North Rose-Wolcott High School
2015-2016 Building Action Plan

Goal 1:

All North Rose-Wolcott High School students will demonstrate improved academic achievement and increased college and career readiness.

Key Strategies:

- Increase each Regents exam passing rate and mastery rate by a minimum of 5%; thereby further developing our students college and career readiness
  Staff meetings include professional development in Tier 1 instructional practices and/or data use for instruction. Academic supports in place include: Period 3 targeted test prep, Learning Lab scheduled bases on student academic needs, 3-5 pm tutoring, bi-monthly data reviews in departmental groups (SBIP)
  [ongoing; other steps related to accomplishing this]

- Operationalize the new "Flex" support period with academic considerations
  We accomplished this for the 1st quarter in August 2015. After the first and second quarters, we reviewed academic data and gathered feedback from teachers to adjust period 3 schedules. Over the course of the year, the majority of student period 3 schedules have been modified. We provided training to the HS staff in processes for progress monitoring. We have added and deleted sections based on this feedback as well. Examples of added sections at the 20-week mark: Business Extension, School Advisory Group, counseling groups, Chem Lab groups, Calculus Extension.

- Employ the Leverage Leadership model of instructional coaching with fidelity by engaging in, at minimum, 15 observation and feedback cycles with each teacher/administrator coaching pair
  Administrators continue to visit and meet with teaching staff on a biweekly basis. Teaching staff has shared how they enjoy the collegial conversations regarding their teaching. [progress continues on this goal throughout the year]

- Fully execute the Common Core curriculum by instituting the Common Core modules and by addressing the Common Core literacy standards in all subject areas
  Administrators have been meeting regularly with the math and ELA lead teachers to assess needs related to this goal. Module implementation is occurring. Example of a supplied need: math coaching through BOCES; ELA department meeting with bldg and district administration to discuss pacing and concerns.

- Engage in the school-based inquiry process, within the departments, twice a month
  Our Wednesday meeting calendar allows for this work. We have provided summative assessment data to departments to accomplish this task. District-level professional development has included training for staff in this area. Staff also have determined

dates for specific shared data review within department(s). SBIP has been supported in staff meetings.

- Utilize 10-week interim assessments as part of the school-based inquiry process
  Did not do 1st 10-week interim due to need for pre-assessments for staff SLOs.
  20 week (mid-terms) were administered for most content areas
  Staff used Rating Day on Fri. 1/29/16 for SBIP using mid-terms
  We provided professional development on assessment development and item map creation so that assessment data could efficiently be created/used in the SBIP.

Goal 2:

All North Rose-Wolcott High School students will continuously develop district values – responsibility, respectfulness, safety, and kindness – through a Multi-Tiered Support System.

Key Strategies:

- Support the building team and suggestions generated from the work through the School Climate Transformation Grant
  We updated our PST referral form and put it online. Our MTSS coaches have organized and implemented several activities designed to promote student and staff recognition. Period 3 Leadership classes created videos related to Cougar Pride expectations that are being shared with students during weekly Forum.

- Operationalize the "Flex" support period with behavioral considerations
  In the 2nd semester, we created counseling groups during period 3 based on perceived student needs.

Goal 3:

The North Rose-Wolcott High School community will continue to foster partnerships for learning that build communication and understanding within the school district and community.

Key Strategies:

- Implement monthly professional development opportunities for the entire staff, with structured follow through, based on A Framework for Understanding Poverty: A Cognitive Approach by Ruby Payne
  We have implemented professional development sessions on resources, future story, adult vs. parent voice, and hidden rules. Sessions are held monthly with staff.

- Achieve widespread building-wide participation in the district strategic planning process
  Members of the team include high school parents, all 3 administrators, the ELA and math lead teachers, science teachers, and 3 other math teachers.

- Continue the empowerment of the building shared decision making team
  Hosting a daytime Career Day for all students in HS - April 19th (meeting monthly)
  Hosting the Wayne County Special Olympics host - May 6th (meeting monthly)