Report to the Board of Education
August 2018
Brian Read, High School Principal

Regents examination results for June 2018 appear below, as do results from the previous 2 years.

	June 2018			June 2017			June 2016		
Exam	**# Taking**	**# Passing % Passing**	**# Mastery % Mastery**	**# Taking**	**# Passing % Passing**	**# Mastery % Mastery**	**# Taking**	**# Passing % Passing**	**# Mastery % Mastery**
Algebra Common Core	74 *	55 74.32%	1 1.35%	79 *	57 72.15%	5 6.33%	91 *	58 63.74%	0 0.00%
Geometry Common Core	60	44 73.33%	5 8.33%	57	31 54.39%	1 1.75%	50	22 44.00%	2 4.00%
Algebra 2 Common Core	16	16 100.00%	3 18.75%	24	16 66.67%	1 4.17%	32	31 96.88%	1 3.13%
Global History & Geography	103	59 57.28%	19 18.45%	74	52 70.27%	14 18.92%	101	73 72.28%	20 19.80%
U.S. History & Government	70	58 82.86%	28 40.00%	82	72 87.80%	41 50.00%	89	73 82.02%	34 38.20%
English Common Core	71	57 80.28%	28 39.44%	79	66 83.54%	38 48.10%	69 *	46 66.67%	17 24.64%
Living Environment	63 *	37 58.73%	6 9.52%	70 *	51 72.86%	8 11.43%	51 *	41 80.39%	5 9.80%
Earth Science	63	51 80.95%	20 31.75%	52	41 78.85%	19 36.54%	63	48 76.19%	17 26.98%
Chemistry	37	22 59.46%	1 2.70%	29	16 55.17%	2 6.90%	43	21 48.84%	3 6.98%
Physics	9	6 66.67%	0 0.00%	15	6 40.00%	1 6.67%	10	8 80.00%	1 10.00%

* Not including advanced students

Our attention now turns to developing action plans for improvement. The remainder of this report will be used to explain our plans for improvement in the 2018-2019 school year.

I would like to start by explaining how we will use data from the June 2018 Regents examinations to develop plans for improvement. The teachers have been provided with reports that detail how their students performed on each of the standards assessed in the exams. They have also been provided with an action plan template that they will use to develop improvement plans.

I analyzed the reports in order to determine the standards students did well with and also the standards students struggled with. For example, in Algebra 2, students struggled with standards that fall under the following clusters: "Seeing Structure in Expressions" and "Making Inferences & Justifying Conclusions." An example of a standard that falls under the cluster of "Seeing Structure in Expressions" is, "Use the properties of exponents to transform expressions for exponential functions."

I provided each teacher with the following action plan template and communicated my expectation that they analyze their reports and then utilize the template to develop an action plan:

Cluster/ Standard/ Problem Type to Target	What Actions Will You Take?	What is the Timeline for These Actions?	What will be the Evidence of Completion?	How will you Evaluate the Action & Reassess the Plan?

For example, a Global History & Geography teacher may complete the template as follows:

Cluster/ Standard/ Problem Type to Target	What Actions Will You Take?	What is the Timeline for These Actions?	What will be the Evidence of Completion?	How will you Evaluate the Action & Reassess the Plan?
PI 2.3a – Students analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities	I will change the final assessment of Unit 11. It will become a project that assesses this standard (primarily) and other, related standards.	Develop by 2/15/19; administer 3/18 - 3/20; evaluate 3/22 - 3/25	Students will have choice and complete unique projects while adhering to the requirements	The rubric will be primarily based on this standard and its unpacked components. Reassess after an analysis of rubric results

2 important points:

#1: I will be engaging teachers in conversations about their plans in my first Leverage Leadership coaching meetings of the year.

#2: We will repeat this cycle throughout the year after each interim assessment is administered (November, January, April).

We have spent a considerable amount of time this summer analyzing and reflecting on a variety of data-based and informational sources in order to develop our 2018-2019 School Improvement Plan. These sources include – but are not limited to – the district Strategic Action Plan, our school's Tiered Fidelity Inventory for 2017-2018, the Regents results that appear above, and the District Comprehensive Improvement Plan. We have also incorporated a great deal of input and feedback from our School Leadership Team, our Personalized Learning Design Team, our school's Tier 2 Team, and from our district leadership team.

This is not a plan of new initiatives; rather, it details the necessary next steps of a multi-year effort to achieve the goals identified in the district Strategic Action Plan. Our themes – multi-tiered systems of support, personalized learning, enrichment, family engagement, and STEAM – remain the same, as does our mission of preparing each student for a successful future.

Please see below for our 2018-2019 High School Improvement Plan.

#	What is the action step?	Connection to SAP/DCIP *	What is the timeframe?	Who is responsible?	How will we know it's done?	How will we know whether or not it worked? **
1	Implement personalized learning (PL) instructional strategies aligned to the NRW "guardrails."	2.1.11; Tenet 4	Sept. '18 - June '19	All instructional staff	Leverage Leadership data	Ongoing evaluation through PL Design Team and work with Education Elements
2	Define "rigor" in the language of personalized learning, identify instructional strategies aligned to the definition, and consistently utilize the identified strategies in lessons.	3.3.4; Tenet 3	Sept. '18 - June '19	All instructional staff	Faculty and Tier 1 meeting minutes; Leverage Leadership data	Assess levels of increased implementation after professional development (Leverage Leadership data reviewed with School Leadership Team)
3	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.	2.5,3, 2.5.5; 2.1.11; Tenet 4	Aug. '18 - June '19	Tier 1 Teams	Tier 1 meeeting minutes that incorporate all of these meeting types (and incorporate data-based action plans)	Per the Tier 1 meeting protocol document, evaluation criteria are built in for each meeting type. Meeting minutes to be reviewed at SLT meetings.
4	Implement interventions with fidelity (Tier 2: Extension; Check In, Check Out; Content Labs; counseling groups. Tier 3: FBA/BIP; RENEW).	2.5.3; Tenet 5	Sept. '18 - June '19	All staff	Tier 2 meeting minutes; Extension visit data; Content Lab work logs	Tier 1-2-3 data reflecting continuous increases in students at Tier 1 levels for behavior and academics; to be assessed quarterly, consider year-to-year comparisons

5	Utilize the School-Based Inquiry Process to develop action plans based on interim assessment results, with particular attention paid to strategies for moving students from proficiency to mastery (Tier 1).	1.4.2, 2.3.3, 2.3.4; Tenet 3	Nov. '18 - June '19	All instructional staff; facilitated through department teams	Action plans from department meetings; Leverage Leadership data	Department teams will review action plan progress (data-based) and identify next steps in subsequent meetings; improved interim assessment data over the course of the school year; plans assessed through Leverage Leadership
6	Collaborate to provide for flexible enrollment in Content Labs.	2.5.3, 2.5.5, 2.5.6; Tenet 4	Sept. '18 - June '19	All instructional staff	Multiple changes to Content Lab rosters; Content Lab work logs	Assess levels of increased course grades and interim assessment results associated with assigned Content Labs; review Content Lab work logs
7	Incorporate professional development related to Function-Based Thinking into daily practice.	1.1.3; Tenet 5	Oct. '18 - June '19	All staff	Individual action plans from training; ongoing management	Decreased referral numbers, particularly suspensions; data collected in assistant princpal visits
8	Continue to refine interim assessments to ensure their rigor and alignment with end-of-year assessments.	1.4.2, 2.3.2; Tenet 3	Aug. '18 - June '19	All instructional staff	Updated interim assessments	Principal reviews interim assessments
9	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).	2.7.4; Tenet 5	Aug. '18 - June '19	Cougar Pride SIP Group	Cougar Pride meeting minutes incorporating all of these elements	Tier 1-2-3 data reflecting continuous increases in students at Tier 1 levels for behavior and academics; to be assessed quarterly, consider year-to-year comparisons
10	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).	1.1.1; Tenet 5	Oct. '18 - June '19	Tier 2 Team; intervention coordinators	Tier 2 meeting minutes incorporating all of these elements	Tier 1-2-3 data reflecting continuous increases in students at Tier 1 levels for behavior and academics; to be assessed quarterly, consider year-to-year comparisons
11	Consistently implement a school-based intervention framework designed to improve student attendance.	1.3.5, 2.5.3; Tenet 6	Sept. '18 - June '19	Attendance Team	Attendance Team meeting minutes	Tier 1-2-3-4-5 data reflecting continuous increases in students at Tier 1 and 2 levels for attendance
12	Engage in data analysis to identify learning targets for professional learning.	1.4.3, 2.5.7; Tenet 2	Nov. '18 - May '19	School Leadership Team	SLT meeting minutes	Assess levels of increased implementation after professional development (Leverage Leadership data)
13	Develop practices and events to support teachers who are new to the district.	1.4.4; Tenet 2	Sept. '18 - June '19	School Leadership Team	SLT meeting minutes	To be determined and completed in subsequent SLT meetings; increased teacher retention rates

14	Create and promote an advanced course guide for students to utilize to determine which courses they should take based on their future stories.	2.1.6; Tenet 3	Sept. '18 - Dec. '18	Enrichment SIP Group	Completed advanced course guide	At Enrichment SIP Group meetings, assess (1) level of use of guide, and (2) any enrollment increases in advanced courses (spring 2019)
15	Partner with area colleges and businesses to expand our advanced course offerings and increase the number of students participating in advanced classes.	2.7.5, 2.7.7, 2.1.10; Tenet 3	Sept. '18 - June '19	Enrichment SIP Group	List of added advanced courses; enrollment reports showing increased advanced course enrollment	Next year: Evaluate impact of added courses and increased advanced course enrollment on students and curricula
16	Provide support for students in advanced classes.	2.5.4; Tenet 3	Sept. '18 - June '19	Enrichment SIP Group	Detailed list of supports for students in advanced classes	To be determined and completed in Enrichment SIP Group meetings, will depend on nature of supports, must be data-based; review academic data of students in advanced courses over the course of the year
17	Survey parents/guardians to find their preferred method of communication.	1.3.4; Tenet 6	Sept. '18 - June '19	Family Engagement SIP Group	Completed surveys	Success with goal #19
18	Update parent contact information in SchoolTool.	1.3.8; Tenet 6	Sept. '18 - June '19	Family Engagement SIP Group	List of updates to SchoolTool	Success with goal #19
19	Increase two-way communication with parents/guardians about student growth.	1.3.2; Tenet 6	Sept. '18 - June '19	Family Engagement SIP Group	Teacher communication logs	Survey data from parents/guardians regarding responsiveness. Also: Tier 1-2-3 data reflecting continuous increases in students at Tier 1 levels for behavior and academics; to be assessed quarterly, consider year-to-year comparisons
20	Develop vertically-aligned STEAM curriculum maps.	4.3.1; Tenet 3	Sept. '18 - June '19	STEAM SIP Group	Completed curriculum maps	Next year: evaluate effectiveness of the maps as a planning tool
21	Increase enrollment in STEAM courses and learning experiences.	4.4.1; Tenet 3	Sept. '18 - June '19	STEAM SIP Group	Enrollment reports showing increased STEAM enrollment	Increased STEAM enrollment in 2018-19; next year: evaluate impact of increased STEAM enrollment on students and curricula
22	Utilize Restorative Justice practices in response to student behavior.	2.5.3; Tenet 5	Sept. '18 - June '19	All staff	Restorative practices in referral dispositions; maintaining expectations for detention room	Decreased referral numbers, particularly suspensions and students at Tier 3 levels for behavior

23	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.	2.7.2; Tenet 6	Oct. '18 - June '19	All staff	Data displays; meeting minutes or other documentation providing evidence of stakeholder input	Survey data from Shared Decision Making Team and/or other stakeholders regarding effectiveness of their input
24	Utilize parent/community advisory groups to share information and solicit feedback regarding curriculum, assessments, and enrichment.	2.7.2; Tenet 6	Oct. '18 - June '19	Shared Decision Making Team	SDMT meeting minutes	Actionable changes to action plans or community-based events that result from SDMT meetings
25	Increase teacher collaboration regarding study hall assignments in order to achieve increased productivity in study hall.	2.5.5; Tenet 4	Sept. '18 - June '19	All instructional staff	A system that allows teachers to collaborate regarding study hall assignments for students	Demonstrated use of the established system as well as increased productivity as evidenced by study hall visits

* DCIP refers to District Comprehensive Improvement Plan, and indicated Tenets are associated with that plan. SAP refers to Strategic Action Plan. The Strategic Action Plan is referenced as follows: (Strategic Goal).(Action Step).(Implementation Methodology). For example, 2.3.3 references Strategic Goal #2, Action Step #3, Implementation Methodology #3 which reads: “Use interim assessment data to progress monitor students.”

** This column is intended to identify "short term" indicators of successful implementation. Ultimately, successful implementation will be evidenced by increased academic achievement results and, by extension, greater prepration for college and/or careers.

Questions or comments on this plan should be directed to Principal Brian Read, bread@nrwcs.org or (315) 594-3100.