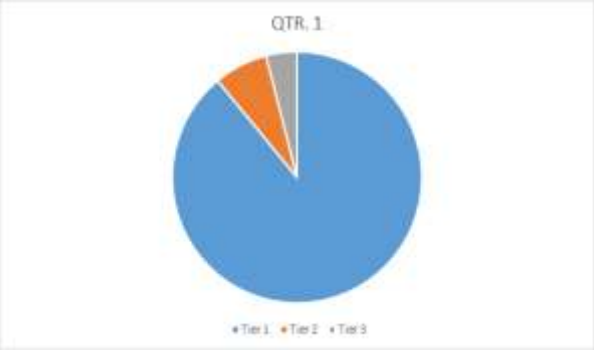
Report to the Board of Education
June 2019
Brian Read, High School Principal

Strategic Action Plan Goal	School Improvement Plan Action Step	Progress
1: By June 2021, all students taking a state assessment will be proficient (3 or 4, 65 or higher).	Utilize Tier 1 (grade level) teams to maintain consistent grade level classroom expectations (Be Respectful, Be Responsible, Be a Learner), increase PL collaboration and implementation, identify interventions and develop data-based improvement plans for students, and recognize students who are improving or exceeding expectations.	Our Tier 1 teams have been working to provide students with end-of-year support. For example, two of our teams recently developed a video that highlights study tips for Regents exams. The video was posted on Twitter. Other teams have been developing plans for supporting individual students. Our freshmen team recently organized a celebration for students who excelled in quarter 3. The freshmen team also recently offered all students instructional sessions on a variety of self-regulation and stress-reduction strategies including walking, yoga, visualization techniques, meditation, and music therapy. Throughout the 2019-2020 school year, a primary focus in the high school will be social-emotional instruction and support.
	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).	Our Cougar Pride SIP Group continues to develop support plans for this year while also looking to next year. The team is currently creating notes of encouragement that students will receive before taking their Regents exams, and they are working on plans for an end-of-year staff celebration. The team also recently reviewed our Cougar Pride expectations for the auditorium, cafeteria, hallways, and offices. These expectations will be explicitly taught to students when they return in the fall (as they have been in years past). The team also recently developed a calendar for 2019-2020 aligned to its goals of offering quarterly celebrations, analyzing behavior data, facilitating celebrations, and implementing booster lessons.
	Increase two-way communication with parents/guardians about student growth.	The June 2019 newsletter is now online.

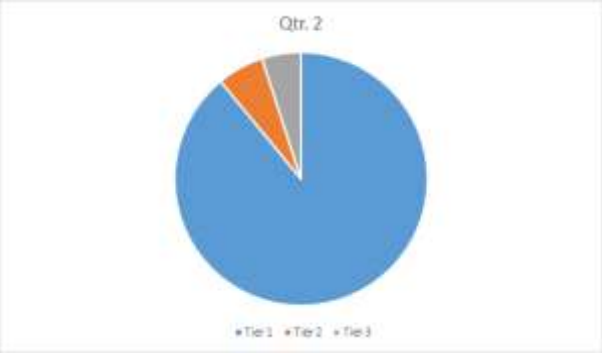
	Survey parents/guardians to find their preferred method of communication.	The Family Engagement SIP Group recently distributed their survey. Completed surveys have started to come in, and the group will review them to identify not only preferred methods of communication but also the types of activities and events that community members would like to see offered through the school.
2: By June 2021, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails."	Leverage Leadership meetings in the month of June have been focused on two particular elements of the Core 4 of personalized learning – Data-Based Decisions and Targeted Instruction. I have been engaging teachers in conversations about the types of formative assessments they are using to gather relevant data that will be used to provide individual and/or small group instruction based on identified learning gaps.
	Collaborate to provide for flexible enrollment in Content Labs.	We are pleased that the Content Lab program has been able to support so many students in its first year of existence. We had over 200 student referrals through the online referral system this year, and many other students received support in math, ELA, and science by opting to attend a Content Lab during their assigned study hall. I will be meeting with Content Lab teachers soon to discuss what went well and what we can improve for next year.
	Expand our advanced course offerings and increase the number of students participating in advanced classes.	The Enrichment SIP Group has worked for several months on an "honors program" that would replace our traditional class rank system for graduating students. Details of our proposal appear at the end of this report. I welcome your feedback on this proposal. The reason we are recommending a transition from a class rank system to an honors program is that we believe it will encourage students to take more advanced coursework and achieve at the mastery level; these are two primary goals of the district strategic action plan.

4: By the 2020-2021 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.	Develop vertically-aligned STEAM curriculum maps. Increase enrollment in STEAM courses and learning experiences.	The STEAM Task Force recently submitted their annual report. The team was successful this year in developing and offering a K-12 STEAM Night that was well attended and also developing a STEAM course guide that students can use for enrollment decisions. The group also made recommendations for both continuing our trend of increased enrollment in STEAM courses and incorporating Genius Hour opportunities for our juniors and seniors during 7th period. Another focus for 2019-2020 will be curriculum development, and that goal will pair nicely with the work of the STEAM Task Force next year.

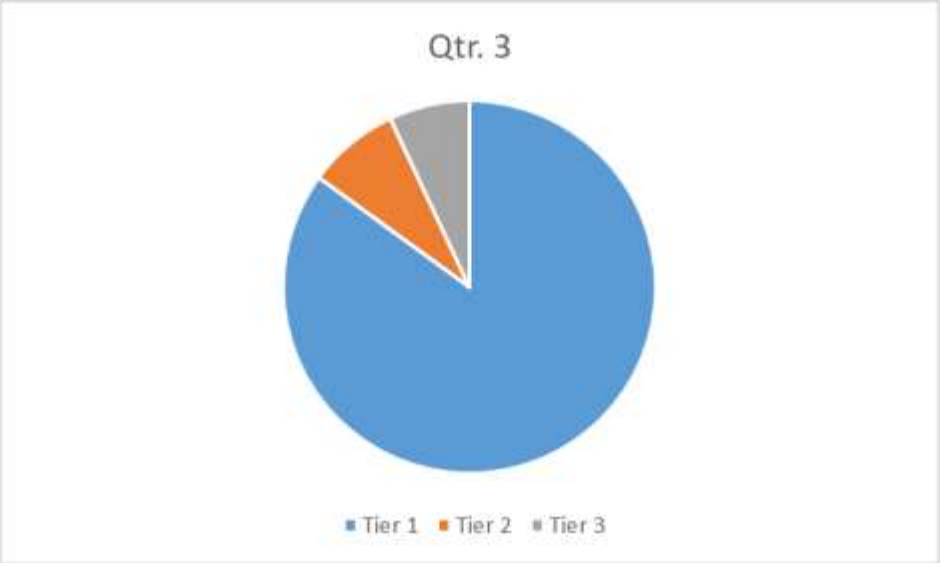
HS Behavior Data 2018-2019



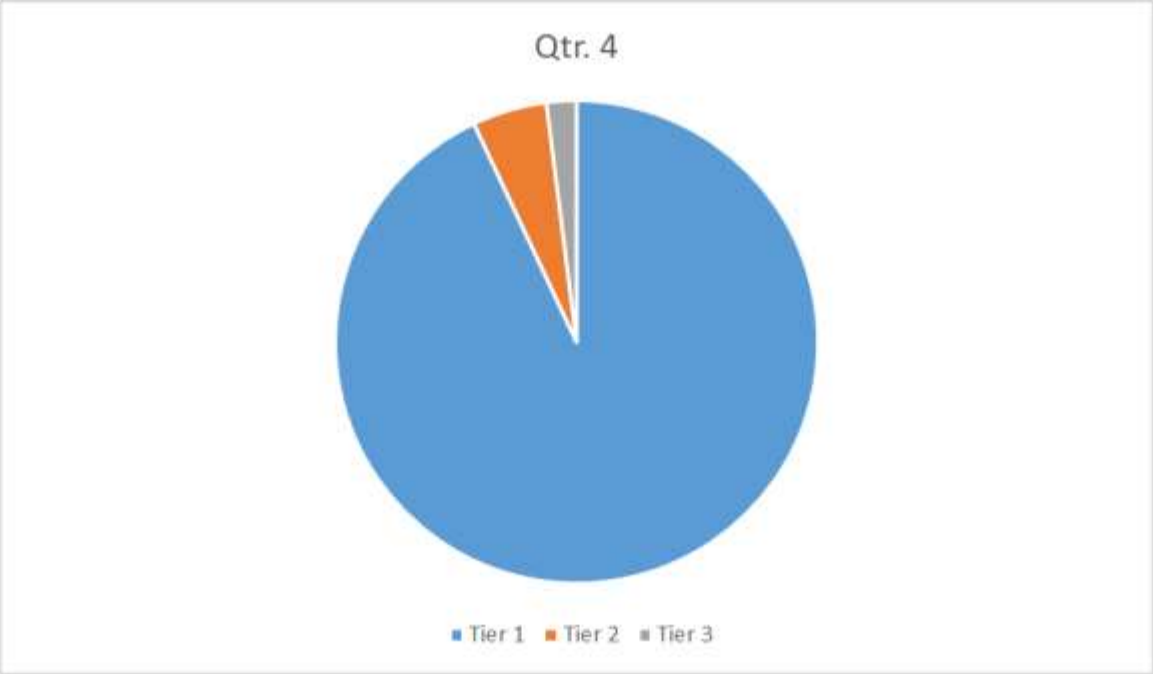
Qtr 1 Totals
-Tier 1: 2 or less (ODRs) (311 students)
-Tier 2: 3-5 ODRs (24 students)
-Tier 3: 6+ ODRs (14 students)



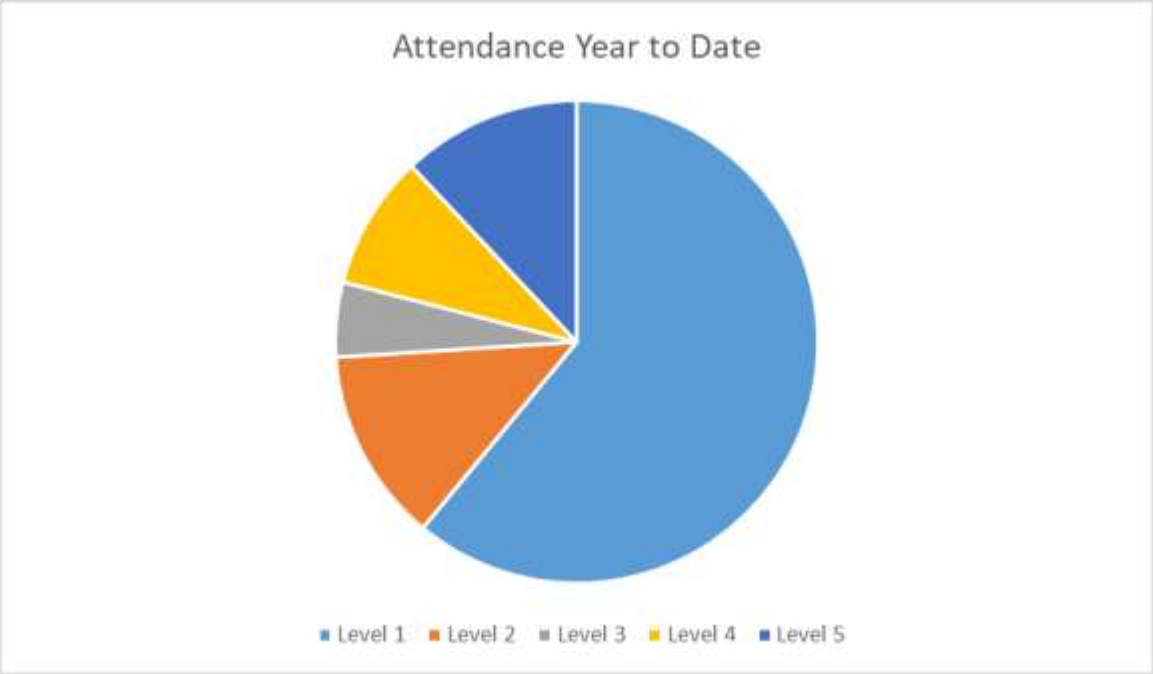
Qtr 2 Totals
-Tier 1: 2 or less (ODRs) (308 students)
-Tier 2: 3-5 ODRs (22 students)
-Tier 3: 6+ ODRs (16 students)



Qtr 3 Totals
-Tier 1: 2 or less (ODRs) (290 students)
-Tier 2: 3-5 ODRs (27 students)
-Tier 3: 6+ ODRs (23 students)



<u>Qtr 4 Totals</u>
-Tier 1: 2 or less (ODRs) (315 students)
-Tier 2: 3-5 ODRs (18 students)
-Tier 3: 6+ ODRs (6 students)



<u>Attendance Data (Based off 163 total days of school)</u>
Level 1 – (0-5%) – (0-8 absences, 206 students)
Level 2 – (6-8%) – (9-13 absences, 44 students)
Level 3 – (9-10%) – (14-16 absences, 18 students)
Level 4 – (11-15%) – (17-24 absences, 31 students)
Level 5 – (16-20+%) – (25+ absences, 40 students)

Other notes:

Upcoming Events at the High School:

- June 6 -- Festival of the Arts, 4 pm
- June 6 -- Academic Awards Night, 6 pm
- June 13 -- Senior Parade @ NRWE, 2 pm
- June 14-16 -- Senior Camping Trip
- June 17 -- Moving Up Day, 1:45 pm
- June 18-25 -- Regents Exams
- June 19 -- Graduation Rehearsal, 9:30 am
- June 21 -- Graduation, 6 pm

We are encouraged by the work of the Enrichment SIP Group and STEAM Task Force in increasing enrollment in advanced and STEAM courses. For example, we project that enrollment in AP courses will increase by 30% next year, compared to this year. This would be a 70% increase in AP enrollment over a 3-year period. With that said, we will continue to work to increase enrollment in these courses (alignment with district mission and district strategic action plan).

We are proposing an honors program that would replace our current class rank system. Each graduate would graduate at one of three "levels" that would be recognized at graduation and celebrated in various ways. The program would take effect with next year's freshmen class, the Class of 2023. Details of the proposed program appear below, and I welcome your feedback:

PURPOSES:
- To align with Strategic Action Plan goal of students taking more advanced coursework
- To align with Strategic Action Plan goal of students achieving at the mastery level
- To align with Strategic Action Plan goal of students taking more STEAM coursework
- To align with new state accountability measures (College, Career, Civic Readiness; ESSA)
- To celebrate students who have achieved at high levels and contributed to their school community

Level 1:

- Regents diploma or local diploma

--- OR ---

Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA (New York State Alternate Assessment) in language arts, mathematics, and science

Level 2 (cum laude):

All requirements of Level 1 PLUS:
- Minimum of 24 credits
- Minimum of 2 Advanced Placement or college-credit bearing credits ---OR--- Regents diploma with Career & Technical Education Endorsement
- GPA of at least 82% after 1st semester of senior year
- Minimum of 4 extracurricular credits after 1st semester of senior year (senior year can count as a credit)

--- OR ---

Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, mathematics, and science

Level 3 (summa cum laude):

- Regents diploma with Advanced Designation
- College and Career Ready designation (at least 75 on English Regents and at least 80 on math Regents)
- Minimum of 26 credits
- Minimum of 4 credits in mathematics and minimum of 4 credits in science
- Minimum of 5 credits that are AP or college-credit bearing --OR-- a score of at least 3 on an AP exam prior to senior year ---OR-- Regents diploma with Career and Technical Education Endorsement
- GPA of at least 85% after 1st semester of senior year
- Minimum of 4 extracurricular credits by 1st semester of senior year (senior year can count as a credit)

--- OR ---

Skills and Achievement Commencement Credential with an average score of 4 on the NYSAA in language arts, mathematics, and science