Report to the Board of Education

North Rose-Wolcott Middle School

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May 2018

Upcoming Events:

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May 1st and 2nd – NYS Math Test
May 8th – Leadership Council – 3:30-5:30
Board of Education Meeting – 6:00
May 9th – CSE at NR-W Middle School
May 15th – Budget Vote and Election of Board Members
May 17th – Middle School Festival of the Arts (5:30) and Spring Concert (6:00)
May 18th – 5th- 7th grade Dance (*8th grade will have their own dance in June)
Interim 4 Ends
May 22nd – CSE/504 at the Middle School
May 24th – Modified Sports Awards Night – 6:00
May 28th – No School – Memorial Day
May 29th – NYS Science Performance Test – 8th grade

We are in the process of developing the 2018-2019 SCEP. As part of this process, the School Leadership Team has carefully reviewed all recommendations from the DTSDE Report. At our upcoming meeting on May 3rd, the entire staff is going to be analyzing the report through a discussion-style review. To this point, staff members have participated in small-group conversations that addressed the prompts:

a. What is our vision for what our school should be?
b. What does that look like?
c. What does that sound like?
d. What is my role in making this happen?
e. How does my role interconnect with the roles of others?

These prompts were part of the report provided by the DTSDE. There has been some healthy discussion around this topic, see below for notes.

What is our vision for what our school should be?	• We want a community. • A community requires that there is respect between and among adults, trust, caring, a culture of going "above and beyond," appreciation, and celebration. • We want adults talk to each other, listen to each other, and disagree productively. • Develop consensus. • We want to be honest with one another, and to treat others the way we want to be treated. • To have a place where both students and staff feel safe, valued, interested in learning new things, not afraid to ask questions or try new things, and feel welcomed. • A place where we put academics first, but support services for those who find it difficult to come to school, or participated in learning academic tasks, or have lives that don't naturally lead to success in academics • Students coming into classrooms taking the initiative to engage in learning (having materials, gathering materials, holding themselves accountable…) • *Teachers and classes collaborating at and between grade levels… even between buildings • *Students engaged in their learning; they are discovering, exploring, comparing, researching etc
What does that look like?	• A place where there is structure, where there are common expectations for routines, how students enter the classroom, what is expected of students. • There is time built in for adults to discuss procedures and routines. • Grading consistencies, student participation. • We want our students to respect and value what we do and what they do. We want them to have pride in their learning. • We want staff to share resources, and model respectful behavior and how to have positive interactions with others.
What does that sound like?	• People greeting each other, communicating with manners. • Using "I care language," like "I understand what you're saying…." • One person speaking at a time. • Students modeling "I care language…" affirmation • How can I help you? • Calls home to parents for positive reasons

	• It sounds like a place where whenever you walk by someone, whether it be a student or another adult, talk is positive and supportive. • Students and adults saying kind words to one another. • Collaborative work, positive responses to students and staff, and respectful of others ideas. • Respectful tones and words. • Thinking of others, not only themselves. Respect between teachers, students and parents. • Students posing questions to each other; explaining their process • Students asking for assistance as needed. Students assisting others. • "I like coming to school" • Level 1-2 in the hallway!!! Please!!! • "Hey Mr./Mrs _____, you know what I figured
What is my role in making this happen?	• Rigorous, serious classroom with systemic supports I can rely on for students who aren't able to be successful that day for other reasons than academic preparedness • All staff and students take responsibility for our own behavior. • All staff come with a positive attitude. • Pick others up when you see them down. • Keep minds open to different perspectives, points of view. • Be willing to accept feedback. • Be willing to build consensus and "give up" some things that you may think are very important • Be flexible.
How does my role interconnect with the roles of others?	• Trust • Productive problem solving • Assume the best in others • We must all work together to try to achieve the same goal for all students. • Open communication between teachers about the students they share • Communicate with students and adults in the classroom • Helping to create a learning continuum across content areas (grade levels) in building student's information literacy skills • A lot of conversations and sharing of materials and ideas. • Teachers sharing professional conversations/resources with one another to increase each other's ability to develop a strong, rigorous curriculum.

	• I support the learning that is happening in other classrooms. • We all share the responsibility of the overall mission statement of preparing all students for a successful future • By knowing what others are doing in their classrooms (time to meet and talk) and support each other, whether it be backing what they said or finding ways to integrate content in my classroom.

In the next two months, our work will be to construct a SCEP for the 18-19 school year that

- Is driven by the evidence in the DTSDE report.
- Has fully-developed SMART goals and action steps that are realistic, relevant to the SMART goal, and "doable."
- Includes input from staff members, parents, and students.

The views expressed in these discussions provides data for the SLT to create systems by which these items can be monitored. I'll keep you informed of our progress, and, of course, share the SMART goals and SCEP plan with you as it is developed.

New York State Testing

The New York State ELA was administered in April, and I'm very proud of the efforts of all our students, faculty, and staff. We managed to cross one threshold in that we were able to surpass the 95% participation rate for ELA. We landed around 97% participation at the middle school.

As I write this, we have just finished administering the NYS Math assessment. There were more refusals for math, but we are working with families and students to agree that they will at least try their best and participate in the testing process. The real measure, however, is the quality of the work produced by the students, and we won't know until the summer, when the results are shared.