Report to the Board of Education
February 2019
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).	Teachers have met in departments on two separate occasions (Feb. 1 and Feb. 6) to collaboratively develop action plans based on analyses from the second round of interim assessments. The assessments were administered during Regents week (January 22-25). Assessment blocks for the core subject areas lasted 1 hour, 50 minutes. I will be reviewing teachers' action plans with them during Leverage Leadership meetings over the next few weeks. For some details from a sample of those plans, please see the end of this report.
	Increase two-way communication with parents/guardians about student growth.	The February newsletter is now online. The newsletter contains the second quarter honor roll lists, notes of celebration regarding our art and athletic programs, scholarship and course selection information, information about the dangers of vaping, and much more. We held our 8th Grade Parent Night on February 5. We had approximately 50 people attend. They learned about many of our procedures, and Mr. Wendel and I answered various questions that family members had. Click here for the presentation we used for this event. I am calling parents of students who failed 3 or more classes in the second quarter. The purpose of the calls is to schedule parent meetings. I will meet with the parent and student to develop a strengths-based plan that will provide supports for these students to improve their academic performance.
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	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails."	For the fifth consecutive month, our teachers took time in our monthly faculty meeting to review their PL progress and set personal SMART goals to further their PL implementation. Based on recent professional development from Education Elements, we have incorporated implementation rubrics into this process. Implementation rubrics are more detailed assessment tools that allow teachers to not only pinpoint their current level of practice with elements of the Core 4 but to also identify next steps. Click here to view the

school year]		implementation rubric for Data Based Decisions, one element of the Core 4 of personalized learning. These tools have been very supportive to our implementation which, as always, will be monitored through Leverage Leadership coaching meetings.
	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).	Now that the results from the second round of interim assessments are in, our counselors will again review the results and modify students' Extension (7th period) sections accordingly. During 7th period, students are assigned to an "extra-help" session in the area(s) they need support in, as evidenced by interim assessment results. We also offer enrichment opportunities during 7th period (example: counselors meet with juniors and seniors for college prep sessions.)
	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).	The Cougar Pride SIP Group has been reviewing building-wide behavior data and will be developing "booster" lessons and incentives based on the data. Additionally, the team has been continuing to promote recognition and a positive culture by encouraging all staff members to continue to send Good News cards home to students.
	Create and promote an advanced course guide for students to utilize to determine which courses they should take based on their future stories.	The Enrichment and STEAM SIP Groups have been working to develop a course guide that students will be able to use when registering for classes. The guide will also be used as a promotional resource with other school community members to showcase the diverse set of courses we offer.
4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year. [Goal to continue in 2017-18 school year]	Increase enrollment in STEAM courses and learning experiences.	The STEAM Task Force has started planning a STEAM Night to promote STEAM courses and offerings throughout the district. More information on this to come in the coming weeks…

Other notes:

Again this year, I am serving on the Boards for the Pasco Trust Fund Scholarship and for our local chapter of Dollars for Scholars. These local volunteer organizations offer our students wonderful opportunities to receive support for their post-secondary pursuits.

We held our 8th Grade Visit on February 5. 8th graders heard from our freshmen teacher team, toured our elective areas like Technology and Art, and engaged in a question and answer session with a student panel. It was a nice opportunity to meet the group we're looking forward to welcoming in the fall.

Here are details regarding a sample of the action plans teachers have collaboratively developed in department teams based on their analyses of the second round of interim assessments:

- For English 9, the analysis revealed that a relatively small subset of students need to revisit the concept of theme. In the near future, the class will engage in a personalized learning activity in which students who demonstrated proficiency with the concept of theme will be given an extension task that deepens their knowledge while students who have not demonstrated proficiency will work with the teacher in a targeted instruction format to receive additional instruction on the concept.

- For Algebra 2, the analysis revealed a need to revisit exponent properties and inverse exponential functions. Students also need additional practice with Tier 2 vocabulary terms (example: the difference between verify and solve). Future lessons will incorporate these topics.

- For World History 10, the analysis revealed a need to provide additional instruction around the enduring issue essay. This type of essay is new to the course (and new to the Regents exam); it challenges students to analyze a variety of historical documents and then write an essay on the enduring issue (examples: greed and discrimination) that connects the documents. The purpose of the essay is to provide document-based evidence on how the documents relate to the enduring issue. The teachers are going to address more enduring issues in their discussions and writing prompts. They have since created a word wall for enduring issues. Students also self-assessed their midterm essays through use of the state rubric and set goals for the next time they write an enduring issue essay (example: I only received 2 out of 5 points in the Organization category of the rubric, so my goal is to score at least a 4 out of 5 in that category the next time I write an essay and I will achieve that through the following steps…)

- In U.S. History, students will experience a variety of targeted instruction activities through EdPuzzle. They will be assigned to activities based on what they struggled with on the assessment.