Report to the Board of Education
December 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 to develop action plans based on interim assessment results, with particular attention paid to strategies for moving students from proficiency to mastery (Tier 1).	Our department teams have met on three separate occasions to analyze the results from the first round of interim assessments and identify steps to address learning gaps. Please see the third page of this report for a sample of identified gaps and next steps. These plans have also been developed/discussed in my Leverage Leadership coaching meetings with teachers.
	Continue to refine interim assessments to ensure their rigor and alignment with end-of-year assessments.	The second round of interim assessments will be administered January 22-25 (the last week of the second quarter). On December 17, from 3 to 5 pm, our teachers will have the opportunity to attend a session designed to assist them with developing these assessments. We offered this opportunity in the first quarter, and many teachers took advantage of it.
	Deploy interventions based on entry and exit data triggers (Check In, Check Out; Project SUCCESS; and Why Try, for example), gather and report data on the effectiveness of the interventions, and implement action plans designed to refine the interventions appropriately (Tier 2).	At a recent meeting of the Tier 2 team, we reviewed data (attendance, behavior, coursework) and identified a group of freshmen for the Project SUCCESS group. This group will be facilitated by our Delphi counselor and is designed to reengage students in the academic process. Our Delphi counselor will be facilitating other groups in the near future. Soon, our team will be reviewing implementation data from interventions such as Check In, Check Out and identifying any modifications that need to be made to the interventions to increase their effectiveness.

	Increase two-way communication with parents/guardians about student growth.	The December newsletter is now online. The newsletter contains lists of students who achieved a mastery score on an interim assessment and who achieved an honor roll designation for the first quarter. Our MTSS Coaches will soon be hosting our quarterly grade level celebrations to celebrate students' achievements from quarter 1 and to set class-based goals for the coming quarters.
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." Engage in data analysis to identify learning targets for professional learning.	At the December faculty meeting, each teacher set another monthly SMART goal for personalized learning implementation. We then spent time in department teams reviewing lessons that teachers felt did not incorporate personalized learning strategies. The teams discussed whether or not the lessons incorporated PL and – if not – how they could be adapted to do so. This activity was suggested in a recent meeting of our School Leadership Team after we reviewed data related to PL implementation in our school thus far this year. My Leverage Leadership coaching meetings will continue to be focused on personalized learning instructional support.
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	Our counselors recently worked to adjust the Extension assignments of students based on their interim assessment results so that students' learning needs are matched with their assigned Extension sections. Extension enrollments were modified for 71 of our students (20% of our school population). We recently gathered some rather encouraging data on the effectiveness of our Extension sections. To view this data, please see the last page of this report.

	Collaborate to provide for flexible enrollment in Content Labs.	Teachers are able to complete an online form to recommend that a student attend a Content Lab. Last month, we had our 100th teacher recommendation. Students are also able to self-advocate and attend a Content Lab during an assigned study hall. We are encouraged by the progress of the Lab offerings and will continue to develop this student support system.

Other notes:

Here is a sample of the action planning done by our department teams based on the first round of interim assessments:

Course	Identified Learning Gaps	Plan in Response
Algebra	Number systems (integers, rational vs. irrational); domain and range; systems of linear equations	Number systems is an independent topic and it will be reviewed toward the end of the year. Domain and range will be reviewed in a station rotation lesson (personalized learning). Systems of linear equations will be reviewed in January through direct re-teaching.
Chemistry	Mixtures; Avogadro's number; questions involving math skills	There is a daily warmup question in Chemistry that is connected to one of the more missed questions on interim 1. Also, there will be an additional lab on mixtures added into the curriculum.
English 10	Identifying and justifying (with evidence) the central ideal of a text	English 10 teachers will be incorporating more short story tasks into the curriculum. Students will be tasked with identifying and supporting (with evidence) the central idea of a text.
Physical Education	Teachers reviewed individual student data to identify specific goal areas (cardio, muscular strength, flexibility)	The teachers will have students set goals for their specific gap areas and track their progress over the course of the year.
World History 10	Evaluating and sourcing a document for reliability	Teachers will incorporate more lessons addressing these skills in the coming quarter. These skills are required on the new Global History Regents Exam.

How well is Extension Working?

Enrolled In	And Also Enrolled In	% Students Passing 1st Quarter	% Students Mastery 1st Quarter
Algebra Ext	Algebra CC	37%	7%
Geometry Ext	Geometry CC	100%	6%
Algebra 2 Ext	Algebra 2 CC	95%	64%
English 9 Ext	English 9 CC	38%	0%
English 10 Ext	English 10 CC	45%	0%
English 12 Ext	English 12 CC	50%	0%
World History 9 Ext	World History 9	80%	20%
World History 10 Ext	World History 10	45%	0%
US History Ext	US History/Gov't	100%	14%
Living Environment Ext	Living Environment	75%	0%
Earth Science Ext	Earth Science	92%	31%

It is important to consider the fact that we used historical achievement data to enroll students in these Extensions. In the high majority of cases, a student enrolled in an Extension failed to demonstrate proficiency (passing) in the content area previously. When you review this data in that context, it is reasonable to conclude that our Extensions are having a positive impact on many of our students! We will continue to reflect on and refine our practices so that this intervention becomes even more beneficial to our students.

- On December 3, we held our annual **College and Career Night**. We had approximately 75 people attend this event. Those who attended learned information about financial aid, the college search/application process, career search processes, SAT/ACT preparation, what underclassmen can do to prepare for college, and community college/transfer options. Our counselors did a fantastic job organizing this event, and we are thankful to all who attended!
- Our National Honor Society chapter recently sponsored a very successful **blood drive** at which 29 units of blood were donated. The goal was to have 22 units donated, so the group did a great job with advertising and coordinating this event! We look forward to another blood drive in the spring.
- We hope to see you at our **Holiday Art Exhibit (5 pm) and Concert (6 pm)** on Wednesday, December 12. Happy Holidays!