Report to the Board of Education
September 2018
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]	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).	Our Tier 2 Team – a team made up of counselors, administrators, and MTSS coaches – met for the first time on Sept. 4 (first day of school). We spent the meeting designing a calendar for the year. The calendar contains important dates related to interventions – when we will engage in the data checks to determine the students who need to enter the interventions, when the interventions will actually occur, and when we will evaluate the effectiveness of the interventions. We also developed data-based definitions of success for our interventions. A focus of this team will be merging our efforts with those of the 7th and 8th grade teams.
	Engage in data analysis to identify learning targets for professional learning.	Throughout this year, I will be collecting data in my Leverage Leadership meetings to track our implementation of instructional strategies related to personalized learning. I will be presenting this data to our School Leadership Team throughout the year, and we will make collaborative decisions about how best to respond to the data. This will impact our professional development offerings this year.
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]	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails."	On the afternoon of August 30, our instructional staff members had the opportunity to attend 3 out of 7 professional development sessions related to personalized learning. Members of the Leadership Council organized and offered the sessions. As stated previously, personalized learning implementation will be a focus of my Leverage Leadership visits and meetings this year. Additionally, we have implemented a new "week at a glance" template that is aligned to our personalized learning goals; we are asking teachers to provide evidence of the use of student data and personalized learning instructional strategies each week.

	Define “rigor” in the language of personalized learning, identify instructional strategies aligned to the definition, and consistently utilize the identified strategies in lessons.	In our high school faculty meeting on Sept. 5, the members of the high school instructional staff took some time to review many resources related to defining “rigor” in the context of personalized learning. They then discussed what a school definition of rigor should incorporate. The School Leadership Team will take those notes and use consensus strategies to develop this definition. We’ll then communicate it out and begin working on identifying specific instructional strategies aligned to the definition. After that, we’ll develop an accountability system to ensure the strategies are being consistently utilized in our classrooms.
	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.	Our Tier 1 teams met on August 30 to develop drafts of classroom expectations under our revised school values – Be Respectful, Be Responsible, Be a Learner. The teachers used the first 2 days of the school year to roll out the proposed expectations to students. The students provided feedback, and the teachers incorporated that feedback when they met again on Sept. 5 to finalize the expectations. Consistent expectations provide students with a level of predictability when they move from classroom to classroom. We’ll now create posters of the expectations and post one in each room. The teams will work throughout the year to accomplish the other objectives identified in the goal – increase PL collaboration and implementation, identify interventions and develop data-based improvement plans for students, and recognize students who are improving or exceeding expectations.
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	As mentioned previously, we developed an implantation calendar for our Tier 2 and 3 interventions on Sept. 4. We discussed the need to implement interventions with fidelity at our faculty meeting on Aug. 30. We’ll be providing training on the Check In, Check Out intervention at our faculty meeting in October.

	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).	This goal is assigned to our Cougar Pride SIP Group. The group has already worked to create lessons for the first week of school. The lessons will be taught during 7th period, and their purpose will be to explain to students what the behavior expectations (responsible, respectful, learning) are in various school settings. The members of this team did a great job developing these valuable lessons!
	Share attendance, behavior, and academic data with the school community at various points throughout the year to (a) communicate progress toward shared goals and (b) gather input for possible modifications to goals.	The September 2018 NRWHS newsletter is now online. The newsletter contains the June 2018 Regents Exam results. I asked members of our community to provide me with feedback related to our goals and plans.
4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year. [Goal to continue in 2018-19 school year]	Develop vertically-aligned STEAM curriculum maps. Increase enrollment in STEAM courses and learning experiences.	The STEAM SIP Group will be working on these two goals this year. Vertically-aligned maps are a natural extension from their work last year related to vocabulary and performance tasks. The group will be working on innovative ways to promote STEAM courses in and around the school.

Other notes:

- It has been our pleasure to welcome our friends from the 7th and 8th grades to our building! We have designed plans for entry to the building, student lunches, and transitions that are working out well. We are working to maintain our commitment to keep 7th and 8th graders separate from high schoolers, and so far, those plans are working out well.

- We held our Welcome Back Assembly on the morning of September 5. We reviewed expectations in the student handbook (signing out of the building, electronic device usage, Dress Code, etc.). We also discussed having high expectations for behavior and academics. We challenged students to set goals, write them down, and persevere in their pursuit of them.

- Freshmen Orientation was a great success! Students learned about our behavior and academic expectations, received their schedules and agenda books (along with some other great school supplies), and were able to tour the building with some of our upperclassmen.