Report to the Board of Education
April 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).	The final round of interim assessments was administered last week (April 1-5), and beginning this week, our teachers will meet in departmental teams to engage in the School Based Inquiry Process for the purpose of developing updated action plans that will enable us to target instruction and address learning gaps that were revealed through the assessments. We will also modify Extension assignments, as we have done in the past, once the results become available.
	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 our next Tier 2 meeting, we will discuss data related to the effectiveness of the Project SUCCESS intervention for select 9th graders. We will also be reviewing data to identify students for the Why Try intervention. Both of these interventions are skill-building groups designed to support students with achieving academic success. We will review data at the April 23rd Tier 2 meeting to identify another group of students for the Check In, Check Out intervention.
	Survey parents/guardians to find their preferred method of communication. Update parent contact information in SchoolTool.	The Family Engagement SIP Group has designed a survey to address both of these goals, and that survey will be mailed home this week (week of April 8-12).
	Increase two-way communication with parents/guardians about student growth.	The April newsletter is now online.
2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails." Engage in data analysis to identify learning targets for	On March 25, our district Personalized Learning Design Team visited several classrooms to collect data regarding our current levels of implementation of personalized learning instructional strategies. The data was shared with staff and will be utilized as

achieving mastery will increase. [Goal to continue in 2018-19 school year]	professional learning.	we craft future professional development opportunities.
	Utilize Tier 1 (grade level) teams to maintain consistent grade level classroom expectations (Be Respectful, Be Responsible, Be a Learner), increase PL collaboration and implementation, identify interventions and develop data-based improvement plans for students, and recognize students who are improving or exceeding expectations.	Our Tier 1 (grade level) teacher teams are currently developing incentive programs. Students with no zeroes in the gradebook for the 3rd quarter will be rewarded with donuts. A "coupon" book is being developed through another program; students who meet identified goals will be rewarded with the book which will entitle them to a variety of school-based perks.
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	We have developed and started to utilize a new tracking form for the Check In, Check Out intervention. Our MTSS coaches and counselors are working with teachers in Tier 1 teams to troubleshoot challenges with implementing this intervention.
	Collaborate to provide for flexible enrollment in Content Labs.	We just surpassed 200 student enrollment requests through the Google Form that teachers are encouraged to use to recommend students for math, ELA, and/or science labs!
	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).	Our MTSS coaches have developed and implemented the latest round of quarterly grade level assemblies in which students review their class's data (attendance, behavior, coursework), celebrate successes, and set goals for the final quarter. The Cougar Pride SIP Group has already started developing a calendar for booster lessons in 2019-2020. Booster lessons are mini lessons that are developed and implemented throughout the year in response to needs that are identified through data analyses. Example: If disciplinary data reveals that cell phone misuse is a common offense as of late, the group would design and implement an activity to re-teach students appropriate cell phone use.
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	Increase enrollment in STEAM courses and learning experiences.	The STEAM Task Force sponsored a K-12 STEAM Night on March 28. Attendance for this event – which was offered on the same night as the district concert and art gallery opening – was strong. Activities included Build a Lava Lamp (discuss chemical reactions), Build an Aluminum Foil Boat (see how many pennies it can hold),

year]		Build a Paper Airplane, and Build a Paper Tower (structures/shape discussion).

Other notes:

We were fortunate have the opportunity on March 28 to celebrate our students' talents and accomplishments at the District concert, art gallery opening ("Under the Sea"), and K-12 STEAM Night.

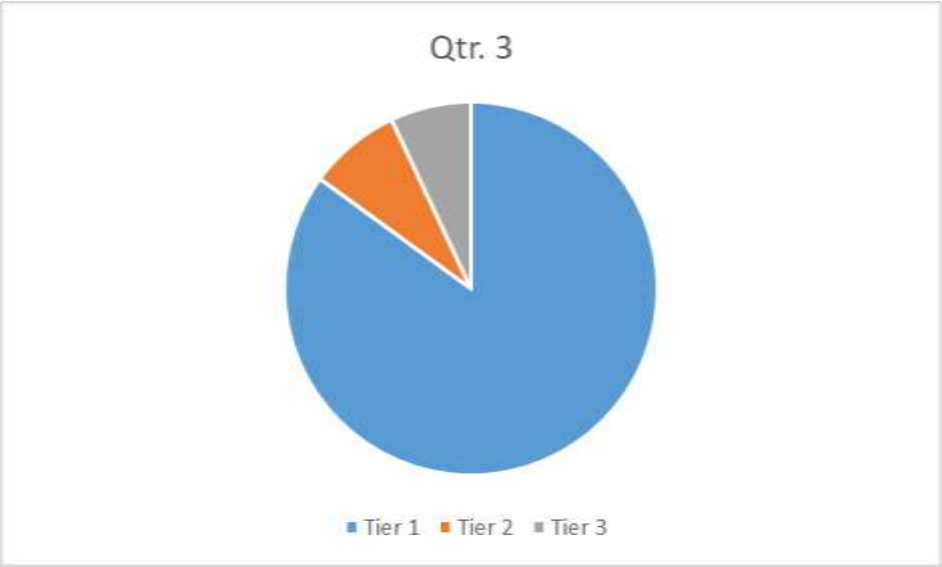
Also, several seniors recently took part in the annual Dollars For Scholars Phone-A-Thon to raise scholarship funds for NRW graduates. This outstanding organization – for which I am proud to serve on the Board – awards tens of thousands of dollars of scholarship funds to our graduates each year!

Our Family Engagement SIP Group recently organized a community talent show that took place on March 30. What a wonderful event! Proceeds benefitted the Cougar Cupboard.

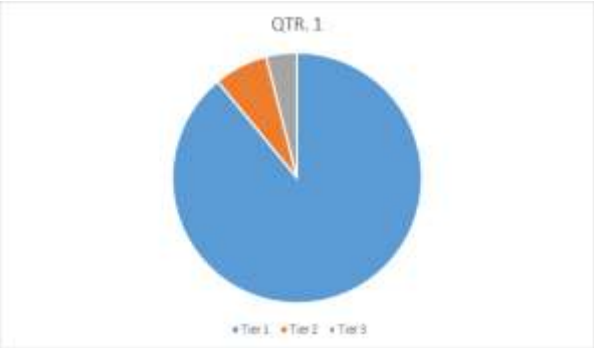
This week (April 8-12) is a spirit week at NRWHS! Students are participating in a poster contest and in themed dress days throughout the week. On Friday, we will have a pep rally and an outdoor lunch.

There is a lot to celebrate and be proud of in our wonderful school community!

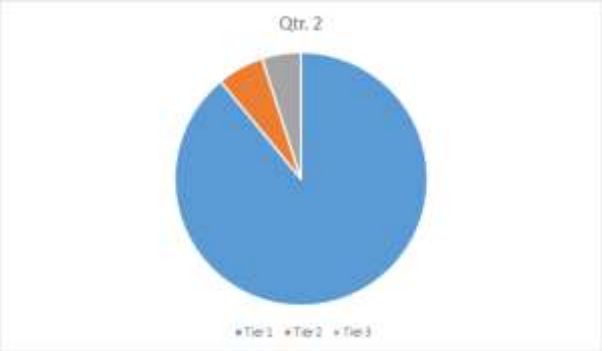
Behavior Data



Qtr 3 Totals
-Tier 1: 2 or less (ODRs) (290 students)
-Tier 2: 3-5 ODRs (27 students)
-Tier 3: 6+ ODRs (23 students)

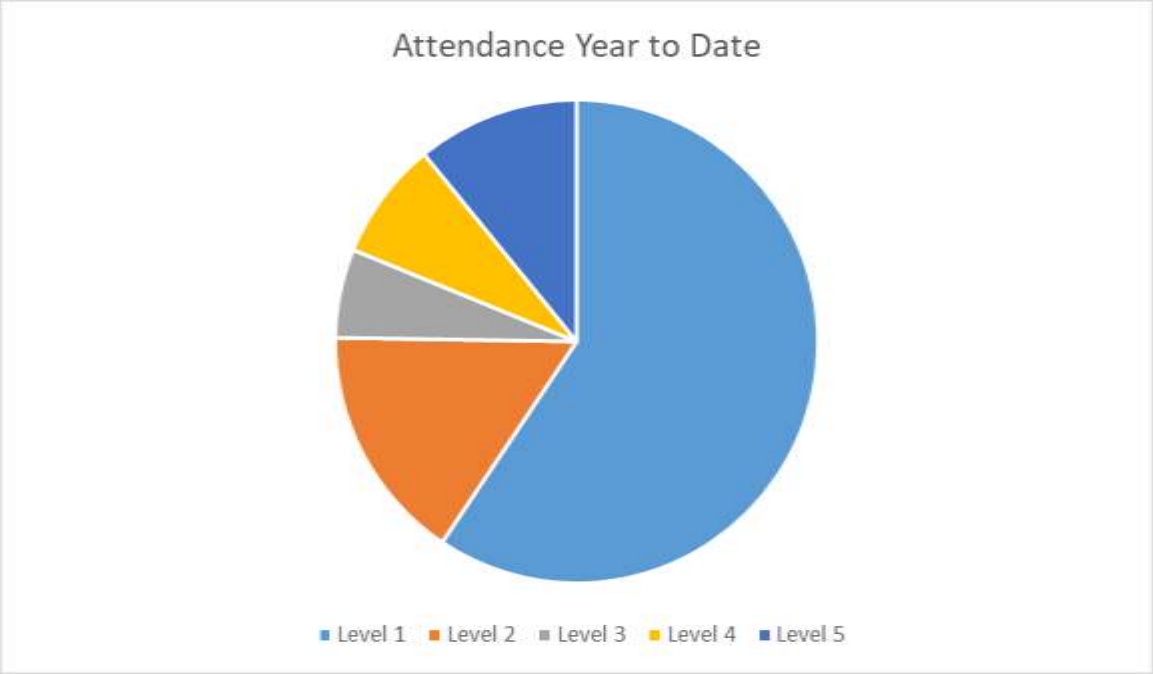


Qtr 1 Totals
-Tier 1: 2 or less (ODRs) (311 students)
-Tier 2: 3-5 ODRs (24 students)
-Tier 3: 6+ ODRs (14 students)



Qtr 2 Totals
-Tier 1: 2 or less (ODRs) (308 students)
-Tier 2: 3-5 ODRs (22 students)
-Tier 3: 6+ ODRs (16 students)

Attendance Data



Attendance Data (Based off 126 total days of school)
Level 1 – (0-5%) – (0-6 absences, 204 students)
Level 2 – (6-8%) – (7-10 absences, 53 students)
Level 3 – (9-10%) – (11-13 absences, 19 students)
Level 4 – (11-15%) – (14-19 absences, 27 students)
Level 5 – (16-20+%) – (20+ absences, 37 students)