Report to the Board of Education
May 2019
Brian Read, High School Principal

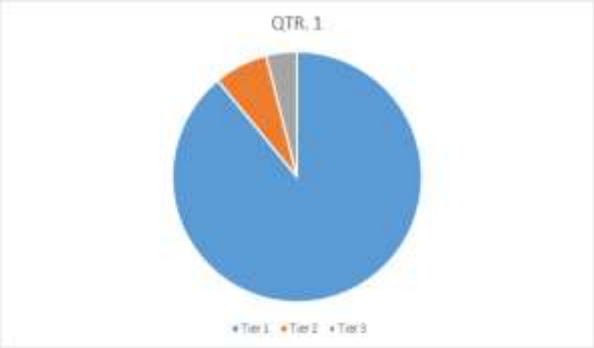
Strategic Action Plan Goal	School Improvement Plan Action Step	Progress
1: By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher). [Goal to continue in 2018-19 school year]	Utilize the School-Based Inquiry Process to develop action plans based on interim assessment results, with particular attention paid to strategies for moving students from proficiency to mastery (Tier 1).	Department teams recently had 3 meetings to develop action plans based on analyses of the third round of interim assessments. Here is a sampling of the plans: Algebra: Revisit concept of equivalent, interpreting slopes, and types of functions through re-teaching lessons, exit tickets, practice Regents exams, sentence starter prompts, and specially designed graphic organizers Global History: Revisit concepts of Renaissance, reformation, and exploration through specially designed vocabulary exercises U.S. History: Continue to focus on task analysis skills in end-of-year review sessions to promote efficacy
	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).	We recently used ABC (attendance, behavior, coursework) data to deploy another round of Check In, Check Out. In keeping with MTSS processes, we used the criteria we established at the beginning of the year to "trigger" this intervention for students whom we feel will benefit from it.
	Increase two-way communication with parents/guardians about student growth.	The May newsletter is now online.
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."	At the May faculty meeting, teachers set their final monthly SMART goals for PL implementation this year. This monthly practice began in October and continued throughout the year; the consistency of this practice enabled teachers to effectively track and reflect on the progress of their PL implementation. We will seek feedback from teachers (in the form of a survey) on what

school year]		they need to continue their growth with PL.
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]	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.	I have worked with Data Coordinator Kevin Henry to make available to our Tier 1 teams a new report that gives them up-to-the-minute data on each student's attendance, behavior, and coursework progress. For each student, the report returns the current absence rate (percent of days missed), current referral rate (number of referrals per week), and current number of failing classes. This report will enable teams of teachers to collaboratively plan to support students. Additionally, teams have collaborated to produce a "coupon book" that students can earn. Each coupon entitles the student to a prize (examples: homework pass, lunch with teacher, etc.).
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	Our MTSS coaches and counselors recently visited Tier 1 meetings to get some feedback from teachers on how to improve our Check In, Check Out implementation. Teachers provided some good feedback that will support our final round of implementation of this intervention (ex: have intervention sheets available in all rooms; providing support with Checking Out 9th period).
	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 Cougar Pride SIP Group recently engaged the staff and students in a Trusted Adult Activity. Each student was asked to provide the name(s) of a staff member(s) they feel they have a strong relationship with. Each staff member was informed which students wrote their name down, and Tier 1 teams were provided lists of students who didn't write anyone's name down so that they can reach out to these students.

Other notes:

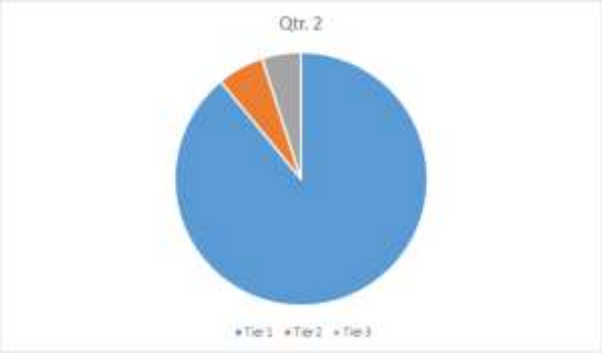
The North Rose-Wolcott Envirothon team placed FIRST in the Wayne County Soil and Water Envirothon competition held on April 23rd! The team consists of seniors Shealyn Shattuck, Phillip Ufholz, and Jacob Smith, and juniors Kennedy Jones and Bella DeFeo. Sophomore Lucy Zhang participated as the team alternate for the day. The team's performance was truly phenomenal; they finished in first place in all categories but one. By winning the regional competition, the team will be headed to the state competition on May 22nd and 23rd, held at Hobart and William Smith College in Geneva, NY. Congratulations to a great group of students who make NRW proud every day!

Behavior Data

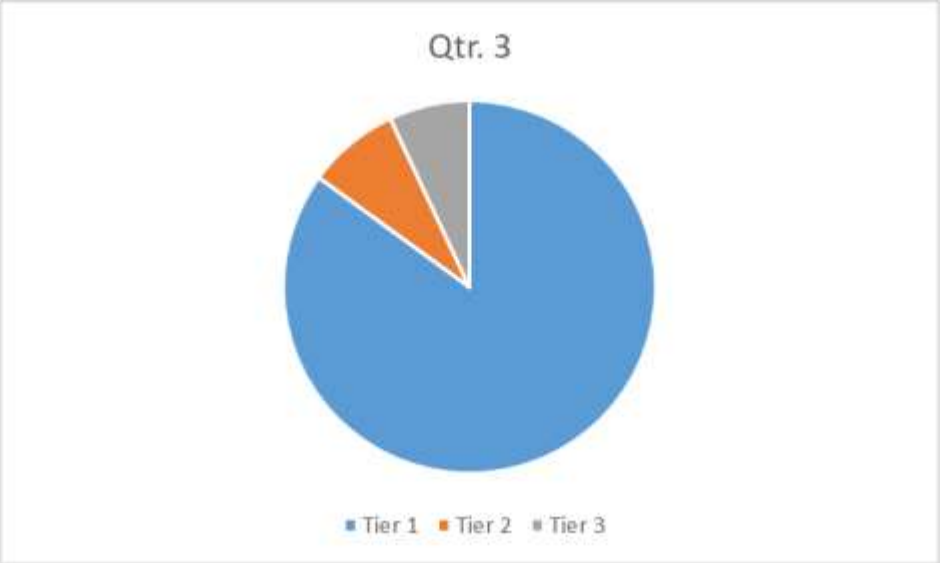


Qtr 1 Totals

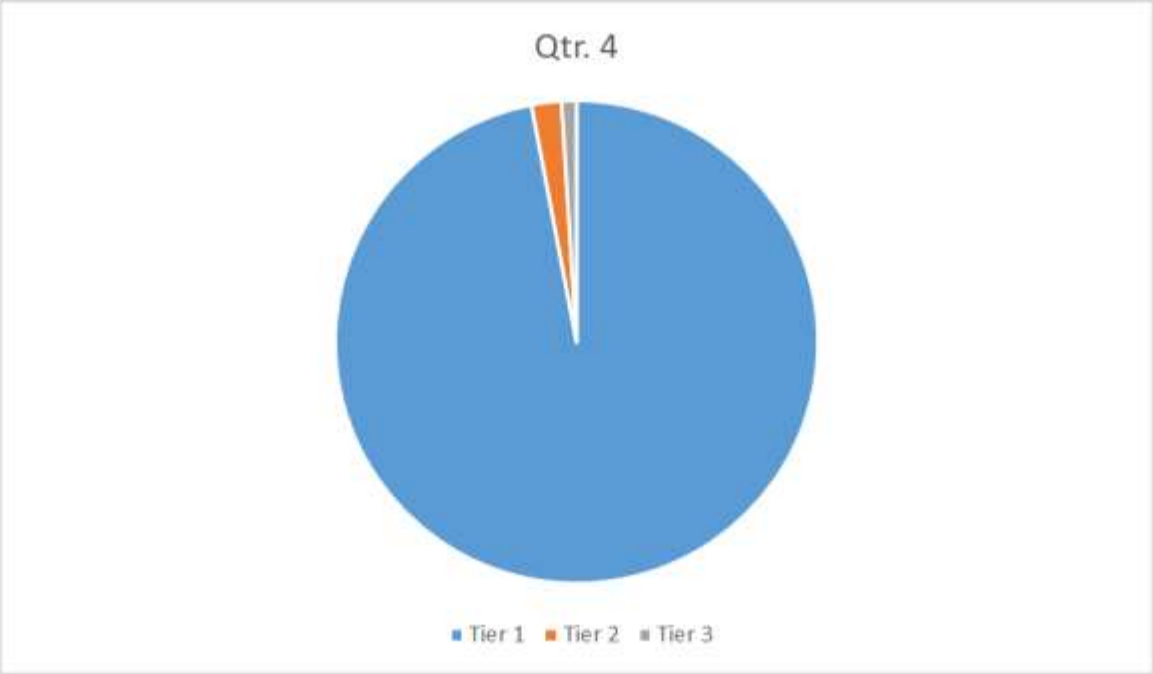
-Tier 1: 2 or less (ODRs) (311 students)
-Tier 2: 3-5 ODRs (24 students)
-Tier 3: 6+ ODRs (14 students)



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

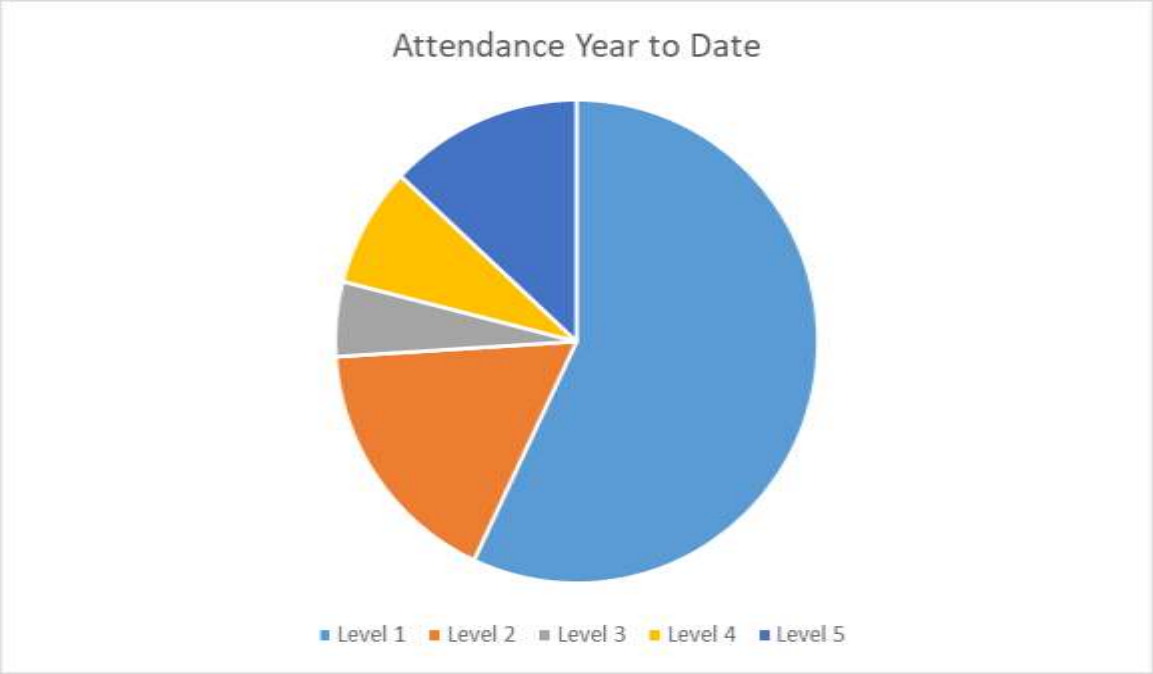


Qtr 3 Totals
-Tier 1: 2 or less (ODRs) (290 students)
-Tier 2: 3-5 ODRs (27 students)
-Tier 3: 6+ ODRs (23 students)



<u>Qtr 4 Totals</u>
-Tier 1: 2 or less (ODRs) (330 students)
-Tier 2: 3-5 ODRs (2 students)
-Tier 3: 6+ ODRs (1 students)

Attendance Data



Attendance Data (Based off 145 total days of school)
Level 1 – (0-5%) – (0-7 absences, 194 students)
Level 2 – (6-8%) – (8-12 absences, 59 students)
Level 3 – (9-10%) – (13-15 absences, 17 students)
Level 4 – (11-15%) – (16-22 absences, 26 students)
Level 5 – (16-20+%) – (23+ absences, 43 students)