BOE Report
December 13, 2016
B. 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).	Provide professional development related to formative assessment and progress monitoring to better inform our Multi-Tiered Systems of Support (MTSS). Utilize the Leverage Leadership model of coaching to improve instruction.	Our Leverage Leadership (instructional coaching) focus for this month is formative assessment. This topic was the focus of our professional development day on Nov. 10, and I presented on the topic at our staff meeting on Dec. 8. My conversations with teachers in our coaching sessions will be focused on professional development throughout the month of December. I have included the rubric I will use to guide our conversations at the end of this report.
	Utilize all protocols of the School-Based Inquiry Process to develop, implement, and adjust action plans based on data from interim assessments.	Our teachers, within their departments, used the School Based Inquiry Process to analyze assessment data from the first interim assessment. This was done over the course of 2 department meetings this past month. Specific findings and next steps are indicated later in this report. Additionally, our counselors analyzed the interim assessment data and adjusted the academic supports that many of our students are receiving, in response to the data. Approximately 10% of our students had their 3rd period (academic support) assignments adjusted.
	Deploy behavior-based MTSS interventions to address individual and group needs, as evidenced by data.	Our counselors and psychologist are continuing to offer counseling groups for students, based on needs identified through our Tier 2 Team meetings. Groups include a group for new students and a group related to developing relationships with parents and peers.

2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	Provide support to both students who are on the mastery border and students who are in advanced classes through AIS and other MTSS interventions so that these students are better prepared to achieve mastery.	When they reviewed assessment data from the first interim assessment, counselors not only adjusted 3rd period (academic support) assignments of students who were near the proficiency border; they also adjusted the assignments of several students who were on the mastery border. The idea is that each student can demonstrate improvement and benefit from academic support. We're not only focused on moving students who are failing to the passing line; we are also focused on moving students who are near mastery to the mastery line (raising expectations for all).
	Promote and celebrate the accomplishments of students who achieve mastery.	In addition to Mrs. Roberts-Grant recognizing students who have maintained records of perfect attendance, our Cougar Pride SIP Group will soon be identifying ways to recognize students who achieved mastery on the first interim assessment.
	Establish community, business, and college partnerships that support students in extending their learning, applying what they learned in a real-world setting, and accessing college opportunities.	We held our College and Career Preparation Night on December 6. Representatives from area colleges and organizations were on hand to present on financial aid, the college search process, college applications, scholarships, the job search process, and military options. Approximately 75 people attended this event. It was organized by the HS Shared Decision Making Team. We are very pleased that this event was a great success!

Interim Assessments -- Going Deeper:

I provided assessment data for our first interim assessment in the high school newsletter that was released at the beginning of December. I began my article as follows:

> "The completion of the first quarter brings with it an opportunity for our students and teachers to analyze the academic progress that has been made thus far and identify specific next steps to continue that progression. You have likely heard your student talking about 10-week assessments; these assessments – which were administered at the beginning of November and covered the primary content in each of our courses to that point – are our primary mechanism for engaging in that analysis. The results of those assessments in Regents courses appear below:

	Passing Rate (65% and higher)	Mastery Rate (85% and higher)
Algebra CC	10.2%	1.4%
Geometry CC	52.8%	15.1%
Algebra 2 CC	20.0%	0.0%
Living Environment	28.5%	3.9%
Earth Science	35.7%	3.7%
Chemistry	51.0%	13.5%
Physics	72.2%	22.2%
English 9	49.9%	8.5%
English 10	40.0%	0.0%
English 11	36.4%	1.3%
World History 9	62.8%	23.5%
World History 10	68.6%	46.8%
U.S. History	68.0%	36.0%

The primary academic goals of our students are focused on the Regents Examinations at the end of the year as these are the exams that students must pass in order to graduate. With that said, our goal is for students to not just pass but demonstrate mastery of course content. The interim assessments are simply a checkpoint along the road to the Regents. Their primary purpose is to inform an analysis that will provide our students with specific next steps that will help them achieve the mastery goal." (**For the rest of the newsletter, click here.**)

This data was not only shared in the newsletter. I also posted it online and presented it to the staff and student body in a Forum assembly. Our message is clear: providing a sound academic program is our top priority because we know that is the best way to prepare each student for a successful future.

With this being our first time implementing 10-week assessments, there was a great deal learned about lesson and unit pacing. Most of these assessments were developed over the summer, in accordance with the assessment philosophy of "backward design." In some cases, classes had not progressed as far in the curriculum as teachers had expected; this is not surprising. Now that we have completed the first 10 weeks, teachers will be better able to adjust lessons and assessments so that they can "begin with the end in mind."

As indicated in the newsletter, the primary purpose of these assessments is to provide teachers and students with data that can be analyzed to determine next steps for teaching and learning. Our teachers, within their departments, engaged in the School Based Inquiry Process, and the following are just some of the "take-aways" from the assessment analysis:

- Math
  - Topics to review in functions, domain, range (in Algebra) in proofs (in Geometry).
  - Teachers are going to review topics in Extension sections and on weekly graded review worksheets.

- English
  - Topics to review include central idea, figurative language and point of view.
  - Teachers will increase the number of activities addressing close reading and vocabulary.

- Social Studies:
  - Topics to review include elastic clause and separation of powers.
  - Teachers will increase the number of activities that address how to develop a complete written response and also test-taking strategies such as reviewing all of the multiple choice responses before choosing an answer.

- Science:
  - Topics to review include calculations based on locations other than Earth (Physics), memorization of basic facts from which to infer (Earth Science), periodic table concepts (Chemistry), and cell-based questions (Living Environment).
  - Teachers will increase the number of activities addressing reading comprehension.

Other Notes:

- Our annual National Honor Society induction ceremony occurred on November 3, and it was a great success! We were thrilled to induct 12 new members for demonstrating outstanding scholarship, leadership, service, and character.

- The holiday concert and art exhibit on December 7, 2016 were very enjoyable. It is always great to see our students' talents on display!

- We were pleased to celebrate the graduation of Robert McGriff, one of our students who received his Regents diploma through our Alternative Learning Center, at a ceremony on November 28.

- Our musical this year will be Cinderella! Students are excited to begin planning the production.

Formative Assessment Rubric for Leverage Leadership

NRW High School ~ December 2016

	0	1	2	Considerations:
Inclusion of formative assessments	There are no formative assessments implemented during the lesson.	Formative assessment is implemented in the lesson, but the teacher fails to utilize formative assessment(s) at critical point(s) in the lesson.	Formative assessment techniques are fully integrated throughout the lesson.	What are the critical points in the lesson? Tools for Formative Assessment document (60 strategies) "Checking for Understanding Continuum" slide in Cinda's presentation (see reverse side)
Alignment to learning target	The formative assessments are not linked to the learning target.	The formative assessments are partially linked to the learning target.	The formative assessments are directly linked to the learning target.	Have you developed a learning target that permits viable forms of assessment?
Plan to utilize formative assessment data	There is no plan to utilize formative assessment data to adapt future instruction.	There is a plan to obtain formative assessment data, but there is not a specific plan to adapt future instruction based on the data.	There is detailed plan to obtain formative assessment data and use it to adapt future instruction.	"Response to Findings – Adjustments and Feedback" slide from Cinda's presentation (see reverse side)