BOE Report
February 14, 2017
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).	Develop and implement ***interim assessments*** at 10-week intervals (1.1.4, 1.1.8, 1.4.2, 2.5.2)	We administered our second interim assessment cycle (the midterm cycle) at the end of the first semester. Teachers of core courses again used our assessment platform – LinkIt – which scores exams and instantly provides analysis reports.
	Provide professional development related to ***formative assessment*** and ***progress monitoring*** to better inform our Multi-Tiered Systems of Support (MTSS) (1.1.3).	Our February 3rd Superintendent's Conference Day included additional professional development on classroom-based progress monitoring. Our MTSS coaches provided teachers with a resource that will allow them to quickly document behaviors that their students are demonstrating. The document also allows teachers to document attempted interventions and their respective level of effectiveness. By tracking this information, we are better able to effectively adjust individual student supports.
	Utilize the ***Leverage Leadership*** model of coaching to improve instruction (1.1.7).	The professional development theme for the month of February is routines. Teachers were provided professional development on the February 3rd Superintendent's Conference Day on how to use routines in their classrooms. Leverage Leadership visits and meetings will be focused on increased and improved use of routines in the classroom. See the last pages of this report for the template that will be used for Leverage Leadership this month and also some of the materials that were provided to teachers on 2/3/17.
	Utilize all protocols of the ***School-Based Inquiry Process*** to develop, implement, and adjust action plans based on data from interim assessments (1.1.5, 1.1.6, 2.3.3).	Teachers are meeting within their departments on 2/8/17 to analyze interim assessment data and identify specific action steps for reteaching, based on identified learning gaps. Results from the second interim assessment appear on page 4 of this report.

	Deploy behavior-based ***MTSS interventions*** to address individual and group needs, as evidenced by data.	Our MTSS coaches will be holding class meetings next week. At the meetings, students will be presented with their specific data for the quarter (attendance, behavior, and achievement). As was the case with the first quarter meetings, focus areas will be discussed, areas of growth will be recognized, and goals will be developed.
	Developing effective ***partnerships with families***.	The Family Engagement School Improvement Plan group continues to contribute articles to our monthly newsletter. Click here for the February newsletter.
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 (2.3.4, 2.5.3, 2.5.5, 2.5.6).	Our counselors analyzed interim assessment data in order to modify students' period 3 schedules. Period 3 is the period during which our students receive additional academic support in the areas for which they need it, as evidenced by data (in this case, interim assessment data). Approximately 25% of student schedules were modified based on results from the second interim assessment (compared with 10% of student schedules based on the first interim assessment).
	Utilize all protocols of the ***School-Based Inquiry Process*** to support students in moving from proficiency to mastery (2.3.1, 2.3.3, 2.3.4).	As indicated above, teachers are working through the SBIP protocols within their departments to identify interventions to deploy for individual students, based on data from the second interim assessment.
	Promote and ***celebrate the accomplishments*** of students who achieve mastery (2.7.4).	Just as we did for the first interim assessment, we will be collecting the names of students who achieved mastery on the second interim assessment and celebrating their accomplishments. The Cougar Pride team will identify ways to recognize these students' efforts.
	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 (1.3.7, 2.7.2, 2.7.5, 2.7.6, 2.7.7).	I have been working with a subcommittee of the Wolcott Rotary on an application process for a generous scholarship program that is likely to be available to our students this spring. The group is the Pasco Trust Fund Executive Board. This is very likely to be an incredible opportunity for several of our students to receive assistance with college expenses.

	Engage students in varied ***enrichment learning experiences***.	The Enrichment School Improvement Plan group recently concluded their administration of a survey to students, parents, and teachers regarding their direction of enrichment offerings in our school.
4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.	Create a ***STEAM task force*** to research STEAM, evaluate the district program, and develop a STEAM initiative (4.1).	At their most recent meeting, the STEAM task force split into subcommittees and continued their work in a variety of areas: • Continue to analyze enrollment data in STEAM courses we currently offer • Research the Project Lead the Way program • Research the Engineering by Design curriculum • Develop a survey to be administered to various stakeholders We anticipate that members of the task force will be visiting other STEAM programs in nearby districts in the near future.

Other items:

- Our Science Club students traveled to SUNY Brockport on Saturday, January 28 to complete in the regional Science Olympiad. They did a fantastic job, finishing in 19th place out of 31 teams in just their second year of competition. We are extremely proud of these students for their efforts and enthusiasm!
- The 8th grade class visited our school on the morning of Tuesday, February 7. Our incoming freshmen had opportunity to hear from the freshmen team of teachers, and they also got a glimpse of the other academic programs we offer here at NR-W HS.
- That night, we held our annual 8th grade parent night. Approximately 30 parents came out to learn about some of our practices and about how we can work together for the betterment of our students' education.
- The senior high vocal all county competition was held at NR-W HS on Saturday, January 28. Students from districts throughout our region came to our school to participate, and the event was a great success.

Results from the Second Interim Assessment (January 2017)

		Passing Rate (65% and higher)		Mastery Rate (85% and higher)	
	n	**Total Students**	**Percent**	**Total Students**	**Percent**
Algebra CC	61	2	3.3%	0	0.0%
Geometry CC	54	10	18.5%	0	0.0%
Algebra 2 CC	21	4	19.0%	1	4.8%
Living Environment	67	20	29.9%	2	3.0%
Earth Science	50	27	54.0%	5	10.0%
Chemistry	35	7	20.0%	3	8.6%
Physics	18	0	0.0%	0	0.0%
English 9	84	39	46.4%	1	1.2%
English 10	60	36	60.0%	11	18.3%
English 11	51	34	66.7%	5	9.8%
World History 9 (Global 1)	86	59	68.6%	34	39.5%
World History 10 (Global 2)	63	43	68.3%	23	36.5%
U.S. History	77	55	71.4%	20	26.0%

Action steps based on analyses of this data
(Note: This is just a sample; all teachers for these courses identified action steps):

- Special education teachers will be focusing more on Tier 2 vocabulary words and utilizing note cards to provide students with practice opportunities.
- Additional instruction and review were provided to Physics students, and they will take a retest. A particular focus area is using the reference table.
- Earth Science students will engage in focused review of their '30 Regents Review Concepts' at periodic intervals throughout the second semester.
- English 11 students will focus on multiple choice strategies.

Leverage Leadership Tracking Document **February 2017**

Routines	**The routine is inefficient or nonexistent.**	**The routine is efficient with regular teacher prompting.**	**The routine is efficient without regular teacher prompting.**
● What do students do at the ***beginning*** of class? ● How is ***attendance*** taken? ● How is ***tardiness*** dealt with? ● What do students do at the ***end*** of class? ● What do students do if they were ***absent***? ● How are materials ***distributed***? ● How are materials ***collected***? ● What is the classroom ***management*** plan? ● What do students do if they need ***help***? ● What do students do if they need to ***leave*** the room? ● What are our commonly-employed ***instructional protocols*** (examples: Think-Pair-Share, exit ticket)? ● What are our commonly-employed ***grouping strategies***? ● How does teacher ***get the class's attention*** quickly? ● How do we ***transition*** from one activity to the next? ● How do we ***evacuate/lockdown***?			

Examples of Classroom Routines… (provided to teachers on 2/3/17)

- What do students do at the ***beginning*** of class? How is ***attendance*** taken?
  - The learning target and warmup prompt are posted as students enter, and they know to begin working right away.
  - Students pick up a paper from the bin by the door when they enter and begin working right away.

- What do students do at the ***end*** of class?
  - My cell phone alarm goes off with 3 minutes remaining in the class and that is a signal to begin the exit ticket.
  - Students choose from one of three closure strategies at the end of class.

- What do students do if they were ***absent***?
  - Students take their missed materials from labeled bins on the side table.
  - Students write missed homework assignments from the side board which lists learning targets, lesson agendas, and assignments for each class.

- How are materials ***distributed***? How are materials ***collected***?
  - When the class is in rows, materials are distributed by the person in the front of each row. Materials are collected by passing them up and to the right.
  - When the class is in groups, materials are distributed and collected by the group's assigned materials manager.
  - Students submit class work in bins on the side table.

- What do students do if they need help?
  - During group work, students use a "3 before me" rule in which they have to ask 3 students for help before asking the teacher.
  - During independent work, students use cards that are colored red on one side and green on the other. The red side faces up if they need help; if they do not, the green side faces up.

- What do students do if they need to ***leave*** the room?
  - A student who needs to leave the room signals "thumbs up" to the teacher. If the teacher returns the thumbs up, the student signs out in the book, completes the permanent pass, and leaves with it.

- What is the classroom ***management*** plan?
  - Expectations that are clear, positively stated, and enforceable are posted, stated, taught, and revisited.
  - Consequences include nonverbal cue or revisiting expectations, seat change or private check-in, teacher detention, disciplinary referral and contact home.
  - Reinforcements include additional choice on homework assignments, points in the class competition, and extended deadlines.

- What are our commonly-employed ***instructional protocols*** (examples: Think-Pair-Share, exit ticket)?
  - (The Expeditionary Learning Protocols Manual is a great resource that identifies many instructional protocols and provides detailed procedures for each of them).

- What are our commonly-employed ***grouping strategies***?
  - The class often works in groups of 4. Each group member receives a card with job-specific responsibilities on the front (timekeeper, materials manager, facilitator, notes manager) and general responsibilities on the back (listen when someone is talking, participate by asking questions and providing comments, respect the roles of each group member).

- How do we ***evacuate/lockdown***?
  - In an evacuation, students exit the door in a single line. They remain quiet, take a left and go out the exterior door directly in front of them. They maintain their single line in the class-designated zone outside.
  - In a lockdown, students gather in the northeast corner of the room. Students sit on the floor and remain quiet; there is no electronic device usage.

- How do we ***transition*** from one activity to the next?
  - The teacher says "Clap once…snap twice…" to get students' attention.
  - The teacher states the activity is over and gives specific instructions for the transition. This includes a time limit for the transition.
  - The teacher checks for understanding of the directions.
  - After the students transition, the teacher provides feedback on the quality of the transition.