Report to the Board of Education
Matthew Wendel, High School Assistant Principal
December, 2018

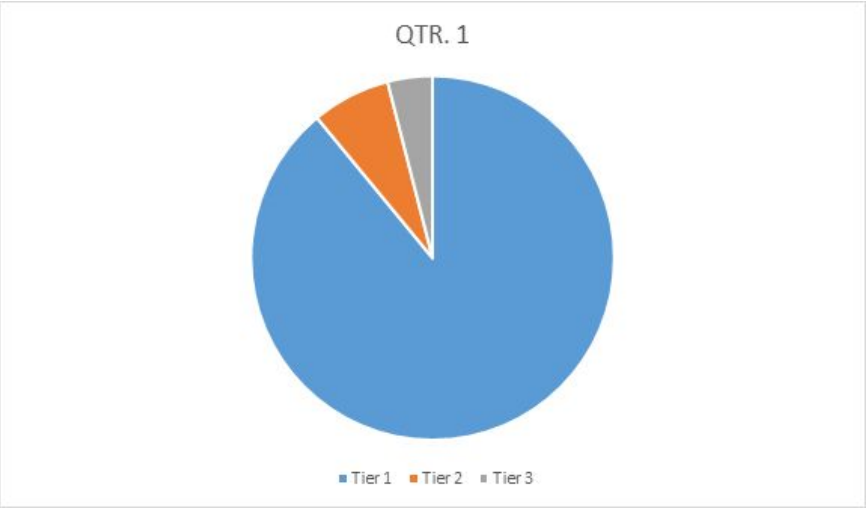
Grade	2017-18 Enrollment	2018-19 Enrollment
9	101	102
10	93	93
11	73	85
12	79	70
Total	346	350

Strategic Action Plan Goal	School Improvement Plan Action Step	Progress

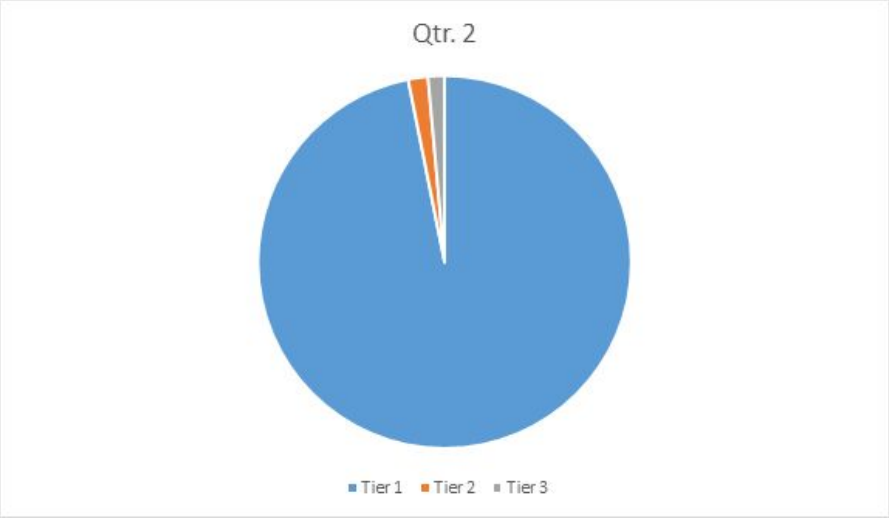
2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	• Analyze school-wide data, develop resulting action plans, offer incentive programs, and celebrate successes (MTSS Tier 1).
	• Utilize consistent strategies for behavior management and develop data-based action plans based on those strategies within grade level teams (MTSS Tier 1).
		• MTSS
		  ○ Restorative Justice and Positive School Climate
		  ■ Create HS Restorative Justice Action Plan
		  • Pre-year 1 implementation strategies
		  ○ Referral Procedures
		  ○ Communication with staff and parents about new approaches
		  ■ Multiple referrals positively resolved through Restorative Practices
		  • Utilization of MTSS Aide
		  • Restructured role of Testing Center/ISS/Reflection Room
		  ■ Create Restorative Implementation Team
		  ■ Presentation of Disciplinary and Attendance Data in Forum.
		  ■ Quarterly Data Celebrations
		  ■ Mandatory Freshman Academic Period
		• Building and District Safety
		  ○ Two lockdown drills and an additional fire drill
		• Transition
		  ○ Working with facilities and teachers to continue a smooth transition

	• Share attendance, behavior, and academic data with the school community at various points throughout the year to communicate progress toward shared goals. • Utilize Restorative Practices in response to student behavior	○ Schedules ○ Refine aides, assistants, study hall and lunch supervision to adjust to concerns • Attendance (on-going) ○ Monthly attendance meetings ○ Communicating with EduTech to increase the accuracy of attendance reporting ○ Plan Attendance Team meetings and strategies • Two Rotary Lunches College and Career Night:

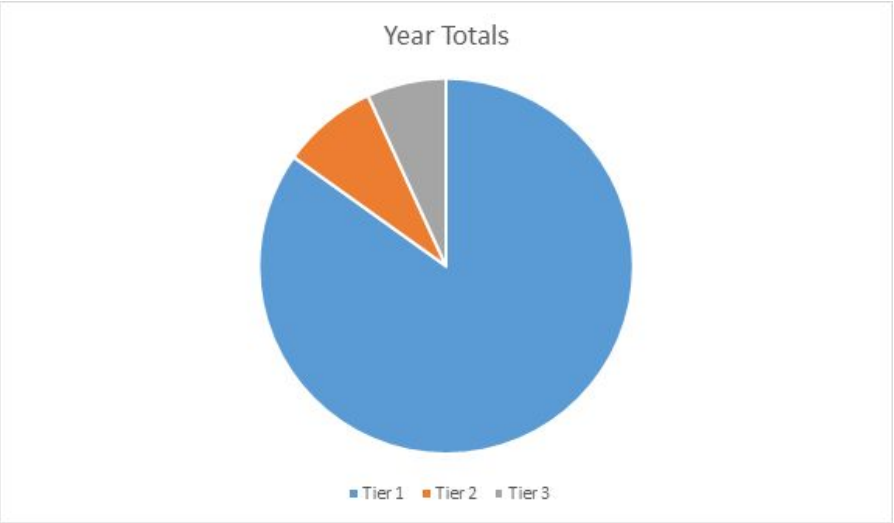
Office Disciplinary Report Data:



- Tier 1: 2 or less Office Discipline Referrals (ODRs) (311 students)
- Tier 2: 3-5 ODRs (24 students)
- Tier 3: 6+ ODRs (14 students)

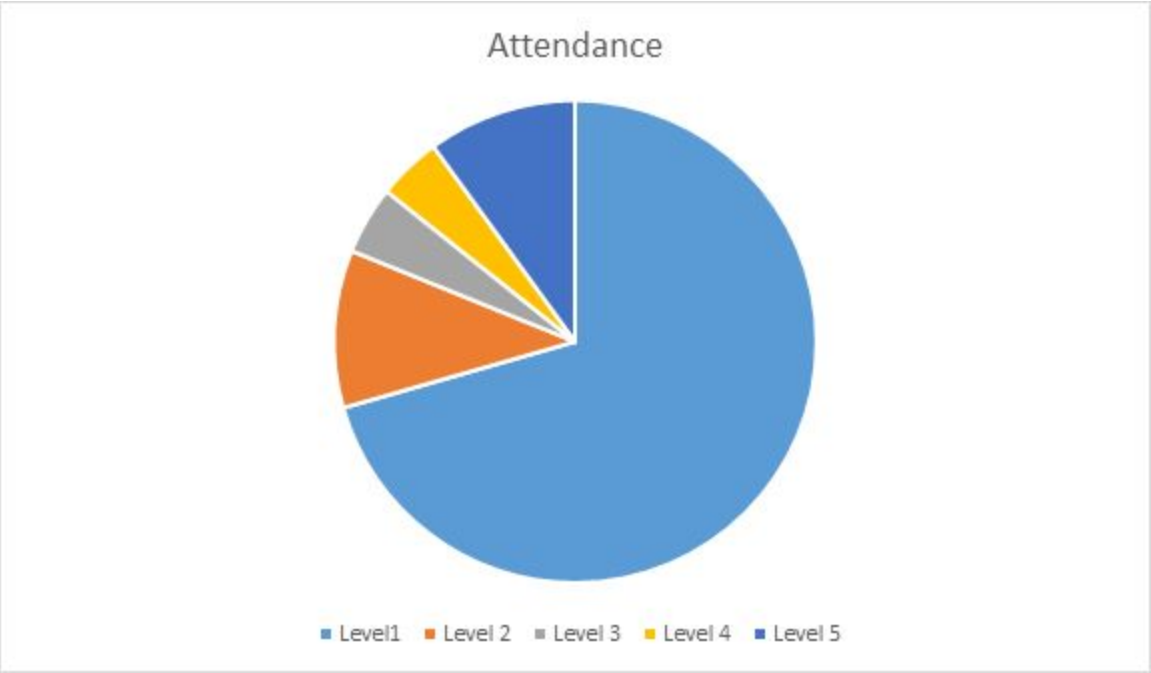


- Tier 1: 2 or less Office Discipline Referrals (ODRs) (339 students)
- Tier 2: 3-5 ODRs (6 students)
- Tier 3: 6+ ODRs (5 students)



- Tier 1: 2 or less Office Discipline Referrals (ODRs) (students)
- Tier 2: 3-5 ODRs (students)
- Tier 3: 6+ ODRs (students)

Attendance Data (Based off 61 total days of school):



Level 1 – (0-5%) – (1-3 absence, 247 students)

		Level 2 – (6-8%) – (4-5 absences, 37 students) *Level 3* – (9-10%) – (6 absences, 16 students) *Level 4* – (11-15%) – (7-9 absences, 15 students) *Level 5* – (>20%) – (10-12+ absences, 35 students)