Report to the Board of Education
November 2017
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).	Our Tier 2 team recently reviewed academic and disciplinary data and deployed interventions accordingly. For example, Mr. Matt Wendel is spearheading the implementation of the Check In, Check Out intervention for students who have been flagged through our disciplinary data analysis. The staff was provided professional development on this intervention at the last faculty meeting. Ms. Rachel Santillo, our Delphi counselor, will be utilizing the Project Success group curriculum with a group of students who have been identified through our academic data analysis. Additionally, for students who are struggling significantly, Mr. Wendel and I recently met with the students, their counselors, and parents to develop individualized action plans for success.
	Provide information to community members on the resources available in our district.	The November newsletter is now online.
	Engage families through activities that incorporate student participation.	We are currently planning our second annual College and Career Night. This event will take place Monday, December 4 at 6 pm. We will have several representatives from local colleges, universities, and work placement offices on hand to share information with students and parents. Topics will include financial aid, scholarships, applications, ACT/SAT preparation, career preparation, and more. We also plan to have representatives from the military on hand. We had a good turnout at last year's event and are hoping for an even

		better turnout this year. We had an increased turnout this year at Open House. We utilized a format that allowed parents and community members to first meet with teachers within their departmental teams in the large cafeteria while enjoying a snack. While in the large cafeteria, they had the opportunity to sign up for 1-on-1 meetings with individual teachers later in the night. Our Family Engagement SIP Group worked hard on this event, and we are pleased with the improved turnout. Next year, we plan to tweak the format with the hope of continuing to increase the turnout.
	Engage in data analysis to identify learning targets for professional learning.	We are very excited that our School Leadership Team will have the opportunity to visit classrooms on the morning of Nov. 9. This will give our team an opportunity to collect some information about the implementation of the professional development that we have been providing. Additionally, the members of our SLT continue to provide professional development on a variety of instructional topics at our faculty meetings. These topics are managing student behavior, communicating with students, questioning and discussion techniques, engaging students in learning, and using assessment in instruction. I have been connecting the professional development content to my Leverage Leadership meetings by providing feedback to SLT members on what I am seeing so that they can adjust their professional development offerings accordingly.
	Share attendance, behavior, and academic data with the school community at various points throughout the year to communicate progress toward shared goals.	We will be posting academic, behavior, and attendance data in our foyer once we compile it after the conclusion of the first quarter. We will also be continuing our quarterly celebrations. Our MTSS (Multi-Tiered Systems of Support) coaches will be designing and providing class assemblies to share each class's data and communicate goals for the second quarter.

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).	This past month, our grade level teams met on two separate occasions to discuss how their consistent expectations are working and whether any adjustments needed to be made. Teams reported that their consistent expectations have been effective thus far in establishing productive learning environments.
	Implement action plans that result from SBIP for interim assessments, with particular attention paid to strategies for moving students from proficiency to mastery (TSS Tier 1).	Our students completed their first round of interim assessments during the final week of the quarter (November 6-9). Our teams will be meeting soon to engage in the School Based Inquiry Process (SBIP) process to develop learning goals for the future.
	Provide enrichment opportunities outside of the school day.	Our Lift program is off and running. Students are able to take advantage of several different academic and extracurricular opportunities from 3 to 5 pm each day after school.
	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 will soon be researching this idea. They will be reviewing frameworks for honors systems utilized by local schools/districts, developing a proposal, and presenting it to the administration for potential proposal to the Board of Education.
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 recruitment methods to encourage students to take STEAM courses.	At the last meeting of the STEAM task force, members of the task force worked on course information sheets that will be used to create promotional materials for STEAM courses in the high school.

Other notes:

- We had a very successful professional development day on Oct. 27. We are excited to begin our journey with personalized learning. The purpose of the day was to familiarize staff with what personalized learning is and why it is important, and we were successful in that effort as evidenced by exit surveys that staff members completed at the end of the day. Staff had the opportunity to experience a personalized learning simulation, and they then had time to collaborate on strategies that they can integrate into their current practice. We'll continue our personalized learning launch at the next professional development day in January. In the meantime, we have received a great deal of support from the IT department and have added a laptop cart for sign-out in our media center, a Chromebook cart for sign-out in our media center, and small numbers of laptops (3-5), by request, in 10 classrooms throughout the school.

- We were thrilled to hold our annual National Honor Society Induction Ceremony on the afternoon of Nov. 2. We inducted 7 members in a ceremony that was attended by the student body, high school faculty/staff, district administrators, and parents of the inductees. Please see the picture below. We are very proud of these students.

- Our junior class took the PSAT on Oct. 11. We are currently looking into the possibility of our sophomore class taking the PreACT in the spring. These assessments provide college preparatory information to students and get them thinking about their future stories.

- As you know, we have 3 teaching vacancies in our mathematics department. We have had to adjust some math teaching assignments as a result. I sent a letter to families of students who have been affected. Please see the last page of this report to read the letter.

Congrats to our new members of National Honor Society!

We enjoyed an increased turnout at Open House.

Letter to Families Affected by Changes in Math Teaching Assignments

October 30, 2017

Dear Parent/Guardian:

I am contacting you because recent personnel changes in our mathematics department have impacted your child's mathematics instruction. Specifically,

- Students enrolled in Statistics will enroll in an online Statistics course through AccelerateU, a local service provided through our BOCES. Students will engage with teachers in an online format while being supervised by building staff members, and they will still be eligible to receive local credit for Statistics. If your child is enrolled in Statistics, you will receive more information about AccelerateU in the near future.
- Students enrolled in Math Lab, including those enrolled in Algebra Recovery, are currently being supervised by one of our building substitutes, Mr. Zach Willmart, while working on coursework that has been provided by other mathematics teachers.
- Students enrolled in 6th period Algebra will be reassigned to another section of Algebra. Ms. Caitlin Wasielewski, who is currently one of the teachers in 6th period Algebra, will continue to instruct these students. For most of these students, the period 6 change resulted in additional scheduling changes.
- Mr. Sean Johnson will be teaching Pre-Calculus. Mr. Johnson is a special education teacher in our school who also has a New York State teaching certification in mathematics. We are currently collaborating with FLCC on the possibility of certifying Mr. Johnson as an instructor through FLCC.
- Ms. Cary Merritt will serve as the special education consultant teacher for 1st period Algebra. She takes the place of Mr. Johnson.

We currently have 3 openings in our mathematics department which is why we have had to make these changes. Please know that we are aggressively looking to fill these positions. Teacher shortage is a problem that is not exclusive to NRW; several districts in the area have experienced this challenge. If we are able to hire a mathematics teacher, s/he will teach Statistics and Math Labs (including Algebra Recovery).

I apologize for any inconvenience that these changes have caused. Please know that we are working to support our students as best we can given the resources that we have available to us. Students can receive extra support by staying with a math teacher from 2:25 to 2:55 on Mondays, Tuesdays, and Thursdays, or by attending a daily academic support session from 3 to 5 pm in Room 311; transportation home at 5 pm is available upon request.

If you have any questions, please contact me at (315) 594-3100 or at bread@nrwcs.org. Thank you.

Sincerely,

Brian Read
Principal