**Board of Education Report**
**October 11, 2016**
**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). | Develop and implement ***interim assessments*** at 10-week intervals (1.1.4, 1.1.8, 1.4.2, 2.5.2). | Several teachers participated in interim assessment development training on Oct. 4 and 6 after school. The deadline to submit interim assessment #1 was Oct. 6. The assessments will be administered the first week in November, and we will utilize our assessment platform – LinkIt! – which will provide thorough data reports to be used for teacher data analysis and action planning through the School Based Inquiry Process protocols. |
| | ***Adjust professional development*** offerings based on data gathered from Leverage meetings and input from the School Leadership Team (1.4.3). | Data that was collected from Leverage Leadership (instructional coaching) sessions in September was shared with the School Leadership Team. The decision was made to proceed to the next monthly theme (more information in the section below). |
| | Utilize the ***Leverage Leadership*** model of coaching to improve instruction (1.1.7). | Each teacher has now engaged in a full cycle of Leverage Leadership instructional coaching – a 15-minute classroom visit by me followed up by a 15-minute conversation with the teacher within 24 hours. The conversation focuses on the monthly professional development theme. In September, the theme was learning targets. In October, the theme will be tasks/questioning. At the end of this report, I have included the rubric that I will be using to drive my data collection during the visits and also our follow-up conversations. |
| | Deploy behavior-based ***MTSS interventions*** to address individual and group needs, as evidenced by data. | We had a high number of new students enroll early in the year, so one of our counselors will soon be running a recurring group for these students. This will be time for them share their thoughts, concerns, etc., and it is designed to assimilate them into our school community. |

| | | |
|---|---|---|
| | ***Extend instructional time*** by engaging students in varied after-school support opportunities (1.5.2). | We completed interviews for tutors that will offer extra help sessions for our students from 3 to 5 pm at various points throughout the year. These tutors are current teachers in our school. |
| | Developing effective ***partnerships with families*** (Several items in the Strategic Plan refer to this including 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, and 1.3.8.) | Our Family Engagement SIP Group recently had its first meeting. This is a group of teachers who will tackle many of the tasks identified in the Strategic Plan related to family engagement.<br><br>Also, our annual Open House event took place on Oct. 5. Parents were encouraged to sign up for the SchoolTool Parent Portal.<br><br>We also distributed our first monthly newsletter, and it is online. |
| 2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase. | Engage students in varied ***enrichment learning experiences***. (Several items in the Strategic Plan refer to this including 2.1.6, 2.1.8, 2.1.10, 2.1.12, and 2.5.3.) | Our Enrichment SIP Group recently had its first meeting. This is a group of teachers who will tackle many of the tasks identified in the Strategic Plan related to enrichment. The group will soon be administering a survey to get more information related to enrichment. |
| | 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). | The school's Shared Decision Making Team met recently and discussed ways to tackle the goal identified to the left. The team will work to offer an event (or events) related to college and career preparation. Focus areas will be financial aid, college applications, college visits, job search, interviews, and resume building.<br><br>Our juniors and seniors recently participated in the Rochester Area College Fair at our high school. Representatives from approximately 15 area colleges and universities were on hand to share information. |
| 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 (all items covered in 4.1). | The STEAM SIP Group (STEAM Task Force) met recently to begin its work. The group began by discussing the definition of STEAM with respect to NRW. |

## Other notes:

- Our annual ***Homecoming week*** was Oct. 3-7! Students participated in theme days and attended a variety of athletic contests throughout the week. The Homecoming dance was a success, and everyone enjoyed the pep rally. Students did a fantastic job demonstrating their Cougar Pride.

- Here is the rubric I will be using for Leverage Leadership (instructional coaching – classroom visits and teacher conversations) this month:

| | Level 1 | Level 2 | Level 3 |
|---|---|---|---|
| Rigor | Questions and tasks are primarily at the knowledge and comprehension levels. | Questions and tasks are primarily at the application and analysis levels. | Questions and tasks are primarily at the synthesis and evaluation levels. |
| Focus (Teacher vs. Student) | The teacher spends the great majority of class time talking/presenting. | The teacher incorporates both teacher-work segments as well as student-work segments. | Students spend the high majority of class time contributing to the discussion or task. |
| Number of Students | Only a few students contribute to the discussion or task. | Most students contribute to the discussion or task. | All students contribute to the discussion or task. |