another's classrooms to observe-we have three staff members who have opened their classrooms to colleagues as they try personalized learning techniques. We have station rotations in fifth grade, along with playlists and other activities being planned and delivered in seventh and eighth grade Ben and Laurie shared that they have had a few people ask about coming in to see what they are doing with PL-Mark will look at how to provide coverage for people.
3	4	1.1.4	1.2.8				-Review assessment calendar	• Next assessments coming up are the NYS assessments in ELA and Math. • ELA is week after spring break, Math is May 1-3.

								• We will be using vendor scoring for the first time this year, along with many other districts in our BOCES. • 8th grade Science will be later in the spring (end of May). We will be administering an 8th grade science mid-year assessment and will use that to inform instruction for the remainder of the year and provide review. • Assessment practice is occurring in ELA and Math 5-8 using released questions. Teachers have also been trying to teach test-taking strategies such as process of elimination and visualization (focus in on the verbs) strategies. • Many teachers teach students to close read, or active read. This is a set of strategies intended to increase student activity and monitoring of their own comprehension as they read. We are working to build a common understanding of active reading, because I've noticed some inconsistencies among teachers in the way these strategies are taught.
		1.4.4	1.1.3	1.4.3			-Report out from Tenet Team meetings on 1/25	• Tenet 3 (Curriculum Development and support) Team have some ideas related to block scheduling and what the physical space is going to look like when the building is done. S • The team expressed some uncertainty about what STEAM will look like, focusing on developing capacity to build interdisciplinary connections. We have to develop some communication strategies so that a teacher can share, for example, a STEAM project, that they are doing so that it can be reinforced in other classes, such as content other content areas, reading, or writing classes. • Tenet 4 progress has been slow but we got some interesting results from a survey that was administered to students that asked them what feedback is most helpful, what feedback means, how they feel when they receive feedback, and to tell about a time when they received meaningful feedback. The feedback was different between different cohorts in terms of positive or negative feelings about feedback. One trend was that the students said they knew what they did wrong. Many said that after they had feedback, they knew what they did wrong and how to fix it. • Tenet 6 is trying to plan an end-of-year carnival to say goodbye to the building but first they need approval for the date, and then they can move the plan forward. Friday June 1st is the suggested date from 5:00-7:00.
		1.1.4	1.2.8	1.1.6			Analyze process for administering, scoring Interim 2 Assessments, how data was used to inform Tier 1 Action Plans	• Staff working on scoring and analysis of assessments; district provides substitute teachers so that classroom teachers can score and analyze interim assessment results. Teachers modify action plans based on results. • For seventh grade social studies, students have had to make the shift to completing the assessment online-some students aren't using the strategies they have been taught in some cases, and may think they don't have to use proper

								punctuation when completing electronic short-constructed responses or extended responses. • Teachers have expressed that a half day wasn't enough time to score and analyze the essay and longer responses on the interim assessments, and suggested that there be training organized on how to analyze and score the student work.. Ben shared that people may need some training around how to analyze the student work and how to know what level the work actually is.
	5	1.2.7	1.4.3	2.1.3	2.5.3	2.6.6	-Review MTSS, STAR Reading and Math, Reading Group progress, Interim 2 Assessment data, midyear grades, Tier 2/3 assessments	• 5-6 Teachers will have input on reorganization of reading groups (e.g. how frequent) and how to administer the Fountas and Pinnell assessment, as well as how results are used to move students from group to group. • Midyear STAR data (below-see graph). Students who didn't make adequate progress will be re-taking the assessment during the week of 2.12.18. All families will get a letter that shows their child's progress on the STAR assessment from September to January. • Data will be used to expand opportunities for students to get support both during school and after school. • Teachers will meet with M. Mathews and M. Stevenson to discuss student progress on Interim 2 and midyear STAR Reading and Math. The purpose of these meetings is to identify strengths and areas of need in our reading program. • In grades 7 and 8, an analysis of texts in science and social studies will be completed to contribute to an action plan that addresses the regression that is apparent in 8th grade reading. • We are organizing parent/family meetings every Thursday for students who have not made adequate progress on STAR Reading and Math, as well as Interim 2 assessments.
2							DTSDE review-time frame, communication	• As part of our Focus School Status, our school will participate in its yearly DTSDE review. • March 19-20; same procedure as last year and same Outside Educational Expert (Denise Stappenbeck). • More information to the BOE will come this March.
							-Review Capital Project Transition Plan	• Scheduling and organizational meetings between the elementary school administration and school counselors have occurred. Progress has been made as it relates to room assignments, resource allocation, scheduling, school-wide expectations, assemblies, and day-to-day logistics, process, and procedures. • Follow-up meetings intended to finalize room assignments and to develop a draft schedule will be held the last week of February.

GE=Grade equivalency
Green=improvement
4Yellow=remained the same
Red=regression

Assessment	Grade level	Fall 2017 GE minimum proficiency	Students meeting or exceeding GE Fall 2017	% of students	January 2018 GE minimum proficiency	Students meeting or exceeding GE January 2018	Students meeting or exceeding GE January 2018	% of students making adequate progress (.5 growth GE or better)
STAR Reading	5th	5.0	33	42%	5.5	34	42%	44%
STAR Math			40	49%		48	59%	65%
STAR Reading	6th	6.0	33	30%	6.5	35	32%	51%
STAR Math			50	45%		57	51%	43%
STAR Reading	7th	7.0	24	27%	7.5	36	40%	55%
STAR Math			36	40%		47	52%	52%
STAR Reading	8th	8.0	21	26%	8.5	14	16%	36%
STAR Math			27	33%		32	36%	61%

You'll notice that as the year progresses, the Grade Equivalency score increases. This is because the standard for proficiency increases as time passes. When we make improvements (green sections), this means that we are not only closing the gaps for many students, but also ensuring that they are making progress that is appropriate for the halfway point in the school year.

Letters are being sent home to all families to communicate student progress on STAR Reading and Math. Those students who have not made minimum growth will re-take the STAR during the week of February 12th. If, after they re-take the midyear STAR, they have not made adequate growth, this will trigger focused after-school support for a period of time to be determined. More details are being developed.