NRW High School Report to the NRW Board of Education November 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.	Again this month teachers set personalized SMART goals to further their own implementation of personalized learning instructional strategies. These goals are discussed in Leverage Leadership instructional coaching meetings that occur throughout the month. We are continuing to see evidence of implementation of Flexible Content and Tools in a majority of our visits. We have seen evidence of Student Ownership and Reflection in nearly half of our visits. Our PL Design Team is looking forward to engaging in learning walks on November 13 so we can gather more data on our implementation of PL and continue to target our supports appropriately.
	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 are continuing to implement lessons that are designed to teach social-emotional skills to all of our students. These lessons are implemented during our valuable intervention period (7th). Mr. Wendel works with our counseling staff to develop the lessons and then shares details of the lessons to our staff in advance of them implementing the lessons. The most recent lessons have dealt with the concepts of labels and self-image.
	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.	Here are some activities that our Tier 1 teams have recently worked on: collaborating on how to implement Check In, Check Out with fidelity; making calls to families to invite them to Open House; discussing students in advance of Tier 2 referrals; discussing how to implement the social-emotional lessons; developing a plan to stem excessive student tardies (including positive reinforcements for those who consistently come to class on time); and developing a plan to have students stay after for additional support and effective methods of communicating home to support that.
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs;	Our implementation of the Check In, Check Out (CICO) intervention is the best it's ever been due to a persistent and consistent CICO greeter

	counseling groups. Tier 3: behavior plans; FBA/BIP).	who meets with each student who is in the intervention twice a day. We have also started implementing some of our intervention groups through Delphi, and we will soon start implementing the RENEW intervention (Tier 3 intervention) with a student.
	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.	Our Cougar Pride SIP Group will be collaborating with our School Leadership Team on a "class house" program. Each class will be considered a house, and we will offer competitions throughout the year, keep score, and determine which house wins at the end of the year. Some competitions will be related to attendance, behavior, and coursework data, and some will be related to school culture/spirit (ex: attendance at sporting events). We are looking forward to this opportunity to boost our performance and pride in a spirited way! The Cougar Pride SIP Group is also reviewing data and developing booster lessons designed to re-teach expectations that need to be revisited, as evidenced by the data.
	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, we are reviewing data to identify students for Check In, Check Out and also some of our Delphi interventions that are now being implemented. This work is accomplished by the Tier 2 team.
Curriculum	Develop curriculum maps for all courses using the district curriculum map template.	Teachers are continuing to develop their curriculum maps on a weekly basis. Teachers have flexibility to develop their maps in the way that best supports their practice.
	Utilize the School-Based Inquiry Process to develop detailed action plans based on interim assessment analyses that reference curriculum maps and incorporate methods of ongoing formative assessment.	We just finished up the first round of interim assessments. That means that teachers will soon be meeting within departments to review the results and develop action plans for improvement. This will occur from 2:25-3:55 on Wednesday, November 13. This is an important part of our School Improvement Plan; we want to be sure we are continuously responsive to student assessment data.
	Investigate the possibility of implementing Project Lead The Way (PLTW) modules in K-8 or K-12.	The STEAM Task Force recently discussed the feasibility of Project Lead the Way modules and will be continuing that discussion in the coming weeks.

	Identify opportunities for increased engagement and enrichment that align with content curricula.	Our Enrichment SIP Group recently worked to develop these goals. They will be working on these goals throughout the year. Specifically, they have started making a list of the "outside" activities that align to current courses to formalize (and eventually publicize) this connection.
	Align courses with outside activities offered in LIFT or clubs that would enrich the activities available during the school day.	
Community Engagement	Consistently implement a school-based intervention framework designed to improve student attendance.	Our attendance team continues to review student data and deploy the interventions identified in the attendance ladder, as prescribed by the ladder. Additionally, our November 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.	This past month, one of our physical education teachers attended a conference regarding the new physical education standards. Also, WFL BOCES recently hosted a professional development conference for new teachers to learn about personalized learning, and we were fortunate to send several teachers to that conference as well.