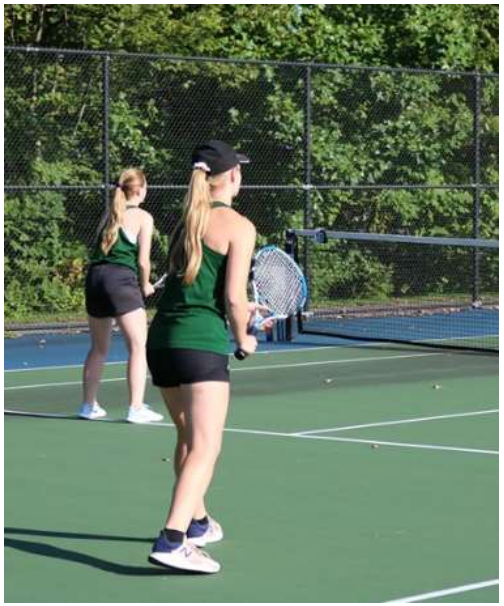
NRW High School Report to the NRW Board of Education October 2019

Strategic Action Plan Focus Area	School Improvement Plan Goal Associated with this Focus Area	Progress Made Toward Goal
Multi-Tiered System of Supports	Implement personalized learning (PL) instructional strategies aligned to the Education Elements Teacher Self-Assessment documents.	In our faculty meeting last Friday, teachers set their individualized SMART Goals for furthering their implementation of personalized learning instructional strategies. Teachers are able to choose to focus on Data-Driven Decisions, Targeted Instruction, Student Ownership and Reflection, or Flexible Content and Tools. We review progress made toward their SMART Goals in Leverage Leadership instructional coaching meetings. With each student having a Chromebook, we have seen a significant increase in use of digital tools for assessment, presentation, and research – certainly welcomed developments!
	Implement a Tier 1 program for social-emotional skill development. Components will include lessons during seventh period, the How To Adult program for seniors, and community circles within classes	We have initiated a model whereby the assistant principal, counselors, and psychologist regularly meet to develop social-emotional lessons that are based on the Why Try curriculum as well as the NYS Social Emotional Learning Benchmarks. This group then presents the lesson to the entire faculty at a Friday faculty meeting, and then each staff member teaches the lesson the following Wednesday during 7th period. This model provides every student with access to social-emotional skill development. The 2nd SEL lesson will be delivered on 10/9.
	Utilize Tier 1 teams to (1) collaboratively develop and implement shared action plans using research-based strategies that are designed to address identified gaps in attendance, behavior, and coursework, and (2) support one another with PL implementation.	Tier 1 teams – like our SIP Groups – are facilitated by teacher members of our School Leadership Team. Our Tier 1 teams have started meeting and developing action plans. For example, our sophomore team has started developing an action plan to address excessive tardiness. The team is working with administration to implement hall sweeps and also discussing ways to reinforce arriving to class on time.
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: behavior plans; FBA/BIP).	We have begun the Check In, Check Out intervention with a group of identified students. The students were identified through a data analysis (ABC – attendance, behavior, coursework) that was conducted by our Tier 2 team. The intervention will provide the students with specific feedback on their behaviors in the context of our school values (Be Respectful, Be Responsible, Be a Learner). We will soon be

		implementing some groups with the support of our Delphi Counselor, and our Extension sections as well as content labs for academic intervention continue.
	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.	This is the goal for our Cougar Pride (Tier 1) SIP Group, and they are certainly off and running. The group has already reviewed building-wide behavior data and is planning on developing booster lessons related to common offenses such as class tardiness and class cuts. The Student of the Month program is back this year, and we recognized our first group of students in Forum on Monday.
	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).	As indicated above, the Tier 2 Team analyzed data to identify a group of students for Check In, Check Out, and the team also recently identified students for groups through Delphi. We developed an intervention management system at our first meeting on the first day of school, and this system will enable us to implement multiple interventions with fidelity.
Curriculum	Develop curriculum maps for all courses using the district curriculum map template.	Teachers are developing their curriculum maps on a weekly basis. I provide feedback to different teachers each week on their maps. The curriculum maps are a vital resource for professional development and reflection. Departments will work together to develop curriculum maps at monthly meetings.
	Increase student enrollment in STEAM courses and community involvement in learning experiences.	In addition to developing strategies for increasing student enrollment in a new Genius Hour course, the district STEAM Task Force has recently been working on developing a STEAM job list that they will post throughout the school to encourage students to embrace STEAM learning experiences.
Community Engagement	Consistently implement a school-based intervention framework designed to improve student attendance.	The attendance team is meeting weekly to identify interventions for students who with excessive absences, according to the district attendance ladder. These steps include counselor meetings with students and parents, phone calls and letters home, and home visits.
	The SIP Goals of the Family Engagement SIP Group are still in development.	The Family Engagement SIP Group has been working on plans for Open House which will take place on 10/9. The group has arranged for teachers to be in the gymnasium and to distribute 5-week academic progress reports to families at the event. They have coordinated with the

		food service department who will offer samples of potential new lunch items, and they are organizing a potluck staff dinner before the event. We're looking forward to this event! The October newsletter is now online.
Professional Learning	Provide training to core subject area teachers on new state standards so that these teachers can modify their curriculum maps and lessons accordingly.	Regional trainings for subject areas experiencing new standards have begun. We are fortunate to have a strong network of colleagues through WFL BOCES who we collaborate with on these items. Specifically, several of our social studies teachers will be attending a training on the Social Studies Framework on 10/8 at BOCES. This will give them an opportunity to collaborate with their regional peers on issues related to curriculum and personalized learning. WFL BOCES will provide this opportunity for teachers of other content areas later in the year. Other conferences that various teachers and staff members will be attending include the Next Generation (math and ELA) Standards Conference, Adolescent Health Conference, SUNY Oswego Technology Conference, CTE-TAC Project Based Learning Conference, Advanced Placement Workshop, Implicit Bias Workshop, MTSS Roundtable Conference, Youth Mental Health First Aid Conference, and WFL BOCES Writing Conference.

We had a wonderful Homecoming celebration! The pep rally, athletic contests, tailgate party, bonfire, and dance were all successful. We always appreciate an opportunity to celebrate our Cougar Pride, and we feel very fortunate to be part of this wonderful school community!



Upcoming Events

10/4	5-Week Period Ends	10/16	PSATs given to all juniors
10/4	Alumni Art Exhibit Opening	10/24	Community Halloween Party
10/9	Open House at 6 pm	10/25	½ Professional Development Day; HS dismiss at 11:50
10/11	Professional Development Day; no school for students	10/28	1st day of first interim assessment cycle
10/14	Columbus Day; no school		

Proposed NRWHS Honors System That Would Replace Class Rank

PURPOSES:
- To align with Strategic Action Plan goal of students taking more advanced coursework
- To align with Strategic Action Plan goal of students achieving at the mastery level
- To align with Strategic Action Plan goal of students taking more STEAM coursework
- To align with new state accountability measures (College, Career, Civic Readiness; ESSA)
- To celebrate students who have achieved at high levels and contributed to their school community

Level 1:

- Regents diploma (ESSA 1.0 CCR) or local diploma (ESSA 1.0 CCR)

--- OR ---

Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics, and science (ESSA 1.0 CCR)

Level 2 (cum laude):

All requirements of Level 1 PLUS:
- Minimum of 24 credits
- Minimum of 2 AP or college-credit bearing credits (ESSA 1.5/2.0 CCR) ---OR--- Regents diploma with CTE Endorsement (ESSA 2.0 CCR)
- GPA of at least 82 after 1st semester of senior year
- Minimum of 4 extracurricular credits after 1st semester of senior year (senior year can count as a credit)

--- OR ---

Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, mathematics, and science (ESSA 1.5 CCR)

Level 3 (summa cum laude):

- Regents diploma with Advanced Designation (ESSA 2.0 CCR)
- College and Career Ready designation (at least 75 on English Regents and at least 80 on math Regents)
- Minimum of 26 credits
- Minimum of 4 credits in mathematics and minimum of 4 credits in science
- Minimum of 5 credits that are AP or college-credit bearing (ESSA 1.5/2.0 CCR) --OR-- a score of at least 3 on an AP exam prior to senior year (ESSA 2.0 CCR) --OR-- Regents diploma with CTE Endorsement (ESSA 2.0 CCR)
- GPA of at least 85 after 1st semester of senior year
- Minimum of 4 extracurricular credits by 1st semester of senior year (senior year can count as a credit)

--- OR ---

Skills and Achievement Commencement Credential with an average score of 4 on the NYSAA in language arts, mathematics, and science (ESSA 2.0 CCR)