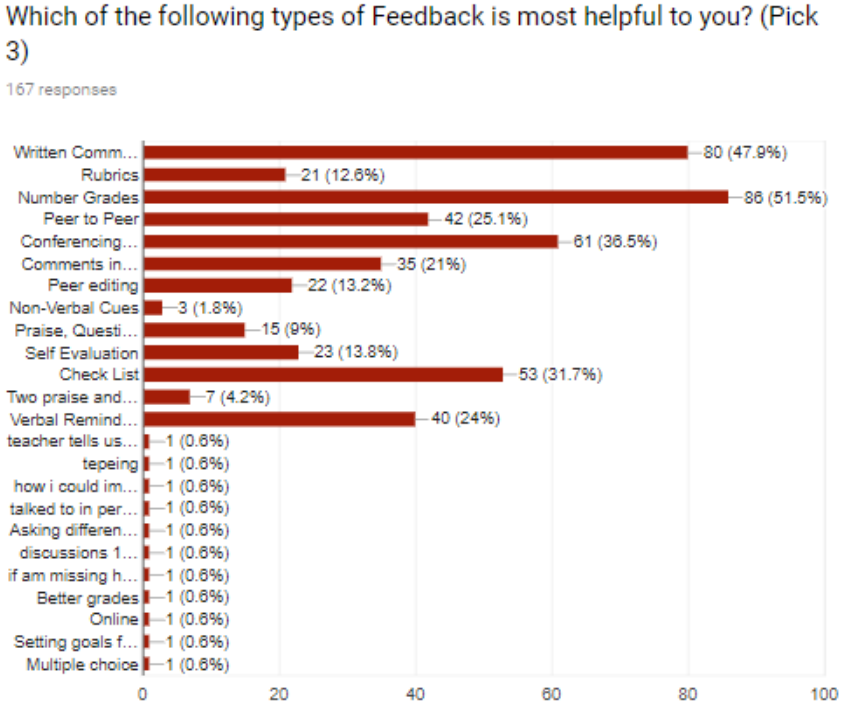
Mark Mathews
Report to the BOE
January 2018

Upcoming events:

January 3rd – Modified Winter 2 Sports Begin
January 6th – After School Discovery Weekend Event #2 (9:00-2:00)
Week of January 8th-midyear administration of the Fountas and Pinnell reading inventory.
January 9th – Leadership Council – 3:30-5:30
BOE meeting – 6:00
January 11th – Roller Skating – 6:30-8:30
January 12th – No School Professional Development Day
January 15th – No School – Martin Luther King Jr. Day
Week of January 16th-STAR Reading and Math administration
January 19th – January Dance
January 22nd – 26th – Interim 2 Assessment Window
January 26th – Quarter 2 Marking Period Ends and Mid-Year benchmarking data completed
Week of January 29th-Teachers who administered interim assessments score and update Action plans
January 31st – CSE/504 meetings

Tenet		SAP goals, action steps					Topic	Notes
3	4	1.1.7					-M. Mathews-report-Leverage Leadership process, lesson planning	• Continued focus on student engagement. • Students consistently know what they are learning, and many can explain why they are learning what they are learning. • I provide reminders of this on the morning announcements daily. • As students mature, engagement becomes something of a two-way street, where school structures have to support the training of students to be resilient and to put their best effort forward every day. Teachers have to maintain these expectations and expect and accept nothing but the best from each and every student. • 95% of students can tell what they are learning.

								• 64% of students can explain why they are learning what they are learning. Connections are difficult for many math concepts, it's difficult for students to explain why they must prepare, for example, to multiply unlike fractions. We are looking to create a better vision of what it takes to be a successful mathematician and how this might help students in life.
		1.1.4	1.2.8				-Review assessment calendar	• We continue to develop Walk to Read protocols. • We are looking for fifth and sixth grade teachers to help develop our process for progress-monitoring student reading. • This would include a process for record-keeping and for the administration of the Fountas and Pinnell Reading inventory. • Current process is 100-word passages for Running Reading Records administered to intensive students 1x per week, 1x per two weeks for strategic readers, and 1x per month for benchmark readers. Seeking clarify of process and collection/recording of data for analysis. Also looking at STAR administration for benchmark readers, likely administered monthly. • We are freeing up a reading teacher to support teachers in the administration of F and P assessments. We should identify a week to target all students so F and P can be administered. We would have to organize subs? Use alternative evidence collected during instructional protocols, then reassess and/or reorganize using combined data. • Need a better way to distribute STAR assessment data to other teachers at 7-8. Perhaps a quick reference sheet. How do we get Kevin Henry involved, especially when students have multiple STAR assessments. Not only do we have to develop a better way to distribute, but also for teachers to use the information for grouping purposes. STAR assessments in reading and math administered during the week of January 8th. Progress will be evaluated as compared with the fall administration. This analysis will drive additional student supports, parent conferences, and supervision measures through leverage leadership and other means.
		1.1.9	1.1.5	1.2.9			-Analyze Tenet Team meetings	With the new year, Thursday meetings are reorganized and refocused to move forward on grade-level team and cross-curricular communication. Tenet teams are working on different projects as they relate to our SCEP. Teams are using the SCEP rubric to help drive their work, as we are finding some of the action steps outlined in the SCEP do not go far enough for our purposes at the midyear point. Some interesting results from our survey of students on "Feedback," which is part of the work of our "Tenet 4" team.

								 See below for additional responses. At this point, only seventh and eighth graders have participated in the survey. We are very interested in these responses about feedback from teachers and how it is perceived by students. Some students perceive feedback very negatively; others perceive it as very helpful. We will use this information to help plan professional development related to feedback.
		1.1.4	1.2.8	1.1.6			Analyze process for administering, scoring Interim Assessments, how data was used to inform Tier 1 Action Plan	• Midyear interim assessments will be administered during the week of January 22nd. • Teachers will be given a half-day for scoring their interim assessments. Information will then be sent to K. Henry for uploading. • A follow up time will be scheduled the first week of February with Melanie Stevenson, me, and all teachers administering interim assessments. We will use the new assessment data to update action plans.

								• Letters of Concern will be mailed following the conclusion of MP 2. STAR data, interim data, and midyear grades will be used to identify students who are in danger of failing their current grade level. Parent conferences are being scheduled with students who were failing multiple classes at the midway point of the second quarter.
	4						Review proposals	**<u>Student work displayed</u>** We are engaging staff in discussions about academic expectations across the school. We want to be sure that we are preparing students for future learning and success by making sure they meet or exceed all grade level standards as they are outlined by NYS. We also want to have a common understanding of what it means for students to demonstrate proficient or exemplary work. In addition to this, we are working to engage students in **active reading strategies** and **written responses to tasks** in every class and every subject. With this in mind, we are organizing a process by which we share student work in our school: As part of our instructional program, teachers prepare student work displays either outside their classroom doors, on bulletin boards, or in a designated space in the school. Student work can also be displayed inside the classroom, bringing student ownership and involvement to the classroom environment. Students should take an active role in displaying their work, this does not have to come down to teachers creating the display. Displays do not have to be "fancy." If they meet the criteria below and demonstrate rigorous, standards-based reading, writing, and/or math learning, they are acceptable. When student work that meets or exceeds the standards is displayed, a culture of high expectations and rigor is reinforced as students review their classmates' work and set achievement goals; as parents, community members, and BOE members visit and tour our school; and for colleagues to learn new strategies, approaches, and about the curriculum of different subject areas.

								• Student work displays are changed monthly, at a minimum. Student work can be displayed in the classrooms, the hallways, or another location in the school. • Standards-based learning targets are displayed along with the student work. • The rubric that was used to evaluate the work is displayed alongside the student work. • Student work that meets or exceeds the standards should be displayed; student work that is working towards or does not meet the standard should not be displayed in the hall, but it may be displayed in the classrooms.
	5	1.2.7	1.4.3	2.1.3	2.5.3	2.6.6	-Review MTSS, HOW report, Tier 2/3 assessments, Reading Group progress, Interim Assessment data	**<u>Tier 2 Social and emotional learning</u>** We are seeking to add more support for students who qualify for Tier 2 social and emotional support. The counselors have participated in training so they can deliver the Why Try program. WhyTry is "a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success." We have students who, due to their ODR data, suspension data, attendance rate, and learning data, qualify for this tier 2 support. The program runs on an 8 week cycle. We have details to work out as it relates to entry and exit criteria, but we are linking this support to the Social and Emotional Health Screening that will be conducted over the next two Thursdays at our grade level meetings. Why Try will be offered to qualifying students during the regular school day. If we make this an after-school support, students will have the impression that they are being punished, they may not participate. This will mean that some students will miss classes. To address the prospect that these students will not miss the same class on a regular basis, the proposed scheduling of these classes are as follows: Week 1-period 1

								Week 2-period 2 Week 3-period 3 Week 4-period 4 Week 5-period 5 Week 6-period 6 Week 7-period 7 Week 8-period 8 And the cycle starts over again…. One guideline that I would like to address is that the teacher not only gives the student the work they missed, but also shares <u>what was learned</u> the day before. This doesn't mean that the teacher has to re-teach the lesson, but when students are absent from class, we must also help them understand the context of what is being learned on that given day. We tell them what the target was and summarize the learning that occurred, in addition to the assignments that need to be completed. On the days they miss to participate in Why Try, we will encourage the students to stay after for help, but it won't be mandatory.
2							-Review Capital Project Transition Plan, notes from Transition Team meeting	Question from team: Where should the label go on the box? Labels should go on the upper right side of boxes (on a vertical side) so they can be read if they are stacked one on top of the other. Will all classrooms be furnished or will things from our classroom, like tables, desks and book shelves be moved to our new classroom spaces? <u>Fifth and sixth grade</u> -furniture will be moved to assigned rooms in the modular classrooms. Student desks and chairs can be labeled but the priority is to make certain that every room has appropriate student furniture, which supersedes the request that classrooms have matching furniture. Efforts will be made to accommodate requests, but priorities remain. Teacher desks should have all valuables removed, but can also be labeled, along with teacher desk chairs. Bookshelves must be emptied but can be labeled for moving. File cabinets do not have to be emptied but should be labeled. It's

								recommended that anything of value that belongs to the teacher or staff person personally should be moved by that staff member. 7th and 8th grade-We are taking inventory of student furniture at the HS and will move student furniture as needed. Teachers desks and chairs can be moved, along with file cabinets and bookshelves. More clarification is needed about teacher work space and multiple desks in classrooms. M. Mathews and B. Read will discuss this and clarify a process for decision-making after more scheduling is completed. When will portables be available to begin moving things to or setting up the classroom? This is not known. In the next community newsletter, there will be examples and description of what the modular classrooms might look like. Their availability for "moving in" is unknown. Will we be given any release time during the school year to pack? It's acknowledged that the MS teachers will have more "packing up" to do at the end of the year than teachers in the other schools. This is being discussed to see what can be done to accommodate. Do we have to use specific boxes to pack everything? No. We can provide extra boxes from the cafeterias for different sized items. We will bring boxes over and store them in the first floor copy room. If you need different-sized boxes, complete a school dude. Will packing tape be available or do we have to supply our own? Tape will be supplied. Tape and labels will be stored in the main office, as they are expensive. We are asking everyone to please be responsible with the materials and return them when you are not using them. How will we access the portable classrooms? Is there an outside access point or will we have to go through the elementary school? We will use the elementary school due to the need to have secure exits and entrances.

								How are we going to handle things like Awards assemblies-keep them separate Dances-try to keep them together Musical-keep them together. We will have to work out the time frames. Will we still have clubs that include all grade levels? Yes, that is the goal. Will we be able to bus kids to the HS for meetings or things like that? TBD Will there be totes instead of boxes for things? Glassware, sewing machines, microscopes, triple beams, etc…Some items will be too heavy for boxes but still need to be packed up. No, we won't buy totes. We can provide different-sized boxes and are going to purchase bubble-wrap or packing Styrofoam for fragile items. Is there anyone who is representing the Aides and TA's on the Transition Team? Yes, the current team represents questions from all staff. When will the aids/TA's know where they are going, especially if they teach multiple grade levels? There is currently no time frame for making these decisions. As we get closer to the end of the year, there will be more information. Questions- Where should the boxes, labels, tape, be stored? These will be stored in the office. For large quantities of boxes, please complete a school dude. When people have packed up boxes, ready for storage, they email secretary, who completes school dudes for the items to be picked up one day per week. January 8th is our next meeting.

This is one of the questions and student responses-only grades 7 and 8 listed-these were typed in a form, grammar and spelling were not part of the task. I'm just sharing as you may be interested.

What does "feedback" mean to you?

teachers telling you your wrong

When you hand in something and some one tells you how you did and what you can do to improve

When someone tells you what you need to work on

Ways students can improve on something and get help.

The evidence showing that you need to improve and the opinions of others on your work.

it means a teacher is giving information back to you on like your quiz or something else

feedback to me means telling you about what you've done or presented etc. that could be one good thing or one bad

They tell us something we did good on and something we need to improve on.

A way to gain some extra help and to better your skills.

Telling someone your opinion

something you get when you get help for something

Feedback means helpful comments that are about the work that you did.

it means something someone is righting back to your work

A peer explaining what you could be doing better.

to "help" you

when some one can tell you an area to improve that you can get a solution.

i don’t know

comments about work that you or someone else does that tell you what you did good or what you need to work on

To me it makes me feel like I did something wrong because feedback (to me) is bad.

Feedback means you did something off and you need to try to do better next time.

what I need to do beater at.

feedback to me is if you did something wrong.

Feedback means to provide information to help you get better at something you did.

I think that feedback is something that some one gives you advise to work off of.

replying to something that has been done

Someone telling you what you did good and what you need help on.

Getting help on what you need to improve on

helps me figure out what i need to change what i need to turn in and what im doing well in

something that tells you what you did wrong

what i need to fix and get help with about my work that is incorrect.

something that will help you improve your grade

something that will help you improve your grade

Someone’s' opinion on your attitude, work, or other things about you.
Feedback means to give thoughtful comments about something you have done and evaluating it themselves.
A type of comment made to help you improve by acknowledging your mistakes and asking how or what made you make that mistake

Its a way to learn from mistakes to be successful

when someone gives you help on something they know or heard

A comment that is made on your work to help you improve.

to tell someone how god you did

Advice

a waste of time

A thing were you get feedback from another person.

speaking about how well u did on something or going iver results

when someone says something back to you

someone telling you what you need to fix after you do something.

sometimes helpful

telling you what to work on

feedback to me is a helpful tip to leading to success

Feedback is when someone gives me(for the most part) constructive criticism.

Feedback means that you need help and what you need to help you.
feedback means how to improve upon your work and how to better to get good grades on your work so you can become successful by learning from your mistakes
it means to receive something that gives you suggestions on how to do better next time or, how to make it better.

Getting some helpful things back

A comment on something you have done

How to make things better

feedback

comments you get on how you are doing something

feedback for me means information on how am going

Something you learn from others

Me failing what I was doing

Feedback to me means that they are giving you helpful criticism on how to improve or how you did well.

What "feedback" means to me is honest opinions about our work or anything else in particular.

helps me no what i do wrong and or what i need to fix

It means that you are given details of what information you need to make sure to add to your next project or essay

people talking to you about important things

to show what you need to work on

helps you want to get work done

comments on the work you did

tips

advice that people gives you

correcting me

it means what others think that you should do and they tell you that

Comments you get back from people to help you fix something or something you did well.

Helping me do my work and giving me information to help me in my career and my choices and to help me go to college

Feedback means to me is helpful to learn

to get more help

your grade and how i can do better

Nothing

Evaluating and telling me what I did wrong, how I could fix it, and what I did right.

Giving comments that may help.

Helpful advice

Comments that ur peers or teachers give u on what u did

Giving back information

Notes back
Notes back
I do news Ela together
Feedback is when someone provides you information about something that you did.
Help full information
Good information that tells us what's going on
It means that I could do something better next time but work on it until then
Good information that tells us what's going on
It feels like my parents are giving me information on my homework.
When some tells something back to from someone else
Helpful tips
Feedback is when someone provides you information about something that you did.
Help like telling us what we need to do or asking us questions.
Two give you more things like news that u didn't know bout or do just want to know more
Something you get back from a person to help u on something or what they thought
Evaluating yourself on how to make things better
A comment you get from someone else.
Evaluation
When someone is saying something back
Give you old information
Give you old information
Feedback means to give me back what you think about something.
Answer that a reader gives
Giving important info back to a person
Feedback to me means how the teachers and students
A way to get a response to your work or action
Things that come back to you
Information of what someone had just done and how you can do better
When a teachers rites a note

Giving your opinion back on something.

Helps us understand what we can fix

Give info on a topic

Someone giving you reminders/tips on how you can raise your grade or change certain things.

Feedback to me means something that will explain to you what u did and give more details.

Someone who grades your work and tells you how you did.

To give information back to one person about how they feel you did.

To give information back to one person about how they feel you did.

Evaluation

Help after you do something

A piece of advice

Something someone tells you good or bad about something you did or have done

When someone is telling me how i did

What I can do better

What I can do better

Advice

When I get something back like a test and I have to correct it

The other persons thoughts on how u did

It tells me what I need to fix or should change next time

It tells me what I need to fix or should change next time

Feedback is a way of correcting things

What I can do better

When someone is telling me how i did

Nothing

What I need to fix and/or did good on

What I need to fix and/or did good on

Suggestions that other people give to help your work

Feedback means someone is coming up with a way to praise you or help you improve on something you did.

When you get a written response back from someone.

Getting help

When somebody gives you a response to some Work u did

Giving information
That the teachers are trying to make you improve but most teachers in our school just mark questions wrong and say we did bad instead of saying how we can improve.

Things that the teachers give us back to get better

To me, feedback means/ is something that helps you become better.

Giving back reviews of things you did good and things you did bad

What feedback means to me is someone giving me useful information to help me.

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Things that help you improve on your task

To me, feedback means/ is something that helps you become better.
That the teachers are trying to make you improve but most teachers in our school just mark questions wrong and say we did bad instead of saying how we can improve.

Answers or comments from others

Comments back to you on your research essay or whatever it is

A persons opinion on something you do. It tells you good things and bad things.

After you do something you get told what you did right and what you need to fix.

Why your wrong or write.

Someone giving you answers back to try to help you

Showing ways of progress

Educated opinions and criticism about something you did.

Advice that people give to you while or when your done completing something.

Giving you reminders

Progress from the teacher on how your doing in class or comments on your homework.
Giving information back to you that inform you on what you have done very well and things that you can expand and improve upon. FEEDBACK IS HELPFUL.

Comments and questions that help you improve your work

Like when a teacher or someone gives you their opinion on something.

Things that you get back from what you have already done and to try and fix them

Showing ways of progress