Report to the Board of Education

North Rose-Wolcott Middle School

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BOE Report June 2018

Upcoming Events:

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June 4th – 8th grade Science Test (Written)
June 6th – CSE/504 meetings @ NR-W MS
June 8th – 8th grade Dance – 6:00 pm-8:00 pm
June 12th – Leadership Council Meeting – 3:30 pm-5:30pm
Board of Education Meeting – 6:00pm @ High School
June 13th – CSE meetings @ NR-W MS
June 15th – Middle School Mini-Olympics
June 18th – 5th and 6th grade Quarter 4 Awards – 7:30 am-8:30am
6th-8th grade visit to the High School – 12:45pm -2:10pm
June 19th – 7th and 8th grade Quarter 4 Awards – 7:30am -8:30am
June 20th – Final Awards Assembly – 7:30am-8:30am
Last day of school

The School Leadership Team has made some significant progress on the 2018-2019 SCEP. You may recall that the SCEP process outlines 6 Tenets. See next page-note that schools only address Tenets 2-6

The Tenets of DTSDE

The foundation of the DTSDE are six fundamental tenets that align to research-based proven practices of effective schools and districts. The tenets are:

Tenet 1: District Leadership and Capacity
Tenet 2: School Leader Practices and Decisions
Tenet 3: Curriculum Development and Support
Tenet 4: Teacher Practices and Decisions
Tenet 5: Student Social and Emotional Developmental Health
Tenet 6: Family and Community Engagement

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The process of developing the SCEP involves the analysis of data to create:

- Needs statements-statements that capture the greatest need, or the biggest gap in the Tenet.
- SMART (specific, measurable, attainable, realistic, timely) goals-goals that address the need
- Action steps-these are the action items that the school engages in to meet the SMART goal and close the gap that is described by the need.

We still have some work to do, but for the 18-19 SCEP, we have created the following draft needs statements and SMART goals:

Tenet	Needs Statement	SMART goal	Comment
2	According to feedback from the DTSDE review and the self-reflection of the SLT as we near the end of the school year, we need to develop a more centralized data-based decision making process as a leadership team. We are currently limited by a decentralization of data, which leads to a situation in which decisions are made without all data available and, subsequently, decisions and information are	-Under construction-	One common theme of our conversations is that we really want SLT to have more oversight over the work of the grade levels and department teams at Tier 1. We want the grade level teams and departments to have more responsibility as it relates to the Action steps outlined in the SCEP during their weekly meetings. We need more data systems that flow to SLT so that SLT is informed about the work being done in the school so they can

	not disseminated to all stakeholders in a unified manner.		make informed decisions that lead to student success.
3	Based on the DTSDE review and our Self-Reflection, we need to create curriculum, identifying opportunities to collect data for the purpose of increasing higher order thinking and student cognitive engagement prior to content delivery. Curricula must also include specific places where data collected is to be used to modify or adjust to promote growth and progress for all students.	By January 30, 2019, teachers will be implementing UBD (Understanding By Design) templates specifically identifying opportunities for data collection, as measured through the unit plan review process, noting both where the data will be collected and when the corresponding instructional modifications will take place as a result of the data collection process.	We must have a clearly outlined assessment calendar, that is connected to curriculum maps, and also scheduled opportunities for teachers to work with the data, creating new lessons, modifying curriculum maps, adjusting instruction at the Tier 1 level. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.
4	Based on feedback from the DTSDE review and a review of our current practices, we need to use data to inform instruction, change groupings and create responsive instructional programs.	By January 30, 2019, all faculty will have an established protocol for the collection and sharing of data, including instructional decisions made using the tactics bank as a result of the data collection and sharing process.	We agree that we must find more opportunities for teachers to collect and use data to inform instruction in reasonable ways daily. We must also continue to build our capacity to use personalized learning tactics and resources that support data-driven instruction.
5	Based on the most recent DTSDE review and student survey data, we need to expand stakeholder ownership of our social emotional support structures by developing a more consistent plan to use, review and share social emotional data to inform instruction on a more regualrly scheduled basis to create more responsive instructional programs.	By January 2019, all stakeholders will participate in a cyclical, established process to analyze student social and emotional data for the purpose of adjusting student interventions at Tier 1, Tier 2, and Tier 3 and measuring the impact of these supports on student achievement.	The SLT and the staff wants to be more informed about student social and emotional data. We also have to do more to adjust at social and emotional supports at Tier 1. We are finding that the Tier 2 team is trying to identify interventions without reliable data at the Tier 1 level. There has to be a cycle of data review and analysis, along with a process for making changes to interventions and evaluating the results.
6	Based on feedback from parents during the most recent DTSDE review, we need to	Under construction	We have spent a great deal of time discussing this Tenet. We have done a lot

	create more opportunities for all stakeholders to communicate and be supported within the school community.		to improve outreach. Teachers have parent contact logs that are collected, teachers contact parents of students who are failing classes, teachers are contacting parents to inform them when their child has earned an award, but we have found that this does not lead to improved two-way communication. We are considering the exploration of student-led conferences, where students invite their family in so they can share what they have learned before they can be promoted to the next grade level, as well as many other options to try to engage parents. We are still working on this Tenet, will hopefully have a SMART goal we can agree on.

MOVING

There is a considerable amount of time and energy being put into this process. We are working hard with the Buildings and Grounds team to pack boxes and have them moved out of the building. We have different colored labels for different destinations, and we complete school dudes when our boxes are ready to be moved out. The library, the gym, and classrooms are in the middle of the packing process and it seems to be going reasonably well. There's a lot that goes into this, but we are working together to support one another and get ready for new challenges.

Please be welcome to join us at the 8th grade dinner and Talent Show on June 19th-contact Kelly Cole if you are interested in coming. We will have Dinosaur Bar B que and some great company. We would love to have you celebrate our this amazing group of students with us and their families.