Report to the Board of Education
November 2018
Brian Read, High School Principal

Strategic Action Plan Goal	School Improvement Plan Action Step	Progress
1: By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher). [Goal to continue in 2018-19 school year]	Utilize the School-Based Inquiry Process (SBIP) to develop action plans based on interim assessment results, with particular attention paid to strategies for moving students from proficiency to mastery (Tier 1).	The first round of interim assessments were administered the week of November 5-9 (the 10th week of the school year). We will use the results to develop action plans for improvement. Teachers will meet in departments (2 hours of meetings over the course of the next few weeks) to engage in SBIP to develop targeted action plans for reteaching and/or modification of future practice. These plans will include specific standards that need to be revisited. These plans will align with our personalized learning practices (Data Based Decisions, Targeted Instruction). Action plan implementation will also be monitored in my Leverage Leadership meetings.
	Incorporate professional development related to Function-Based Thinking into daily practice.	One of the sessions at our recent professional development day (10/26) was dedicated to Function-Based Thinking. We will continue to develop student support plans by identifying the root cause of behaviors and selecting specific action steps that are designed to support replacement behaviors.
	Continue to refine interim assessments to ensure their rigor and alignment with end-of-year assessments.	We recently offered teachers an opportunity to meet this goal at an after-school work session (3-5 pm). We had twelve teachers take advantage of this opportunity. We plan to offer additional sessions, later in the year, so that teachers can refine their other interim assessments.

	Increase two-way communication with parents/guardians about student growth.	The Family Engagement SIP Group is currently developing plans for community outreach events. One idea is to offer these events in conjunction with our concerts. The School Leadership Team will be supporting the Family Engagement SIP Group with this work in the coming weeks. The November newsletter is now online.
2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase. [Goal to continue in 2018-19 school year]	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails." Define "rigor" in the language of personalized learning, identify instructional strategies aligned to the definition, and consistently utilize the identified strategies in lessons.	At the November faculty meeting, teachers continued their practice of using the guardrails to set a monthly SMART goal to further their PL implementation. We consistently hear that a needed support for PL implementation is time so we dedicated a significant portion of the faculty meeting to collaboration time so teachers could work together on incorporating PL strategies into upcoming lessons. They worked within focused groups based on the element of the Core 4 that they chose for their SMART goal (Data Driven Decisions, Targeted Instruction, Flexible Content and Tools, or Student Ownership and Reflection). In the coming weeks, we'll be encouraging teachers to visit their peers' classrooms in an effort to promote idea-sharing and a culture of collaboration. Leverage Leadership meetings will be used to provide teachers support to achieve their goals.
	Utilize Tier 1 (grade level) teams to maintain consistent grade level classroom expectations, increase PL collaboration and implementation, identify interventions and develop data-based improvement plans for students, and recognize students who are improving or exceeding expectations.	Tier 1 teams continue to meet. Recently, the junior team discussed PL strategies they have been working on. The freshmen, sophomore, and senior teams have been developing student support plans. The sophomore and freshmen teams have focused on collecting data related to those plans for the purposes of evaluating and modifying them (if necessary).
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	We have begun our first round of Check In, Check Out. We enrolled students in this intervention based on their academic, behavior, and coursework data; students who met identified "triggers" (data values) were enrolled in the intervention. We will use the results of the first interim assessments to modify student Extension assignments based on their identified learning needs

		(ex: a student who scores poorly on his/her ELA interim assessment will be enrolled in ELA Extension). We have begun the Tier 3 RENEW intervention with one student.
	Collaborate to provide for flexible enrollment in Content Labs.	We have been refining our communication processes for Content Labs so that study hall and Lab teachers can communicate more effectively. Specifically, we have created a Google Sheet that teachers can access to see all students who are enrolled in Lab, sorted by period. We are also now utilizing a Google Sheet to communicate Lab attendance to study hall teachers. We'll be utilizing Forum to promote the Labs.
	Analyze school-wide behavior data, develop resulting action plans (including initial and booster lessons on behavior expectations for all settings), offer incentive programs, and celebrate successes (MTSS Tier 1).	A recent analysis of disciplinary referral data revealed a need to address an excessive number of class cuts, so we are developing plans to provide more hallway supervision. Last week, we reinstituted our weekly Forum assembly. We feel Forum is an important opportunity to come together as a school community to revisit expectations when necessary, celebrate successes, and promote a positive school culture. We revisited Auditorium expectations at our first Forum on 11/5. Soon, we'll be sharing information about an incentive program related to the College and Career Ready designation.
4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year. [Goal to continue in 2017-18 school year]	Increase enrollment in STEAM courses and learning experiences.	The STEAM Task Force has been gathering and synthesizing enrollment data for STEAM courses. They will be comparing the data from 2017-18 with the data from 2018-19 to determine if their promotion efforts have been successful, and they will identify follow-up steps once they've done that. This will likely include an analysis that compares the STEAM electives we are offering with our students' interests/talents.

Other notes:

We were thrilled to induct 16 new members into our National Honor Society chapter at our annual Induction Ceremony on November 1! Last year we inducted 7 members, so we are very encouraged by the larger group this year! These students have excelled in scholarship, leadership, character, and service. We are extremely proud of these students, and we're grateful for all that they've contributed to our school community.