Report to the Board of Education
October 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]	Incorporate professional development related to Function-Based Thinking into daily practice.	We have a professional development day on October 26. One of the 2-hour sessions that will be available to teachers will be on function-based thinking. This is aligned with our goals around restorative justice and the belief that we must seek to understand the meaning of behaviors and provide instruction through our behavior interventions.
	Continue to refine interim assessments to ensure their rigor and alignment with end-of-year assessments.	Several teachers have signed up to attend an after school session designed to provide support for developing interim assessments. Our first interim assessment cycle will occur Nov. 5-9. We will utilize our LinkIt assessment platform to generate assessment results that will be analyzed in department teams. Action plans for improvement will be developed based on those analyses.
	Increase two-way communication with parents/guardians about student growth. Update parent contact information in SchoolTool.	Our annual Open House event will be held Wednesday, October 10 at 6 pm. From 6-7 pm, teachers will be in the gymnasium to share general course information with parents and community members. During this hour, parents will have the opportunity to sign up for individual meetings with teachers which will be held from 7-8 pm. Extracurricular information will be shared as well. The Family Engagement SIP Group has been working to ensure a strong turnout for the event. The group is also working on collecting updated contact information for parents (the second goal referenced to the left). Teachers will be calling families to invite them to Open House, and we're looking forward to a strong turnout. The NRWHS October 2018 Newsletter is now online.
2: By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails."	I have been collecting data related to our implementation of personalized learning. Of the Leverage Leadership visits that I have conducted thus far, 13% have incorporated data-based decision making, 13% have incorporated targeted instruction, 40% have incorporated student ownership and

achieving mastery will increase. [Goal to continue in 2018-19 school year]		reflection, and 40% have incorporated flexible tools and resources. I shared this data with the staff and will continue to do so throughout the year for purposes of growth tracking and reflection. At the Oct. 3 staff meeting, I provided each staff member with a PL Goal Tracker packet. The packet contains a page for each month remaining in the school year. Please see the last two pages of this report for October's page. As you can see, the tracker utilizes our PL guardrails to engage staff members in a self-reflection process that culminates in them setting and tracking individualized, SMART goals for improved PL implementation. I explained to the staff that we will use this process at the beginning of each staff meeting to hold ourselves accountable to this SIP goal.
	Define "rigor" in the language of personalized learning, identify instructional strategies aligned to the definition, and consistently utilize the identified strategies in lessons.	At our September staff meeting, staff members reviewed a variety of resources related to academic rigor and then identified phrases and concepts that they thought should be incorporated into a school-wide definition of rigor. Our School Leadership Team reviewed those responses and developed the following definition for academic rigor: At NRWHS, rigorous instruction challenges individual students to cognitively engage in higher-order thinking skills. Students reflect on and take ownership of their learning while teachers scaffold and differentiate to support individual learners. As you can see in the PL Goal Tracker (last page of this report), we are including this definition in our monthly PL goal setting process. This will allow us to hold ourselves accountable to SIP Goal #2 (listed to the left).
	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	SLT members are facilitating Tier 1 meetings and are using a Google Form to report meeting minutes. In the last few weeks, teachers have been collaborating to develop student support plans. These plans include strategies for engaging learners across multiple classrooms.

	exceeding expectations.	
	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	At the Oct. 3 staff meeting, Hailey Lehman from BOCES provided our staff with training on the Check In, Check Out intervention. This is one of our primary Tier 2 interventions. Given that the 5-week interim period ended on Oct. 5, we will now begin implementing this intervention with students who are struggling academically and/or behaviorally, as evidenced by data.
	Collaborate to provide for flexible enrollment in Content Labs.	We have seen a sharp spike in the number of content Lab enrollments in the last few weeks. Teachers are using a Google Form to refer students to either Math Lab, ELA Lab, or Science Lab. The ELA Lab is now also available to social studies teachers. When a teacher makes a referral, s/he notes a learning goal for the referred student and a suggested period of enrollment in the Lab. A content Lab enrollment replaces a study hall enrollment for the student for that indicated period of time.
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 2017-18 school year]	Increase enrollment in STEAM courses and learning experiences.	The STEAM SIP Group recently began its third year of work. The group is continuing to focus on increasing enrollment in STEAM courses. Group members spent time at a recent meeting calculating baseline numbers for STEAM enrollment. Data shared at the recent strategic planning session revealed growth in STEAM enrollment numbers in recent years.

Other notes:

- We were thrilled to welcome the Rochester Area College Fair to our school on Sept. 24. Juniors and seniors were able to learn information about area colleges and universities that will align nicely with many of their future stories.
- Leverage Leadership is in full swing. I have been working with teachers on setting classroom expectations and utilizing personalized learning strategies.
- Spirit week is here! We're excited about our annual pep rally and about having a bonfire for the second consecutive year. Go Cougars!
- Remember that you can keep up to date on all-things-NRWHS by following us on Twitter @NRWHS! http://www.twitter.com/nrwhs

_____'s PL GOAL TRACKER Month: October

Step 1: Use the guardrails to reflect on your current practice and identify your current level of implementation for each element of PL (circle or check for each row).

	Testing The Waters	Shallow End	Diving In
Classroom Instructional Model	Once or twice a unit, the teacher intentionally chooses a base PL model (station rotation, flex playlist, flipped) to use based on student performance data.	Once a week, the teacher intentionally chooses a base PL model (station rotation, flex playlist, flipped) to use based on student performance data.	Almost every day, the teacher intentionally selects a blend of PL instructional models (station rotation, flex playlist, flipped) to use based on student performance data.
Targeted Instruction	Once or twice a unit, the teacher groups students in homogenous or heterogeneous formats based on skill-level.	Once a week, data is used to create student groups based on student interest, need, or skill-level; student groups are changed with some frequency.	Almost every day, the teacher groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.).
Data Driven Decision Making	Once or twice a unit, the teacher utilizes a whole class data tracker, adjusts instruction based on pre-assessments, and uses assessments to adjust instruction.	Once a week, the teacher utilizes an individualized data tracker, adjusts instruction based on pre-assessments, and uses assessments to adjust instruction.	Almost every day, the teacher uses individual data/digital portfolios, adjusts instruction based on pre-assessments, and uses assessments to adjust instruction.
Flexible Content	Once or twice a unit, the teacher uses flexible (digital/diverse) content to deliver individualized instruction for each student.	Once a week, the teacher uses flexible (digital/diverse) content to deliver individualized instruction for each student.	Almost every day, the teacher uses flexible (digital/diverse) content to deliver individualized instruction for each student.
Student Ownership and Reflection	Once or twice a unit, the teacher uses a reflection process, gathers student reflection, and meets with students to develop relationships. Once or twice a unit, the teacher also provides choice and prioritization of tasks.	Once a week, the teacher uses a reflection process, gathers student reflection, and meets with students to develop relationships. Once a week, the teacher also provides choice and prioritization of tasks.	Almost every day, the teacher uses a reflection process, gathers student reflection, and meets with students to develop relationships. Almost every day, the teacher also provides choice and prioritization of tasks.

Our School Improvement Plan goal related to this work is for all teachers to be "Diving In" with all 4 elements by June 2019.

We have another goal to incorporate rigorous strategies into our practice. Rigor is defined as: "At NRWHS, rigorous instruction challenges individual students to cognitively engage in higher-order thinking skills. Students reflect on and take ownership of their learning while teachers scaffold and differentiate to support individual learners."

Step 2: With the above in mind, set a SMART goal for your PL implementation in the coming month. Start by reviewing your self-assessment and identifying an area for growth. Then answer the following:

What SPECIFIC action(s) will you take to further your PL implementation? The actions should align with our shared definition of rigor._____

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How will you MEASURE your implementation throughout the month? _____

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Make sure your actions are ACHIEVABLE and RELEVANT over the TIME frame (1 month).

Do you need support to achieve this goal? Consider reaching out to your Tier 1 Team, Brian, or accessing the resources in the Personalized Learning folder in the HS 2018-2019 Google Team Drive. We are a team in this ongoing effort to provide our students with high-quality personalized instruction! You'll review progress made toward the goal at the next faculty meeting and set another goal for the following month.