Report to the Board of Education
February 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 2017-18 school year]	Deploy interventions based on entry and exit data triggers, gather and report data on the effectiveness of the intervention, and assist in the development of action plans to refine the intervention appropriately (MTSS Tier 2).	At our most recent Tier 2 Team meeting, we reviewed data on students who had participated in the Project SUCCESS counseling group. After some discussion, we decided it would be more effective to implement the intervention in grade-level groups (a counseling group for freshmen, one for sophomores, etc.).
	Provide information to community members on the resources available in our district.	The February newsletter is now online.
	Engage families through activities that incorporate student participation.	The Family Engagement SIP Group is currently working on an event that would run prior to the district concert on March 28. The current plan is to promote the Lift program (3-5 pm program) and share information about all that the program has to offer. The Lift program offers students a number of different activities (academic and otherwise) that have the potential to "hook" students to school.
	Engage in data analysis to identify learning targets for professional learning.	At our upcoming faculty meeting, members of the School Leadership Team will facilitate small groups as they work on incorporating personalized learning strategies into their lessons. In the coming weeks and months, we will be collecting data on our levels of personalized learning implementation so that we can respond with supports accordingly.
	Implement action plans that result from SBIP for interim assessments, with particular attention paid to strategies for moving students from proficiency to mastery.	The second round of interim assessments (midterm exams) is complete. Students have their results, and teachers are developing plans to reteach based on identified learning gaps. Through Leverage Leadership, I will be engaging teachers in discussions about these plans. As has been in the case in the past,

		our counselors are adjusting students' period 3 enrollments based on the interim assessment results. Approximately 20% of our students had their 3rd period enrollments modified as a result of the second round of interim assessments. For course-based data on the interim assessments please see the end of this report.
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 2017-18 school year]	Utilize consistent strategies for behavior management and develop data-based action plans based on those strategies within grade level teams (MTSS Tier 1).	Our grade level teams recently met to review second quarter report card data. Teams are developing action plans for improvement. Specifically, the freshmen are working on a plan that will require students who are failing multiple courses to remain after school with their teachers on a recurring schedule. Members of the junior team each selected one or two students who are failing multiple courses, and each member will meet with the student, discuss goals, contact parents, etc. Our teams will be meeting again in the near future to further develop their plans.
	Analyze school-wide data, develop resulting action plans, offer incentive programs, and celebrate successes (MTSS Tier 1).	Through a data analysis, our Tier 1 Cougar Pride team identified tardy to class as the primary reason for disciplinary referrals. As a result, the team secured the help of a group of students to develop a video on the importance of arriving to class on time, and the video was shown at a recent Forum assembly.
	Collaboratively research a system to complement or replace the class rank system with an honors system that factors in the College and Career Ready designation.	Our Enrichment SIP Group is continuing to develop a proposed framework for this type of honors system. The current plan is to have a 3-tiered framework that incorporates a variety of academic and extracurricular achievements.
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]	Develop lists of developmentally appropriate STEAM academic vocabulary words that will be integrated in to STEAM courses.	The STEAM Task Force worked on this task at their last meeting. They are working in content-based teams to complete this work. They will collaborate, as appropriate, on ways to integrate consistent terms and concepts across multiple grade levels and content areas.

Other notes:

- Our Advanced Placement (AP) enrollment is up 39% this year, as compared to last year:

Course	Enrollment 2016-17	Enrollment 2017-18
AP Art (2D, 3D, Drawing)	9	7
AP Calculus	5	11
AP Literature	16	21
AP World History	19	29
Total	**49**	**68**

Increased enrollment in college-credit courses is a goal of the strategic action plan, so this is encouraging data.

- Here are the course-based results of the second round of interim assessments. Quarter 1 results are also posted.

	Quarter 1		Quarter 2	
Exam	% Proficient	% Mastery	% Proficient	% Mastery
Algebra	8	0	11	0
Geometry	37	7	41	3
Algebra 2	23	8	8	0
World History 9	74	39	75	39
World History 10	79	42	74	39
U.S. History & Gov't	51	14	81	40
Living Environment	33	4	24	3
Earth Science	47	10	44	5
Chemistry	71	31	47	8
Physics	78	33	70	4
English 9	83	46	60	4
English 10	29	13	69	21
English 11	48	12	41	8