



Date of Report: 2/5/2018

Middlesex Elementary

Nash-Rocky Mount Public School System is focused on preparing ALL students bright & prosperous futures by deliberately and intentionally providing Rigorous and Relevant instruction in every classroom, every day.

- *Commitment to a clear and focused practices to improve student learning*
- *Effective teaching and leadership are essential for student achievement*
- *Safe and organized school environment*
- *Parental support*
- *Community support*
- *Every student is capable of making a years worth of growth*

Every student will apply Real life learning for real life living to classroom instruction.

- By EOY 2017-18, all teachers will consistently use high yield strategies in direct instruction that will be monitored by lesson planning, observations and feedback.
Strategies (by standard) from Marzano/Hattie,
Assess for mastery (80%) of standards,
Use mastery to drive instruction (not daily plan, but lesson plan),
Google drive lesson plan review

- By EOY 2017-18, all teachers will work to teach core to reach 80% mastery as monitored by lesson planning, observations and feedback.
80% based on MTSS framework for CORE instruction
Using the NRMS framework
Interventions
Spiral instruction
Walk thru tool used for monitoring
Google drive lesson plan review
- MES non-negotiables:
Use high yield instructional practices as defined by MES leadership team and the NRMPS instructional model to build powerful instruction that will be monitored by lesson plans, observations, and feedback
Data driven, backwards planning with NRMPS framework to plan and guide actual work that will be monitored by lesson plans, observations and feedback.
- Professional learning goals:
Teachers will learn to modify instruction using Scaffolding.
Teachers will use researched based strategies to support core instruction.



Comprehensive Needs Assessment



Student Outcomes

The EOG data shows a decline in all areas except reading grade 3. Math suffered the greatest loss.

Focus needs to be given to informational texts in all grade levels and fractions, measurement and data in math across grades 3-5.

K-3 mClass proficiency data: Overall reading 3D EOY benchmark indicates proficiency as seen below.

2016-17

Red

Yellow

Green

Blue

Total Prof

K Dibels

4% (2 students)

9% (4 students)

88% (45 students)

NA

88%

K TRC

12% (6 students)

9% (4 students)

19% (10 students)

62% (32 students)

81%

(RB and B)

(C)

(D)

17 E, 3F, 4G, 3H, 3 I, 2J

>blue

1st Dibels

22% (13 students)

2% (1 student)

76% (45 students)

NA

76%

1st TRC

25% (15 students)

19% (11 students)

24% (14 students)

32% (19 students)

56%

2RB, 3D, 4E, 3F, 3G

3H, 8 I

10 J, 4K

11L, 1M, 4N, 2O, 1Q

>blue

2nd Dibels
19% (10 students)
7% (4 students)
74% (40 students)
NA
74%
2nd TRC
20% (10 students)
9% (5 students)
59% (32 students)
11% (6 students)
70%
3D, 4F, 1H, 1J, 1K
5 L
5M, 27N,
6 O
>green
3rd Dibels
22% (11 students)
12% (6 students)
66% (33 students)

NA

66%

3rd TRC

16% (8 students)

18% (9 students)

34% (17 students)

32% (16 students)

66%

3E, 4J, 1M

3N, 6 O

17 Q

11R, 3S, 2U

>green-1

2014-15, 2015-16 to 16-17 K-3 mClass proficiency data:

Grade

DIBELS 2015

DIBELS 2016

DIBELS 2017

TRC 2015

TRC 2016

TRC 2017

K:

83%

87% +4

88% +1

63%

73% +10

81% +8

1st:

68%

69% +1

76% +7

44%

51% +7

56% +5

2nd:

73%

77% +4

74% -3

53%
 55% +2
 70% +15
 3rd:
 65%
 73% +8
 66% -7
 49%
 83% +34
 66% -17

Students in grades 3-5 score higher on the Language and Literature portions of the EOG.

The leadership team expresses strengths in collaboration among staff and planning but a need to be more intentional in our focus on strategy and concentrate on text structure and expanding passage length.



See report in indistar...we have mastered many indicators from last year and we continue to work on others.



Community Engagement

E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)

| | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E2.03 | The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190) |
| E2.04 | The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191) |
| Curriculum and instructional alignment | |
| A2.01 | Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091) |
| A2.02 | Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092) |
| A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) |
| Distributed leadership and collaboration | |
| B2.02 | The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142) |
| B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) |
| B2.01 | School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855) |
| Facilities and technology | |
| D2.04 | The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176) |
| Family Engagement | |
| E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) |
| High expectations for all staff and students | |
| A1.01 | The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082) |
| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) |
| Monitoring instruction in school | |
| B3.02 | The principal collects and acts on data from a variety of sources and in a timely manner.(5148) |
| B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) |
| B3.04 | The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150) |
| B3.05 | The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151) |
| Quality of professional development | |
| C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) |

C2.04 The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)

Resource Allocation

D1.03 The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

B1.04 The principal effectively and clearly communicates the message of change.(5138)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.03 Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)

A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Teacher quality and experience

C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers.(5153)

C1.05 The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.(5156)

