BOE Report
September 13, 2016
B. Read, High School Principal

We are looking forward to a great year! Over the summer, we completed a great deal of work that will set us up for success in the coming year. Our School Leadership Team collaboratively developed a School Improvement Plan that is linked explicitly to the Strategic Action Plan. The table below details progress that has already been made toward several of the goals in the School Improvement Plan. For your reference, I have included the entire School Improvement Plan at the end of my report.

Thank you for your service to our kids.

Brian Read
HS 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).	Develop and implement interim assessments at 10-week intervals (1.1.4, 1.1.8, 1.4.2, 2.5.2).	Over the summer, training was provided to staff on how to develop interim assessments. The schedule for implementation of 10, 20, and 30 week assessments has been set and communicated. We have secured a staff developer from BOCES to provide additional professional development to teachers in October and March so that they can continue to develop their assessments.
	Adjust professional development offerings based on data gathered from Leverage meetings and input from the School Leadership Team (1.4.3).	Each month, there will be an instructional theme for professional development. The theme for September is learning targets. Each month, staff will receive professional development at the staff meeting related to the theme. I will create and explain a rubric that will allow me to collect data on whether the professional development is being implemented. Leverage Leadership coaching visits and meetings will be an opportunity to follow up on implementation efforts. Lesson plan feedback will also be discussed at Leverage Leadership meetings. I will present data on the implementation to the School Leadership Team, and we will
	Utilize the Leverage Leadership model of coaching to improve instruction (1.1.7).	

		collaboratively decide on how to proceed with additional professional development, if necessary.
	Deploy behavior-based MTSS interventions to address individual and group needs, as evidenced by data.	Over the summer, our MTSS coaches developed mini-lessons that will be implemented to the entire student body during the first week of school. The lessons will serve as refreshers to remind students of our expectations around respectful, responsible, kind, and safe behavior.
	Develop and utilize a system that enables staff to communicate questions or concerns that will be addressed through the School Leadership Team.	At our summer retreat, the School Leadership Team developed a form-based system that will allow any staff member to communicate any concern to a member of the School Leadership Team. The completion of the form will generate a discussion of the topic at the following School Leadership Team meeting.
	Develop and implement a building attendance system that provides data-based interventions for students (1.3.5).	Assistant Principal Robyn Roberts-Grant has organized a building attendance team that will develop an attendance intervention system. Designated interventions will kick in for individual students based on number of absences. The team will meet weekly to track individual student progress.
	Utilize in-district agency support through MTSS to accommodate student needs (1.3.6).	We are fortunate to have a counselor from Wayne Behavioral who will be in our school every Friday to meet with students.
	Developing effective partnerships with families.	We will be developing a team of teachers who will work to accomplish the goals in the School Improvement Plan that are related to this topic (see entire plan at the end of this report).
2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	Provide support to both students who are on the mastery border and students who are in advanced classes through AIS and other MTSS interventions so that these students are better prepared to achieve mastery (2.3.4, 2.5.3, 2.5.5, 2.5.6).	We have scheduled incoming advanced math students who have not met the College and Career Ready measure on their Algebra Regents Exam for support opportunities so that these students can retake the Algebra Regents in January. This is another part of our effort to set and maintain high expectations for performance.

	Engage students in varied enrichment learning experiences.	We will be developing a team of teachers who will work to accomplish the goals in the School Improvement Plan that are related to this topic (see entire plan at the end of this report).
4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year.	Create a STEAM task force to research STEAM, evaluate the district program, and develop a STEAM initiative (4.1).	We will be developing a team of teachers who will work to accomplish the goals in the School Improvement Plan that are related to this topic (see entire plan at the end of this report).

Other notes:

- The ***opening staff days*** were a success. Staff received a wealth of professional development and were introduced to the new staff and student handbooks.

- ***Freshmen Orientation*** was a success with nearly 80% of freshmen families attending the event to learn about school policies, receive their schedules, tour the building (with the girls varsity soccer players as tour guides), and enjoy an ice cream social. Thanks to Ms. Collier for attending.

- We designed and distributed new ***student agenda books*** that contain building-specific items. These agenda books will allow students to track their assignments, set goals, and keep a record of important information. Ms. Collier picked one up at Freshmen Orientation. We have copies for other Board members as well. If you would like one, please let me know!

- We have established a consistent ***meeting agenda*** that will ensure all of our teams are meeting to work on items that are related directly to the School Improvement Plan (and by extension – the Strategic Action Plan).

- ***Open House*** is scheduled for Wednesday, October 5 at 6 pm. The School Leadership Team will be meeting to collaboratively decide the format that will best engage our families.

- In an effort to ***standardize starting times*** building-wide, we are planning on holding graduation at 6 pm. Additionally, our plan is for all students to wear green robes as opposed to green robes for males and white robes for females.

2016-2017 North Rose-Wolcott High School School Improvement Plan

District Strategic Action Plan Goal 1: By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).

- Develop and implement ***interim assessments*** at 10-week intervals (1.1.4, 1.1.8, 1.4.2, 2.5.2).
- Provide professional development related to ***formative assessment*** and ***progress monitoring*** to better inform our Multi-Tiered Systems of Support (MTSS) (1.1.3).
- ***Adjust professional development*** offerings based on data gathered from Leverage meetings and input from the School Leadership Team (1.4.3).
- Utilize the ***Leverage Leadership*** model of coaching to improve instruction (1.1.7).
- Utilize Leverage Leadership meetings to increase ***teacher collaboration*** and the number of colleague observations.
- Utilize all protocols of the ***School-Based Inquiry Process*** to develop, implement, and adjust action plans based on data from interim assessments (1.1.5, 1.1.6, 2.3.3).
- Deploy behavior-based ***MTSS interventions*** to address individual and group needs, as evidenced by data.
- Develop and utilize a system that enables staff to communicate ***questions or concerns*** that will be addressed through the School Leadership Team.
- Develop and implement a building ***attendance system*** that provides data-based interventions for students (1.3.5).
- ***Extend instructional time*** by engaging students in varied after-school support opportunities (1.5.2).
- Utilize in-district ***agency support*** through MTSS to accommodate student needs (1.3.6).
- Developing effective ***partnerships with families***.
    - Research effective practices for developing partnerships with families, based on demographic groups (1.3.1).
    - Survey community members to determine their preferred method of engagement (1.3.4).
    - Update family contact information in the school management system (1.3.8).
    - Engage families through activities that incorporate student participation (1.3.2, 1.3.5, 2.7.2).
    - Provide information to community members on the resources available in our district (1.3.3).

District Strategic Action Plan Goal 2: **By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.**

- Utilize all protocols of the ***School-Based Inquiry Process*** to support students in moving from proficiency to mastery (2.3.1, 2.3.3, 2.3.4).
- Provide support to both students who are on the mastery border and students who are in advanced classes through AIS and other ***MTSS interventions*** so that these students are better prepared to achieve mastery (2.3.4, 2.5.3, 2.5.5, 2.5.6).
- Promote and ***celebrate the accomplishments*** of students who achieve mastery (2.7.4).
- Establish ***community, business, and college partnerships*** that support students in extending their learning, applying what they learned in a real-world setting, and accessing college opportunities (1.3.7, 2.7.2, 2.7.5, 2.7.6, 2.7.7).
- Engage students in varied ***enrichment learning experiences***.
    - Survey students to determine which AP courses they would like offered (2.1.6).
    - Expand advanced course offerings (consider: area college partnerships/SDMT work) (2.1.8).
    - Increase the number of students participating in advanced classes (2.1.10).
    - Provide enrichment opportunities outside of the school day (2.1.12).
    - Identify interventions for students who are in advanced classes or on the mastery border (2.5.3).
    - Increase the level of rigor in coursework and instructional resources (3.3.4).

District Strategic Action Plan Goal 4: **Starting in the 2018-19 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.**

- Create a ***STEAM task force*** to research STEAM, evaluate the district program, and develop a STEAM initiative (4.1).
    - Define what constitutes a STEAM course at NR-W (4.1.1).
    - Evaluate current STEAM courses throughout the district (4.1.2).

- Use data to develop baseline for % of students in STEAM courses (4.1.3).
- Identify demographics for students in STEAM and not in STEAM courses (4.1.4).
- Research and provide opportunities to develop a STEAM initiative (4.1.5).
- Determine financial implications with input from district officials and the technology department (4.1.5).
- Gather and respond to feedback related to STEAM from stakeholders (4.1.6).
- Integrate work with the district technology plan (4.1.7).