Report to the Board of Education
Date of meeting 11/14/17
Mark Mathews

Note taker:

Tenet		SAP goals, action steps					Item	Progress
2							Review District Leadership Council Meeting	Very informative experience with Personalized Learning. Training facilitated by members of the School Leadership Team, Ben Stopka and Laurie Elliott. Presentation was well-received. The gradual nature of the adoption of these practices eases the transition towards the model. Teachers are trying some new things and we will follow up with them in regard to their progress.
3	4	1.1.7					-Leverage Leadership process	What are the implications of this information as it relates to our PD plan? focus area? How can PD action plan be adjusted based on this information? Leverage leadership is moving forward as we continue to focus on student engagement in learning. I am observing some positive changes in this regard. I am asking students "what are you learning about," most students are able to answer the question. Of the 27 leverage leadership visits, 22 of the students I asked this question of were able to describe with accuracy what they were learning about. This demonstrates some successful introduction and acquisition of the learning target. It also implies that teachers are more consistently using formative assessment strategies to make sure that students understand the learning target and have an understanding of what they are learning. Less consistently are students able to respond to the question "why are you learning this?" In 13 of the 27 visits, students were able to answer this questions in a way that demonstrated a connection between their own background knowledge and the learning that was taking place. 8 of the students responded with answers like "so we can do well on our test," or "so we can get good grades." This would demonstrate low-level engagement in the learning process, because students are applying what they are learning to immediate tasks, or the acts involved with "doing" school. I would like to hear students responding to the questions, making connections to their future stories, or with success in their futures. This can be difficult to do with some topics, but no less important. When we can achieve the goal of every student being able to express why they are learning what they are learning, we will begin to see true intellectual engagement in learning, and this will lead to better achievement outcomes.

	1.1.4	1.2.8				-Assessment calendar	We administered the first interim assessment of the school year during the week of November 6th, so we don't yet have results that can be reported. Procedurally, we have some adjustments to make to the interim assessment weeks. First, we want to make certain that students and adults are quiet in the hallways during this week. This is always an expectations, but during testing week it is even more relevant. We also want to make certain that testing accommodations are scheduled well in advance so there are no conflicts, and so we can reasonably accommodate all test takers and honor the accommodations on their IEPs or 504s. I will add data reports to the next BOE report.
	1.4.4	1.1.3	1.4.3			-Analyze Tenet 3-How can we move the tenet team work forward	As part of our SCEP, we have established a goal where all staff will learn how to deliver effective, meaningful feedback to students. We are partnering with the elementary school, as they are working with a group of their teachers on the skills and strategies associated with specific, positive feedback. The first step we are taking is to conduct a survey of our students to learn their views of feedback from teachers and staff. During the school review process last year, our students reported that they don't frequently get feedback from their teachers, that the teacher tends to grade their assignments and return them to them, but that this doesn't give them information on how to improve. A key premise is that for students to be able to improve, they must have the capacity to monitor the quality of their own work during actual production. This in turn requires that students: • Know what high quality work looks like. • Are able to objectively compare their work to the standard. • Have a store of tactics to make work better based on their observations.
	1.1.4	1.2.8	1.1.6			Review process for administering, scoring Interim Assessments, how data will be used to inform Tier 1 Action Plan Development	We are organizing dates for teachers to use the SBIP to analyze and evaluate student responses on the interim assessments. They will have time to conduct this evaluation and create Tier 1 action plans based on this data and other data. During the month of October, Melanie Stevenson and I met with all teachers of ELA and Math in the school to discuss student outcomes on the NYS ELA and Math. We identified specific students and specific gaps that were made clear through the gap reports. We discussed Tier one interventions and Tier 2 interventions to support the growth of these students as they move closer to

							the next performance level on the NYS ELA, Math, and Science. I will work with the teachers to evaluate their data and identify reasonable Tier 1 action plans to address the gaps that become apparent on the Interim assessments and the other data that is available through STAR Reading and STAR math.
5	1.2.7	1.4.3	2.1.3	2.5.3	2.6.6	-Review MTSS, Student Climate Survey, STAR Reading and Math, Reading Group progress,	We conducted the first administration of the school year for the Fountas and Pinnell Reading assessment, the STAR reading, and the STAR math. Since then, we have adjusted our reading groups based on those results. Reading instruction: in fifth and sixth grade, students have a “walk to read” structure for reading. This means that depending on their F and P levels, they move to different classroom to receive instruction at their instructional levels. Students are organized into “intensive,” “strategic,” and “extension” groups based on a combination of F and P scores, STAR scaled scores, and historical data. ● Students in “intensive” groups have reading records administered every week. ● “Strategic” groups will have running reading records administered once every two weeks. Teachers will be provided with RRR materials as well as a process for recording/reporting this data. Every effort will be made to keep these groups small. ● Students in “extension” groups will have running reading records administered once per month. ● After two running record administrations with 98% accuracy or above, the teacher will forward student’s name to designated Reading teacher, who will organize an F and P assessment. After the F and P assessment, the teacher and reading teacher will reach consensus about moving the student forward in reading level, keeping in mind that the goal is for every student to improve their reading at least one full grade level in STAR scaled scores before the end of the school year. Tier 1 and/or Tier 2 reading groups will be adjusted. ● For Tier 2 reading groups, reading teachers will provide a report for every student every five weeks. This report will go home with the interim or quarterly report cards. Reading teachers are expected to

								organize parent/teacher conferences as appropriate. This is not dependent on the classroom teacher. Some interesting statistics: Between the June 2017 Fountas and Pinnell administration and the Fall of 2017 administration: Fifth grade-46% of students improved their reading level according to F and P, 43% of students remained the same. This leaves 11% of students whose reading levels decreased over the summer. Sixth grade-45% of students improved their reading levels according to F and P, 14% remained the same Between June of 2017 and Fall of 2017 STAR administration: Seventh grade-60% of students improved their reading levels according to STAR or remained the same Eighth grade- 62% of students improved their reading levels according to STAR or remained the same. Clearly, the data shows some improvement, even over the summer, but there are also some areas to be concerned about. We are drilling down further to create a plan that supports our students over the summer, but also looking more closely at which students whose reading levels declined over the summer so we can make some adjustments and support them.
2							-Review Capital Project Transition Plan, notes from Transition Team meeting	-See attached for an update on the Transition Plan-a parent meeting was held at the Middle School on November 8th. Another meeting is scheduled for December fourth for those parents who couldn't make the first meeting.

North Rose - Wolcott

Cougar Pride

NRW

NORTH ROSE-WOLCOTT
CENTRAL SCHOOL DISTRICT

Welcome!

Mark Mathews, Principal of North Rose-Wolcott Middle School

Agenda

* The Capital Project
* Priorities
  * learning
  * safety
  * social and emotional opportunities
* Design
* Schedule
* Timeline
* Questions

The Capital Project

* From July of 2018 to the summer of 2020, NR-W Middle School will undergo a Capital Project.
* The project will involve a complete redesign of the middle school.
* For the two year construction project, students in grades five and six will be housed in portable classrooms on the elementary school campus. Seventh and eighth graders will be housed at the high school.
* Careful planning and open communication will create consistent academic and social/emotional supports so all students will be prepared for future challenges.

Learning

* The support staff will be split between the two buildings.
  * Reading teachers
  * math support
  * counselors
  * all special education services
* Teachers will continue to connect with parents through preferred means, regardless of where our school is located.
* Students will continue to be engaged with reading classes, math classes, writing, science, social studies lessons that meet the New York State Standards.
* We will continue to monitor student progress through the STAR assessment in reading and math, and the Fountas and Pinnell Reading Assessment.
* Continued professional development among 5-8 staff.

North Rose - Wolcott
Cougar Pride

Safety

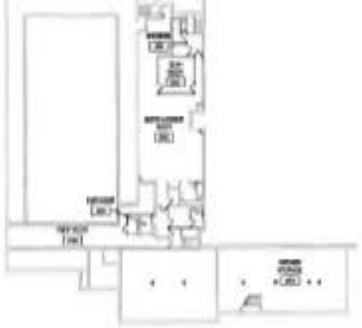
* Fifth and Sixth grade will begin to practice indirectly- supervised transitions to some classes.
* Same sign in and sign out procedures currently used-one main office, working on a plan for entry of fifth and sixth grade.
* Student orientations each year-orientations will be scheduled in August for all grades during both years of the project.
* Schedule differences at the high school to avoid excessive hallway contact between seventh and eighth graders and ninth through twelfth graders.
* Additional nurse time scheduled between HS and ES.
* Always a MS administrator on site.

Social and Emotional Opportunities

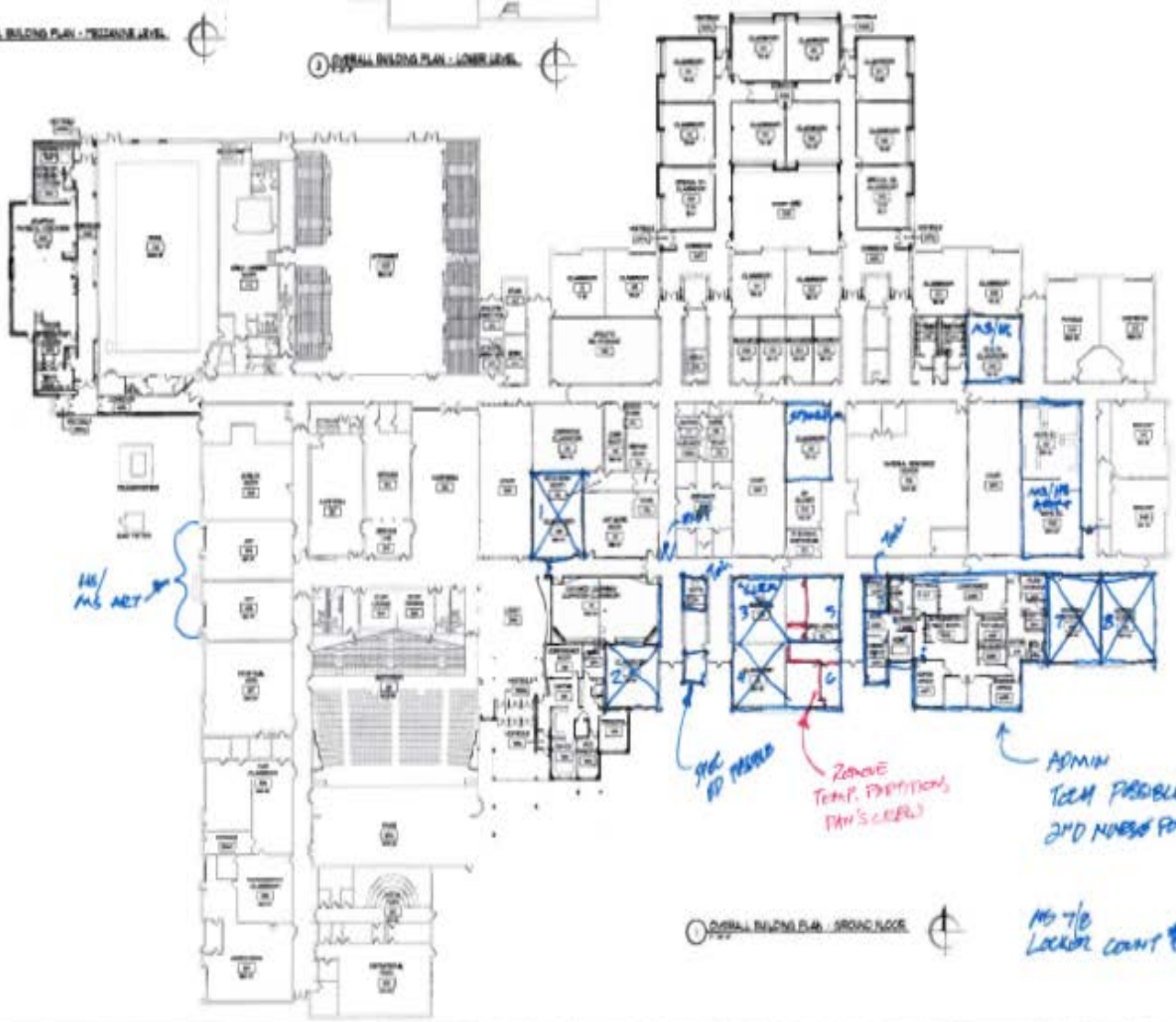
* Dances, roller skating parties, other social events will be held together (5-8) to the greatest extent possible and/or when appropriate.
* Trying to work out clubs and groups across the schools-either through skype/facetime or via physical transportation.
* Will have greater resources in both schools for guidance counseling and social/emotional support.

7/8 TRANSITION
M.Th. 10:00 AM
G/H

OVERALL BUILDING PLAN - MEZZANINE LEVEL



OVERALL BUILDING PLAN - LOWER LEVEL



OVERALL BUILDING PLAN - GROUND FLOOR

MS 7/8
LOCKER COUNT @ 162

Schedule-5/6

* Earlier starting time than Prek-4, approximately 7:10 AM, dismissal at 2:10 PM first run, 2:50 PM second run
  * specials
  * lunch
  * after school support
* Very similar schedule current schedule in grades five and six, ELA, Math, Reading, Writing, Social Studies, Science, Music, band, PE, Art.

Schedule-7/8

* 42 minute classes
* 35 minute advisory/extension wrap with lunches
* Separate passing time for middle school and high school
* 8 scheduling sets for courses
* Same classes for as currently in place, ELA, Math, Reading, Writing, Literacy, Algebra, Living Environment, Spanish, Home and Careers, Technology, Music, PE, Art, Social Studies, Science

Middle School			High School 1			High School 2	
1st	7:15-7:57		1st	7:15-8:00		1st	7:15-8:00
2nd	8:00-8:42		2nd	8:03-8:45		2nd	8:03-8:45
3rd	8:45-9:27		3rd	8:48-9:30		3rd	8:48-9:30
4th	9:30-10:12		4th	9:33-10:15		4th	9:33-10:15
5th	10:15-10:57		5th	10:18-11:00		5th	10:18-11:00
Lunch	10:57-11:27		6th	11:03-11:45		6th	11:03-11:45
Advisory	11:30-12:05		extension	11:48-12:23		lunch	11:48-12:23
6th	12:08-12:50		Lunch	12:23--12:53		extension	12:23--12:53
7th	12:53-1:35		7th	12:56-1:38		7th	12:56-1:38
8th	1:38-2:20		8th	1:41-2:23		8th	1:41-2:23

Timeline

* November-January: Learn, improve, learn, improve, begin packing process-boxes, storage, labels
* February 12th, 6:00 at the MS-Parent Meeting: update on progress, questions, next steps
* February-April: Learn, improve, learn improve, pack for storage
* April 23rd, 6:00 location tbd: update, questions, next steps
* June-end of year/celebration/say farewell
* Projected move dates: Week of July 2nd
* Orientation dates: August-TBD

Questions? Suggestions?