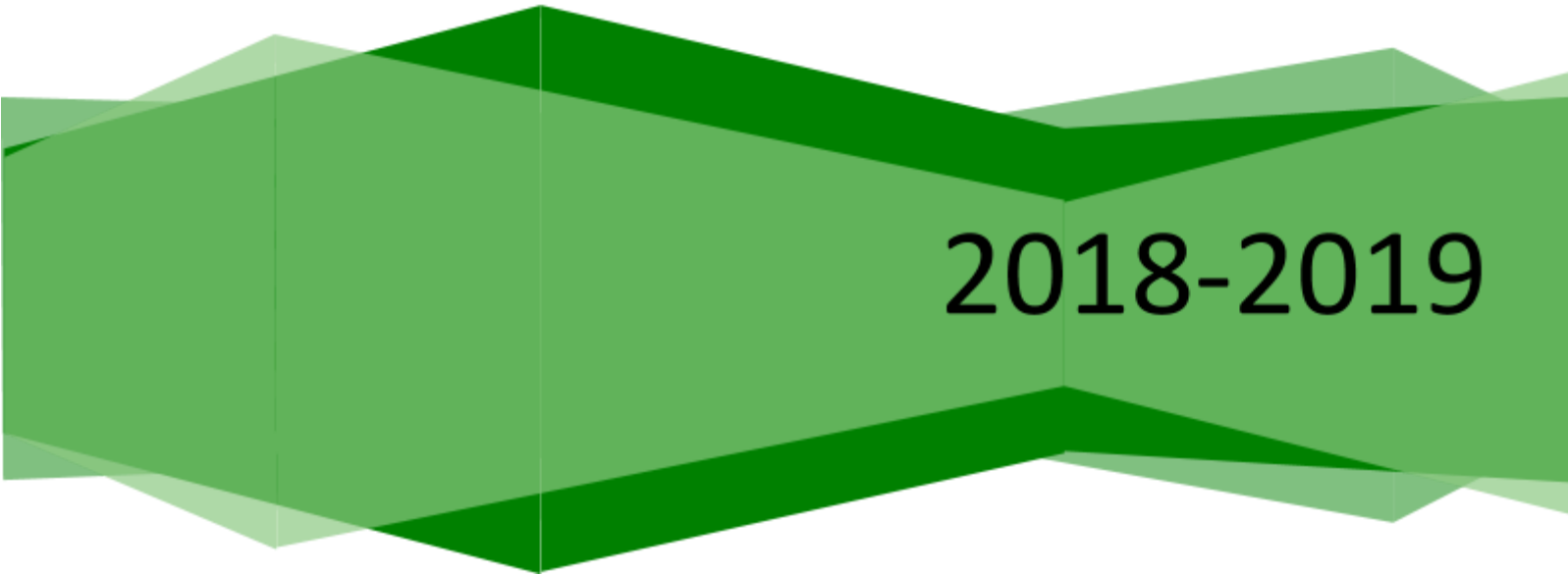


RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

District Priorities

PLAN OF WORK

MID-YEAR STATUS REPORT



2018-2019

DISTRICT PRIORITIES

2018-2019

I. INSTRUCTIONAL PROGRAMS

Two of our instructional programs continue to need strengthening: English Language Arts (ELA) and Mathematics. ELA and Mathematics instruction must continue to be strengthened until Rush-Henrietta students achieve high levels of proficiency on state and local (district) assessments. In addition, Information and Communication Technology (ICT) instruction and capstone implementation will be expanded to ensure that Rush-Henrietta students can effectively use technological tools—and understand the principles of their application—for creating, collaborating, communicating, and applying critical thinking skills.

ENGLISH LANGUAGE ARTS (LITERACY)

A. The Problem:

Proficiency rates for this year’s New York State ELA assessments will be reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks. These benchmarks need to be achieved for R-H to rank among the top-half of Monroe County public schools.

	<u>All Students</u>				<u>Benchmark</u>	<u>Gap</u>	<u>Trend*</u>	<u>County Ranking</u>			
	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>				<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
ELA 3: CCR	62%	(56%)	(54%)	(38%)	55%	+7	+	6	(5)	(7)	(11)
ELA 4: CCR	53%	(54%)	(50%)	(48%)	50%	+3	+	7	(6)	(11)	(8)
ELA 5: CCR	43%	(39%)	(39%)	(32%)	45%	-2	+	8	(11)	(10)	(11)
ELA 6: CCR	61%	(42%)	(44%)	(38%)	45%	+16	+	7	(7)	(7)	(11)
ELA 7: CCR	37%	(43%)	(53%)	(34%)	55%	-18	-	14	(13)	(6)	(13)
ELA 8: CCR	44%	(50%)	(49%)	(53%)	55%	-11	-	13	(9)	(10)	(6)
ELA 11: Passing	90%	(93%)	(96%)	(95%)	95%	-5	-	10	(12)	(8)	(7)
CCR:	77%	(79%)	(87%)	(83%)	85%	-8	-	9	(11)	(10)	(--)

*Three-Year Trend (3% change over three year period)

†Benchmarks have been adjusted to reflect Monroe County achievement on spring 2018 assessments, including “opt outs.”

‡Target: 1-8

Reflection:

At grades 3, 5, and 6 an improvement was made from 2017, with the most significant growth at grade 6. At grades 3 and 6 we exceeded our benchmark goals by 7% and 17%. All elementary grades show positive growth trends. Improved student achievement results indicate that efforts put forth to strengthen our elementary literacy program in reconfigured schools are providing positive achievement. This data indicates a steady increase in student achievement over the last 4 years which we can attribute to program, instruction, and intervention improvements in our elementary program.

At grade 4, student achievement has remained flat. Refining the district curriculum maps that are aligned to the ReadyGEN program and more strategic monitoring of student learning will be done, as well as conducting more targeted interventions for students not meeting benchmarks. Support services need to strengthen their instructional supports to meet the diverse needs of learners (SWDs and ENL). Instructional coaching cycles will be implemented with teachers to strengthen best instructional practices.

At grades 7 and 8, student achievement has dropped significantly. A plan has been put in place to conduct an audit of the current ELA curriculum maps and assessments to ensure that the proper rigor and alignment is in place for all NYS standards. In addition, explicit, direct vocabulary and context clue instruction will take place across all content areas in order to build comprehension skills with all students. At grade 7, a reading/writing intervention class will be put into place to promote literacy skills within a workshop setting. Improved progress monitoring cycles will take place to ensure that targeted interventions are in place for students not meeting benchmark levels, as measured by both formative and summative measures.

At all grades, students' reading ability continues to need to improve in order to ensure success in comprehending grade level text. This can be accomplished by using district literacy assessments to diagnose student interventions and inform instruction in a timely manner.

At grade 11, the proficiency score is consistent with last year, but is not meeting the benchmark of the 95%. CCR scores dropped from previous years. This is the second year administration of the ELA Common Core (CC) 11 Regents exam, curriculum refinements continue as we analyze how student respond to the rigor of the ELA Common Core 11 Regents exam. A plan has been put into place to increase vocabulary instruction at grades 10 and 11 in order to better prepare students for the Regents exam. In addition, a thorough review of the ELL cohort at grade 11 will be reviewed and an emphasis will be placed on refining instructional practice for this cohort.

The state assessment results align with the NWEA MAPs assessments and common district writing assessment results, indicating that our locally designed measurements are accurate for monitoring student achievement throughout the year.

B. The Improvement Plan:

1. Curriculum Development-

- a. PreK: Providing literacy program (PreK Foundations) to the Universal Pre-K program.
- b. Grades K-6: Established new entrant screening process.
- c. Grades 3-8: Identified skills needed for the NYS ELA Computer Based Assessment.
- d. Grades 7-8: Unpacking ELA standards to gain deep understanding of the instructional rigor needed to meet proficiency benchmarks and use this information to improve instruction.
- e. Grades 7-8: Conducting an audit of ELA program for alignment to the NYS standards and proficiency expectations.
- f. Grade 11: Created and implementing a new unit entitled, "Discovering Our Humanity" which will use a new selection of core texts that meet the requirements for text complexity with a more diverse representation of authors.
- g. Grades 10-11: Identifying grade appropriate vocabulary and topical language to include within curriculum maps.

2. Classroom Instruction-

- a. PreK: Providing professional development in the area of foundational literacy to the Universal Pre-K program.
- b. Grades 2-3: Using the Comprehension Toolkit, by Harvey and Goudvis, to explicitly teach comprehension skills.
- c. Grades K-3: Implementing primary integrated curriculum maps to apply literacy within the content area instruction.
- d. Grades 2-3: Teaching comprehension skills and apply strategies for comprehension instruction as defined in the ELA curriculum map.
- e. Grades 3-8: Embedded necessary skills for computer based assessments within instructional practices.
- f. Grades 3-8: Provide professional development for literacy instruction through embedded coaching cycles.
- g. Grades 4-5: Unpack ReadyGEN units to determine the most essential skills as focus areas.
- h. Grades 4-6: Refined the implementation of the ReadyGEN primary resource.
- i. Grades 4-6: Implemented introductory mini-units to better align with standards and improve pacing of instruction.
- j. Grades 4-6: Incorporating purposeful independent reading strategies within literacy block.
- k. Grades 4-6: Implementing the intermediate integrated curriculum maps.
- l. Grades 7-8: Implementing revised research units that will establish foundational knowledge of research standards.
- m. Grades 7-9: Incorporating context clue instruction and vocabulary skill acquisition within classroom instruction in all content areas.
- n. Grades 7-9: Providing explicit instruction of ICT skills within ELA units as identified in the revised ELA curriculum.
- o. Grades K-8: Scaffolding curriculum to meet the needs of a wide variety of learning needs (SWD and ELL).
- p. Grades 10-11: Deepening vocabulary knowledge by providing explicit instruction in word meanings.
- q. Grades 10-11: Identifying and implementing comprehension scaffolding strategies for ELL students.

3. Learning Assessments-

- Grades 3-8: Administered benchmark assessments online.
- Grades 2-8: Developing and administering online learning experiences.
- Grades 7-8: Increase frequency of formative assessments to identify reading and writing needs.
- Grades 7-8: Conducting an audit of ELA assessments for alignment to the NYS standards and proficiency expectations.

4. Academic Intervention-

- Grades K-12: Improving use of diagnostic tools to determine best intervention strategies.
- Grades K-9: Using RtI time within school schedules to provide targeted interventions (including enrichment) based on formative assessment data.
- Grades K-6: Using Serravallo's *Reading Strategy* for literacy interventions.
- Grade 7: Designed and implementing a reading/writing intervention class for students that will include frequent monitoring of individual reading and writing goals within a workshop setting, including goals specific to comprehension.
- Grades 7-8: Providing timely, responsive classroom intervention based on formative assessment data.

5. Progress Monitoring-

- Grades 3-8: Using the data dialog process to monitor student achievement in online testing and respond as needed.
- Grades: K-9: Conducting more frequent monitoring of intervention results to determine effectiveness and respond as necessary.
- Grades K-9: Initial implementation of eDoctrina's RtI Tracker with AIS students.
- Grades 3, 6 and 9: Gathered student learning data from capstone rubric to inform program/instructional improvement.

C. Impact of the Improvement Plan:

1. Reading (K-8)-

Proficiency rates for NWEA MAP assessments will be reported below. Prior year proficiency rates appear in parentheses. Expected college and career readiness rates appear as benchmarks (percent of students scoring at or above the 61%** percentile).

<u>Reading</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend*</u>
MAP K: CCR	Not given	53% (51%) (NA)	— (58%) (NA)	65%	-12	NA
MAP 1: CCR	50% (39%) (NA)	54% (40%) (NA)	— (50%) (NA)	65%	-11	+
MAP 2: CCR	42% (59%) (46%)	52% (58%) (58%)	— (60%) (58%)	65%	-13	+
MAP 3: CCR	48% (54%) (54%)	56% (55%) (51%)	— (53%) (56%)	65%	-9	+
MAP 4: CCR	51% (52%) (52%)	52% (48%) (60%)	— (49%) (55%)	65%	-13	0
MAP 5: CCR	49% (54%) (46%)	46% (50%) (51%)	— (55%) (50%)	65%	-19	-
MAP 6: CCR	57% (51%) (47%)	58% (53%) (48%)	— (53%) (52%)	65%	-7	0
MAP 7: CCR	52% (54%) (55%)	52% (55%) (50%)	— (50%) (48%)	65%	-13	0
MAP 8: CCR	54% (50%) (58%)	56% (49%) (60%)	— (47%) (57%)	65%	-9	+

*2% or greater change from previous administration

**61% places a student above the national norm average which aligns with the required level of proficiency on NYS assessments

Reflection:

At Kindergarten, students are working towards meeting benchmarks and additional supports are in place for students below benchmark. At grades 1-4, achievement improved from the fall administration, however district performance is below benchmark. Grade 5 continues to be an area of concern for the second consecutive year as proficiency has declined by 3% since the fall. Walkthroughs will be conducted and a deeper analysis of the data will inform where instructional improvement is needed. At grade 6, overall district proficiency increased from the fall and proficiency also increased since last year in the winter administration. At grade 7, the overall proficiency remained stagnant, interventions and instructional improvements will continue to be implemented. At grade 8, the overall district proficiency rate slightly increased. Action items are currently being implemented to improve achievement at grades 7 and 8, including the curriculum audit and assessment review.

2. Writing (K-8)-

Proficiency rates for the district's 2-8 writing assessments (students write in response to text) are reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks (percent of students scoring a 3 or higher).

<u>Reading/Writing</u>	<u>Fall</u>	<u>Spring</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend*</u>
2: CCR	47% (46%)	— (67%)	70%	-23	
3: CCR	38% (35%)	— (63%)	65%	-27	
4: CCR	37% (49%)	— (55%)	65%	-28	
5: CCR	44% (59%)	— (54%)	65%	-21	
6: CCR	46% (59%)	— (71%)	80%	-34	
7: CCR	59% (72%)	— (78%)	80%	-21	
8: CCR	64% (81%)	— (76%)	80%	-16	

*2% or greater change from previous administration

Reflection:

At grades 2 and 3, proficiency rates are consistent with last year's results. There is a large student performance discrepancy between schools, this is an indication of inconsistent program implementation and variation in instructional delivery, this will be addressed during the spring semester. At grades 4-6, there is a decline in proficiency rates from last year. This could be due to curriculum alignment (rearranging of units). This will be evaluated and appropriate curriculum adjustments will be made for next year. At grades 7 and 8, there was a proficiency rate decline from last year. This is further evidence that a change in Grade 7 and 8 program (curriculum and assessments) is necessary. A review of researched-based English Language Arts programs is underway with the intent to purchase a program for the 2019-20 school year. At all grade levels, program improvements must be made to further clarify the ELA curriculum and to identify skills and strategies necessary to strengthen reading and writing achievement.

3. Writing (9-11)-

Proficiency rates for the district's 9-11 writing assessments (students write in response to text) are reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks (percent of students scoring a 65% passing, 75% CCR).

<u>Reading/Writing</u>	<u>Quarter 2 (Mid-term)</u>	<u>Quarter 4 (Final)</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend</u>
9: Passing	89% (95%) (92%)	— (93%) (91%)	95%	-6	
CCR	78% (77%) (61%)	— (80%) (73%)	80%	-2	
10: Passing	90% (90%) (95%)	— (85%) (93%)	95%	-5	
CCR	68% (76%) (76%)	— (68%) (73%)	75%	-7	
11: Passing	78% (92%) (93%)	— (91%) (93%)*	95%	-17	
CCR	60% (82%) (85%)	— (77%) (79%)*	85%	-25	

*Quarter 4 is the ELA 11 Regents Exam

Reflection:

At grade 9, student achievement and passing rate is lower than the previous two years. The CCR rate has remained consistent. At grade 10, the passing rate is consistent with the results from last year, but the CCR rate dropped. This will be analyzed to determine the reason for this decline. At grade 11, passing and CCR, rates are lower than previous years. Based on the analysis of assessment results, there is student performance discrepancy between classes. Interventions will be implemented this spring to provide supports to the classes in need of improvement.

4. NYS ELA Assessments-

Proficiency rates for this year's New York State ELA assessments will be reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks. These benchmarks need to be achieved for R-H to rank among the top-half of Monroe County public schools.

	<u>2019</u>	<u>All Students</u>			<u>Benchmark</u>	<u>Gap</u>	<u>Trend*</u>	<u>County Ranking</u>			
		<u>2018</u>	<u>2017</u>	<u>2016</u>				<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
ELA 3: CCR	—	(63%)	(56%)	(54%)	65%			—	(6)	(5)	(7)
ELA 4: CCR	—	(53%)	(54%)	(50%)	60%			—	(7)	(6)	(11)
ELA 5: CCR	—	(42%)	(39%)	(39%)	50%			—	(8)	(11)	(10)
ELA 6: CCR	—	(61%)	(42%)	(44%)	60%			—	(7)	(7)	(7)
ELA 7: CCR	—	(37%)	(43%)	(53%)	45%			—	(14)	(13)	(6)
ELA 8: CCR	—	(44%)	(50%)	(49%)	55%			—	(13)	(9)	(10)
ELA 11: Passing	—	(90%)	(93%)	(96%)	95%			—	(10)	(12)	(8)
CCR:	—	(77%)	(79%)	(87%)	85%			—	(9)	(12)	(8)

*Three-Year Trend (3% change over three year period)

¹Benchmarks have been adjusted to reflect Monroe County achievement on spring 2018 assessments, including "opt outs."

²Target: 1-8

Reflection:

MATHEMATICS

A. The Problem:

NYS Assessments

Proficiency rates for this year's New York State math assessments are reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks. These benchmarks need to be achieved for R-H to rank among the top-half of Monroe County public schools.

		<u>All Students</u>				<u>Benchmark²</u>	<u>Gap</u>	<u>Trend*</u>	<u>County Ranking³</u>			
		<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>				<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
NYS Math 3	CCR	75%	(67%)	(57%)	(62%)	65%	+10	+	3	(3)	(7)	(7)
NYS Math 4	CCR	58%	(62%)	(62%)	(64%)	65%	-7	-	11	(7)	(9)	(9)
NYS Math 5	CCR	55%	(55%)	(55%)	(54%)	65%	-10	0	8	(10)	(8)	(10)
NYS Math 6	CCR	63%	(55%)	(56%)	(60%)	55%	+8	+	8	(8)	(10)	(6)
NYS Math 7	CCR	53%	(44%)	(55%)	(48%)	55%	-2	-	10	(14)	(9)	(10)
NYS Math 8 ¹	CCR	14%	(10%)	(22%)	(31%)	20%	-6	-	15	(14)	(10)	(8)
Algebra I	Passing	86%	(90%)	(91%)	(79%)	95%	-4	-	10	(11)	(8)	(12)
(CCLS)	CCR	45%	(53%)	(53%)	(24%)	65%	-20	-	11	(13)	(7)	(--)
Geometry	Passing	92%	(87%)	(85%)	(85%)	85%	+7	+	5	(5)	(7)	(9)
(CCLS)	CCR	51%	(40%)	(31%)	(33%)	40%	+11	+	5	(6)	(11)	(--)
Algebra II	Passing	96%	(96%)	(97%)	(---)	95%	+1	0	8	(7)	(5)	(5)
(CCLS)	CCR	60%	(53%)	(59%)	(---)	60%	0	+	9	(7)	(--)	(--)

*Three-Year Trend (3% change over three year period)

¹Accelerated math students do not take grade 8 state math assessments

²Benchmarks have been adjusted to reflect Monroe County achievement on spring 2018 assessments, including "opt out."

³Target: 1-7

Reflection:

At grades 3, 6, 7 and 8 there were increases in student achievement over 2017 with the biggest gain at grade 7. At grades 3 and 6 student achievement exceeded benchmark goals. Grade 3 has seen significant gains over the last two years, implementation of the *Eureka Math* program for fraction instruction in 2016-2017 and full implementation of the program in 2017-2018 along with implementation of interim learning tasks are making an impact.

At grade 4 there has been a slight regression in student achievement. A data analysis was performed to determine how best to utilize instructional coaches to support specific classrooms in differentiation and scaffolding of instruction for students as they engage in new mathematics instruction. Additionally, interim learning tasks will be implemented at this grade level along with grades 5 and 6 in the upcoming school year.

At grade 7 student achievement increased 9% over last year. Analysis of state results shows the *Eureka Math* program pilot at this grade level had a significant impact on improved student achievement. Full implementation of the program will occur in the 2018-2019 school year for grades 7 and 8.

Student achievement on the Geometry exam improved compared to the prior year for both proficiency and CCR. Student achievement on the Algebra II exam remained strong for passing and increased in the area of CCR. However, Algebra I student achievement for passing declined slightly along with CCR rates. To improve student achievement in Algebra I, an expansion plan to our secondary course offerings is being developed to better meet the diverse learning needs of our students.

B. The Improvement Plan:

1. Curriculum Development-

- a. Grades: K-6: Established new entrant screening process.
- b. Grades: 4-6: Developed interim assessments to monitor student progress in meeting grade level critical standards.
- c. Grades: 4-6: Developed student reflection protocol for teachers to use with students.
- d. Grades 7-8: Developed curriculum maps with scope/sequence aligned to *Eureka Math* program.
- e. Grades 7-8: Developed assessment blueprints which identify concepts and skills that will be assessed.
- f. Grades 7-8: Developed mid-unit and end of unit assessments.
- g. Grades 10-12: Secured approval to expand and redesign math course offerings to include Contextualized Learning.
- h. Grades 10-12: Developing new course proposals for phase one courses of the expansion and redesign of math courses.
- i. Grades 10-12: Reworking Geometry units and assessments to better align with mathematical progressions.

2. Classroom Instruction-

- a. Grade K-8: Building teacher capacity in the use of NWEA diagnostic tools to identify individual student needs.
- b. Grades K-6: Provided NWEA Training, Skills Checklist (K-2) and MAPS Skills (3-6).
- c. Grades K-6: Building capacity of classroom teachers to scaffold and differentiate to meet individual student needs.
 - i. Clarifying Eureka lesson protocols, identifying the must do/could do/extension problems (K-3)
 - ii. Providing professional development in the customization of lessons (K-6)
 - iii. Providing on-site coaching from Greatminds with to include planning, modeling and reflection (4-6)
- d. Grades K-3: Implementing the Read, Draw, Write process consistently.
- e. Grades 7-8: Implementing Eureka Math program to provide consistent and coherent mathematics instruction.
- f. Grades 7-8: Providing professional development in the content of the units during planning and instruction.
- g. Grades 7-8: Providing feedback and support to teachers based on walk-throughs of Eureka math lessons.
- h. Grades 7-12: Building teacher knowledge of elementary program for consistency in instructional methods and vocabulary.

3. Learning Assessments-

- a. Grades 4-6: Implementing interim assessments to monitor student progress in meeting grade level critical standards.
- b. Grades 7-8: Implementing mid-unit and end of unit assessments.

4. Academic Intervention-

- Grade K-3: Implemented short intensive interventions and systematize the practice district wide.
- Grades K-6: During WINN/Intervention blocks teachers will implement interventions targeted to identified skill/knowledge gaps revealed by NWEA diagnostic tools.
- Grades K-8: Utilizing data from NWEA MAPs Skills Mastery checks for progress monitoring of students receiving interventions.
- Grades 7-9: Implementing a tiered approach to intervention which includes remediation of mathematical practices.

5. Progress Monitoring-

- Grades 4-6: Implementing data review meetings for interim assessments.

C. Impact of the Improvement Plan:

1. MAP Assessments-

Proficiency rates for NWEA MAP assessments are reported below. Prior year proficiency rates appear in parentheses. Expected college and career readiness rates appear as benchmarks (percent of students scoring at or above the 61%** percentile).

<u>Math</u>		<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend*</u>
MAP K:	CCR	Not Given	51% (56%) (***)	— (61%) (***)	65%	-14	NA
MAP 1:	CCR	47% (37%) (***)	51%(45%) (***)	— (58%) (***)	65%	-14	+
MAP 2:	CCR	52% (56%) (42%)	65% (62%) (54%)	— (60%) (41%)	65%	0	+
MAP 3:	CCR	47% (47%) (42%)	57% (46%) (48%)	— (51%) (51%)	65%	-8	+
MAP 4:	CCR	49% (49%) (51%)	57% (44%) (61%)	— (48%) (58%)	65%	-8	+
MAP 5:	CCR	46% (55%) (56%)	45% (54%) (59%)	— (59%) (57%)	65%	-20	-
MAP 6:	CCR	49% (44%) (47%)	51%(50%) (46%)	— (54%) (46%)	65%	-14	+
MAP 7:	CCR	53% (51%) (56%)	51%(51%) (54%)	— (54%) (56%)	65%	-14	-
MAP 8:	CCR	54% (54%) (65%)	56%(55%) (61%)	— (51%) (58%)	65%	-9	+

*2% or greater change from previous administration

**61% places a student above the national norm average which aligns with the required level of proficiency on NYS assessments

Reflection:

Fall NWEA MAP assessment results correspond with the 2018 spring NYS Math assessment results. No additional action steps to the math improvement plan were made in the fall. Winter NWEA MAP assessment results indicate the following: At kindergarten, the current cohort results are not as strong as the previous cohort, this will be monitored and instructional adjustments will be made. In grades 1-4, 6 and 8 achievement improved, with grade 2 already meeting the spring benchmark. Although grades 5 and 7 had a slight decrease, locally developed assessments indicate that this is not a concern at this time. The math improvement plan will continue to be implemented and school level data teams will develop action plans for student intervention based on the assessment results.

2. Mid and End of Year Assessments-

Proficiency rates for mid-year common assessments and Regents exams are reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks.

<u>Math</u>		<u>Winter</u>	<u>Regents</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend</u>
Algebra I: (8A)	Passing	93% (66%)	___ (100%)	100	-7%	+
	CCR	67% (39%)	___ (93%)	85	-18%	+
Algebra I: (9-12)	Passing	50% (24%)	___ (87%)	95	-45%	+
	CCR	24% (9%)	___ (45%)	65	-21%	+
Geometry: (9)	Passing	85% (81%)	___ (98%)	95	-10%	+
	CCR	69% (52%)	___ (72%)	75	-6%	+
Geometry: (10)	Passing	25% (27%)	___ (88%)	90	-65%	-
	CCR	5% (10%)	___ (39%)	45	-40%	-
Algebra II:	Passing	41% (21%)	___ (96%)	95	-54%	+
	CCR	18% (5%)	___ (60%)	60	-42%	+

Reflection:

The mid-year learning assessment is intended to be a formative assessment for both the teachers and the students. Students did not receive any re-teaching and/or review prior to the administration of the task to ascertain long term mastery of the standards. All courses saw an increase in student achievement, on the learning tasks, except for grade level geometry. Teachers and students will utilize the results to identify conceptual understandings and skill areas in need of improvement and appropriate interventions will be implemented.

3. NYS Assessments-

Proficiency rates for this year's New York State math assessments are reported below. Prior year proficiency rates appear in parentheses. Expected passing and college/career readiness rates appear as benchmarks. These benchmarks need to be achieved for R-H to rank among the top-half of Monroe County public schools.

		<u>All Students</u>				<u>Benchmark²</u>	<u>Gap</u>	<u>Trend*</u>	<u>County Ranking³</u>			
		<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>				<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
NYS Math 3	CCR	___	(75%)	(67%)	(57%)	75%	+/-	___	(3)	(3)	(7)	
NYS Math 4	CCR	___	(58%)	(62%)	(62%)	65%	+/-	___	(11)	(7)	(9)	
NYS Math 5	CCR	___	(55%)	(55%)	(55%)	60%	+/-	___	(8)	(10)	(8)	
NYS Math 6	CCR	___	(63%)	(55%)	(56%)	65%	+/-	___	(8)	(8)	(10)	
NYS Math 7	CCR	___	(53%)	(44%)	(55%)	55%	+/-	___	(10)	(14)	(9)	
NYS Math 8¹	CCR	___	(14%)	(10%)	(22%)	30%	+/-	___	(15)	(14)	(10)	
Algebra I (CCLS)	Passing	___	(87%)	(90%)	(91%)	95%	+/-	___	(10)	(11)	(8)	
	CCR	___	(45%)	(53%)	(53%)	65%	+/-	___	(11)	(13)	(7)	
Geometry (CCLS)	Passing	___	(92%)	(87%)	(85%)	90%	+/-	___	(5)	(5)	(7)	
	CCR	___	(51%)	(40%)	(31%)	50%	+/-	___	(5)	(6)	(11)	
Algebra II (CCLS)	Passing	___	(96%)	(96%)	(97%)	95%	+/-	___	(8)	(7)	(5)	
	CCR	___	(60%)	(53%)	(59%)	60%	+/-	___	(9)	(7)	(11)	

*Three-Year Trend

¹Accelerated math students do not take grade 8 state math assessments

²Benchmarks have been adjusted to reflect Monroe County achievement on spring 2018 assessments, including "opt out."

³Target: 1-8

Reflection:

INFORMATION AND COMMUNICATION TECHNOLOGY

A. The Problem:

To prepare students for college and careers, the school learning environment must move beyond traditional teaching methods to provide authentic, real world experiences. One aspect of this real world experience is the use of Information and Communication Technology (ICT), which is the facilitation of learning by using, managing, and creating appropriate technological skills, processes and resources. To ensure our students are ready to be productive citizens in this technological world, we must help them master the ISTE Standards for Students and their ICT skills. By improving their skills, our students will be better able to create, collaborate, communicate, and apply critical thinking skills.

B. The Improvement Plan:

1. Curriculum Development-

- a. Refining curriculum and common learning experiences to include ICT skills identified as needing improvement from Capstone results (grade 2 and 3 based on Capstone, Grade 6 and 9 based on pilot Capstone).
- b. Upgrading curriculum maps to include ISTE Standards and ICT skills.
- c. Providing resources of technology integration examples for grade/content level instruction.
- d. Upgrading grade 6 science and social studies curriculum with identified ICT skills which need direct instruction in preparation for the Intermediate Capstone.

2. Classroom Instruction-

- a. Providing opportunities for teachers to collaborate on technology integration for unit and lesson development, using provided exemplars as a reference.
- b. Implementing upgraded units and lessons with ISTE standards and ICT skills.
- c. Providing coaching cycles with LMS and ICT coaches for instructional improvement in delivering upgraded units.

3. Learning Assessments-

Grades K-3:

- a. Used Primary Capstone data and teacher feedback to revise primary capstone rubric and clarify capstone administration protocols for consistency.

Grades 4-9:

- b. Used pilot Capstone data and teacher feedback to revise intermediate capstone rubric and project expectations.
- c. Implementing Intermediate and Junior High Capstones.
- d. Documented administration protocols for implementation consistency.
- e. Developed a scoring process for teacher teams to ensure reliable results.
- f. Developed a system for rubric score collection and analysis (forms, eDoctrina, etc.).
- g. Use Intermediate and Junior High Capstone results to analyze student performance, calibrate rubric and adjust project expectations.

Grades 10-12:

- h. Develop a framework for implementation of the High School ISTE Capstone.
- i. Establish pilot implementation plan for 2018-2019.

4. Academic Intervention-

Grades 2-6:

- a. Students not meeting grade level benchmarks for keyboarding will receive additional time to practice keyboarding within the classroom setting using supplemental web based keyboarding programs.

Grades K-12:

- b. Students having difficulty with foundation ICT skills and application of ISTE standards will receive assistance and support from classroom teachers, LMS and TTAs.

5. Progress Monitoring-

- a. Administrators will use unannounced and announced observation processes and the Danielson Framework to assess the effective use of technology and provide feedback to teachers.

C. Impact of the Improvement Plan:

1. Keyboarding-

Proficiency rates for benchmark assessments (accuracy and words per minute) are reported below. Prior year proficiency rates appear in parentheses. Expected proficiency rates appear as benchmarks.

Accuracy

	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Benchmark</u>	<u>Gap</u>
Grade 2	82% (82%)	__% (84%)	__% (90%)	90%	-8%
Grade 3	90% (89%)	__% (90%)	__%(92%)	90%	0
Grade 4	92% (92%)	__% (92%)	__% (93%)	90%	+2 %
Grade 5	93% (93%)	__% (92%)	__% (93%)	90%	+3%
Grade 6	94% (94%)	__% (94%)	__% (95%)	90%	+4 %

Words per Minute

	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Benchmark</u>	<u>Gap</u>
Grade 2	8 (7)	__ (8)	__ (11)	11	-3
Grade 3	12 (11)	__ (16)	__ (17)	17	-5
Grade 4	20 (17)	__ (21)	__ (22)	23	+3
Grade 5	27 (25)	__ (27)	__ (28)	28	+1
Grade 6	33 (28)	__ (29)	__ (33)	33	0

Reflection:

All grade levels met or demonstrated progress towards meeting district benchmarks. With typing, accuracy is valued over speed and all but our youngest students are meeting the accuracy benchmark; the speed will come with time and practice.

2. Teacher Capacity for Technology Use (Self-Reported)-

	Awareness			Literacy			Integration			Leadership			Integration or Leadership		
	2019	2018	2017	2019	2018	2017	2019	2018	2017	2019	2018	2017	2019	2018	2017
Elementary Schools	__%	4%	5%	__%	39%	52%	__%	45%	35%	__%	12%	8%	__%	57%	43%
Secondary Schools	__%	6%	9%	__%	44%	48%	__%	41%	38%	__%	9%	6%	__%	50%	44%

Target=85%

Reflection:

This survey will be given and reported at the end of the year.

3. ISTE Proficiency (Capstone Project)-

Proficiency rates for capstone assessments are reported below. Prior year proficiency rates, for capstones that were administered, are listed in parentheses. Expected passing rates appear as benchmarks (percent of students scoring a 3 or higher on the capstone project using the ICT district rubric).

	<u>2018-19</u>	<u>Benchmark</u>	<u>Gap</u>	<u>Trend</u>
Primary Capstone (Grade 3):	__% (79%)	80%	__%	__
Intermediate Capstone (Grade 6):	__% (NA)	75%	__%	---
Junior High Capstone (Grade 9):	__% (NA)	75%	__%	---

Reflection:

These assessments will occur in third (Junior High) and fourth (Primary and Intermediate) quarters. We continue to upgrade curriculum, build new learning experiences and assessments and provide professional development so that all students will have success on the ISTE Capstones.

II. SPECIAL EDUCATION

Many Rush-Henrietta students with disabilities are not achieving high levels of proficiency on state and local (district) assessments and more students need to graduate within four years. To improve academic outcomes, instructional practices will need to be strengthened and the continuum of special education services will need to be expanded and refined to better meet the needs of students with disabilities.

A. The Problem:

English Language Arts (Literacy)

Proficiency rates for this year's New York state ELA assessments for students with disabilities are reported below. Prior-year proficiency rates appear in parentheses. Expected passing and college/career readiness rates for students with disabilities appear as benchmarks. These benchmarks need to be achieved for Rush-Henrietta students with disabilities to rank among the top-half of Monroe County public schools. The district's expected benchmark rates appear in parentheses.

Students with Disabilities

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>	<u>County Ranking (2018)</u>
ELA 3: CCR	19%	(14%)	(19%)	(21%)	22% (55%)	-3%	7
ELA 4: CCR	13%	(6%)	(11%)	(0%)	16% (50%)	-3%	10
ELA 5: CCR	0%	(4%)	(0%)	(0%)	5% (45%)	-5%	13
ELA 6: CCR	17%	(0%)	(0%)	(6%)	21% (45%)	-4%	4
ELA 7: CCR	0%	(3%)	(13%)	(0%)	5% (55%)	-5%	12
ELA 8: CCR	0%	(21%)	(3%)	(8%)	5% (55%)	-5%	13
ELA 11: Passing	72%	(67%)	(77%)	(73%)	80% (95%)	-8 %	5
CCR:	16%	(14%)	(40%)	(27%)	40% (85%)	-24%	13

Mathematics

Proficiency rates for this year's New York state math assessments for students with disabilities are reported below. Prior-year proficiency rates appear in parentheses. Expected passing and college/career readiness rates for students with disabilities appear as benchmarks. These benchmarks need to be achieved for Rush-Henrietta students with disabilities to rank among the top-half of Monroe County public schools. The district's expected benchmark rates appear in parentheses.

Students with Disabilities

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>	<u>County Ranking 2018</u>
NYS Math 3 CCR	36%	(12%)	(14%)	(17%)	37% (65%)	-1	2
NYS Math 4 CCR	14%	(9%)	(13%)	(10%)	18 % (65%)	-4%	9
NYS Math 5 CCR	8%	(7%)	(4%)	(4%)	12% (65%)	-4%	12
NYS Math 6 CCR	22%	(5%)	(0%)	(25%)	24 % (55%)	-2%	5
NYS Math 7 CCR	4%	(0%)	(5%)	(4%)	7% (55%)	-3%	13
NYS Math 8 CCR	0%	(0%)	(0%)	(14%)	4% (20%)	-4%	12
Algebra I (CCLS) Passing	64%	(67%)	(69%)	(25%)	77% (95%)	-13%	8
CCR	7%	(12%)	(18%)	(0%)	13% (65%)	-6%	12
Geometry (CCLS) Passing	89%	(60%)	(17%)	(31%)	(85%)	+4	4
CCR	44%	(13%)	(0%)	(0%)	(40%)	+4	2
Algebra II (CCLS) Passing	100%	(100%)	(100%)	(33%)	(95%)	+5	1
CCR	75%	(0%)	(100%)	(0%)	(60%)	+15	3

Reflections

In ELA, during a three-year period, achievement for students with disabilities in grades 4 and 6 has improved. Achievement in grades 3, 5, 7, and 8 remained the same or decreased for students with disabilities. At grade 11, the passing rate for students with disabilities has increased and the college/career readiness (CCR) rate for the Common Core ELA Regents exam slightly increased. The test scores indicate that, while some of our students with disabilities are making progress, it is not enough to demonstrate a positive trend in our annual performance.

In Math, during a three-year period, the achievement for students with disabilities in grades 3 and 6 has shown significant improvement. Grades 4 and 7 slightly increased, grade 8 remained the same. Students with disabilities achievement on the Geometry exam improved significantly compared to the prior year for both proficiency and CCR. Algebra I students with disabilities achievement for proficiency and CCR has decreased. Algebra II remained the same at 100% and increased significantly for CCR. There continue to be a positive trend in our annual performance for Geometry and Algebra II.

B. The Improvement Plan:

1. K-12 Program Management

- a. Expand continuum of services to include integrated co-teaching (ICoT) at the elementary level (K-2).
- b. Refine the integrated co-teaching model from content specialist to grade-level bands at the Junior High School level (7-8).
- c. Establish a learning lab to provide more contact time with students and to increase opportunities for specific skill development (7-8).
- d. Establish an action research team to assess the effectiveness of the ICoT expansion and refinement (K-2).
- e. Establish common expectations with teachers and building leaders for ICoT classroom visits (K-2).
- f. Implement a professional development plan for special and general education teachers, and other appropriate staff members on effective co-teaching instructional practices (K-12).
- g. Provide special and general education teachers time to engage in collaborative lesson planning (K-12).
- h. Continue to analyze in-district and out-of-district programs and services to increase opportunities for students to have access to the curriculum in the least restrictive environment (K-12).
- i. Begin to shift the chairing of Committee on Special Education (CSE) reevaluation meetings from building- to district-based level and provide appropriate professional development to all district-approved chairpersons.
- j. Redesign the CSE referral form to better align with the Response to Intervention process.
- k. Create Google drive to share and store information regarding special education rules and regulations along with pertinent forms to build the capacity of building leadership and staff.

1. Classroom Instruction (K-12)

- a. Special and general education teachers will collaboratively develop lessons that provide instructional materials that are specially designed to meet student needs.
- b. Special and general education teachers will collaboratively assess students' understanding of lessons to improve and target instruction to their needs.
- c. Special and general education teachers will integrate the use of electronic devices to accommodate various learning styles, enhance understanding of the curriculum and increase student engagement.

2. Progress Monitoring (K-12)

- a. Special and general education teachers will collaboratively use student data to inform and design instruction for students to make progress toward grade-level standards.
- b. Special and general education teachers will implement student IEPs consistently, and routinely review them to ensure students are meeting their annual goals.

3. Behavioral Intervention (K-12)

- a. Behavior specialists will support the development and implementation of Functional Behavioral Assessments, Individual Crisis Management Plans (ICMP), and Behavioral Intervention Plans for students.
- b. Behavior specialists will consistently use the behavioral intervention tool to efficiently assess student behavior and make appropriate recommendations.
- c. Behavior specialists will provide therapeutic crisis intervention training to appropriate staff.
- d. Behavior specialists and building staff will collect data to continually monitor student progress toward achieving behavior goals and make adjustments when necessary.

4. Related Services (K-12)

- a. Develop a long-range plan for reviewing related services staffing district-wide and determining efficient distribution of these services based on student needs as prescribed in the Individualized Education Program (IEP).
- b. Clarify entry and exit criteria for related services and ensure that they are being applied consistently.
- c. Monitor the consistent use of IEP data system for the collection of information and the monitoring of related services measurable and achievable goals.

A. The Problem:

Graduation Rates

This year's four-year graduation rates for all students and students with disabilities are reported below. Prior-year graduation rates appear in parentheses. The rates for students with disabilities are broken into two categories: all students with disabilities which include those in out-of-district programs, and students with disabilities enrolled in in-district programs.

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>
All Students (district)*	90%	(89%)	(89%)	(89%)	-	-
All students with disabilities	60%	(48%)	(44%)	(67%)	85%	-25
In-district students with disabilities	74%	(56%)	(61%)	(78%)	85%	-11
General Education	94%	(97%)	(95%)	(93%)	-	-

* These numbers include out of district placement students
* These numbers include 4-year cohort though June.

Reflections

The graduation rate for in-district students with disabilities increased significantly during a three-year period. When students that attend out-of-district programs are included, the rates are lower, yet show steady increases as well. These results indicate that our students with disabilities that remain in district have a significantly higher rate of on-time graduation.

B. The Improvement Plan:

1. Interventions

- a. Improve staff understanding of cohort in relation to four-year graduation.
- b. Develop and implement a cohort tracking form to closely and consistently monitor student progress toward attaining essential credits for on-time graduation to begin at the junior high school level.
- c. Secondary coordinator, building-level leaders, and the director of academic services will collaborate to review grade-placement practices at the secondary level, as defined in the secondary program course guide.
- d. The secondary coordinator will work with building leaders and counselors to hold bi-yearly cohort meetings, focusing on students with disabilities being scheduled for and successfully completing essential credits.
- e. Special education department, staff and building leaders will identify common barriers to on-time graduation for students with disabilities, and develop a plan to proactively address the barriers (e.g. chronic absenteeism, suspensions).

1. Student Involvement

- Invite students to participate in their Committee on Special Education meetings whenever possible.
- Create a mechanism (“student voice form”) where students are able to articulate their educational goals and plans if they are unable to be in attendance at their CSE meetings.
- Engage students in career planning and selection of courses of study with their counselor and special education teacher.
- Students will review and monitor their academic and social goals with help from their case manager/counselor.
- Students and their parents/guardians will be invited to actively participate in the transition planning process.

C. Impact of the Improvement Plan:

1. NYS ELA Assessments Results

Proficiency rates for this year’s New York state ELA assessments for students with disabilities will be reported below. Prior-year proficiency rates appear in parentheses. Expected passing and college/career readiness rates for students with disabilities appear as benchmarks. These benchmarks need to be achieved for Rush-Henrietta students with disabilities to rank among the top-half of Monroe County public schools. The district’s expected benchmark rates appear in parentheses.

<u>Students with Disabilities</u>								
	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>	<u>County Ranking</u>
ELA 3: CCR	(19%)	(14%)	(19%)	(19%)	(21%)	22% (55%)		
ELA 4: CCR	(13%)	(6%)	(11%)	(11%)	(0%)	16% (50%)		
ELA 5: CCR	(0%)	(4%)	(0%)	(0%)	(0%)	5% (45%)		
ELA 6: CCR	(17%)	(0%)	(0%)	(0%)	(6%)	21% (45%)		
ELA 7: CCR	(0%)	(3%)	(13%)	(13%)	(0%)	5% (55%)		
ELA 8: CCR	(0%)	(21%)	(3%)	(3%)	(8%)	5% (55%)		
ELA 11: Passing	(72%)	(65%)	(77%)	(77%)	(73%)	80% (96%)		
CCR:	(16%)	(14%)	(40%)	(40%)	(27%)	40% (85%)		

Reflections: This information will be available at the end of the school year.

2. K-8 Reading (NWEA MAPS - Reading Data)

Proficiency rates for Fall and Winter NWEA MAP assessments for students with disabilities are reported below for CT, ICT and SC. Percentages of student growth appear in parentheses. The total number of students at each grade level appears after the percentages of student growth.

Reading	CT		ICoT		Special Class	
	Fall	Winter	Fall	Winter	Fall	Winter
MAP K (11)	--	0 (--) 2	--	29 (--) 7	--	0 (--) 2
MAP 1 (22)	14(NA) 7	18 (80%) 11	0 (NA) 5	0 (20%) 5	0 (NA) 8	0 (20%) 8
MAP 2 (26)	25(40%) 8	18 (27%) 11	0 (29%) 7	0 (57%) 7	0 (73%) 8	13 (50%) 9
MAP 3 (28)	6 (31%) 17	5 (47%) 19			0 (13%) 10	0 (33%) 9
MAP 4 (29)	0 (35%) 19	0 (29%) 17			0 (36%) 13	0 (58%) 12
MAP 5 (28)	12 (35%) 17	0 (59%) 17			0 (71%) 9	0 (78%) 11
MAP 6 (34)	14 (42%) 22	17 (44%) 23			9 (44%) 11	9 (91%) 11
Grade 7 (30)	25(67%) 8	22 (67%) 9	5 (17%) 19	5 (35%) 21		
Grade 8 (38)	13(38%) 8	9 (38%) 11	8 (55%) 26	11(58%) 27		

All Students with Disabilities Summary:

<u>Reading</u>		<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Benchmark</u>	<u>Trend</u>
MAP K:	CCR	NA	18 (n%)	__ (%)	(65%)	
MAP 1	CCR	6 (0%)	9 (50%)	__ (%)	(65%)	
MAP 2	CCR	9 (50%)	12 (42%)	__ (%)	(65%)	
MAP 3:	CCR	4 (23.8%)	4 (42%)	__ (%)	65%	
MAP 4:	CCR	0 (35.7%)	0 (41%)	__ (%)	(65%)	
MAP 5:	CCR	7 (44%)	0 (65%)	__ (%)	(65%)	
MAP 6:	CCR	12 (42.9%)	15 (59%)	__ (%)	(65%)	
MAP 7:	CCR	11 (29.2%)	10(45%)	__ (%)	(65%)	
MAP 8:	CCR	9 (50%)	11 (53%)	__ (%)	(65%)	

Reflection:

Summary:

At the Elementary level, grades K-6, a total of one hundred seventy-eight (178) students with disabilities (SWDs) took the winter NWEA MAPs assessment. Eighty-seven (87) are primary students. Primary cohorts range from 11 to 26 students. Kindergarten growth is not reported as they did not participate in the administration of the fall assessment. Eight (8) primary SWDs are currently demonstrating reading skills at the district's proficiency rate and thirty-three (33) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Forty-three (43) are working toward their yearly growth score.

Ninety-one (91) are intermediate students. Intermediate cohorts range from 27 to 31 students. Five (5) intermediate SWDs are currently demonstrating reading skills at the district's proficiency rate and fifty (50) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Forty-one (41) are working toward meeting their yearly growth score.

At the Junior High School level, grades 7-8, a total of sixty-eight (68) SWDs took the Winter NWEA MAPs assessment. These cohorts ranged in size from 9 (CT grade 7) to 27 (ICoT grade 8) students. Three seventh-grade and four eighth- grade students are demonstrating reading skills at the district's proficiency rate. Thirty (30) students are meeting or exceeding their yearly growth score as predicted by NWEA. Thirty-three (33) students are working toward their yearly growth score.

Consultant Teacher Data (CT)

Forty-three (43) primary CT SWDs took the Winter NWEA MAPs assessment. K-3 CT groups range from 2 to 19 students. Five (5) primary CT SWDs are demonstrating reading skills at the district's proficiency rate and twenty-one (21) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Twenty (20) primary SWDs are working towards meeting their yearly growth score. At the primary level, first-grade SWDs proficiency rate increased and they also demonstrated the most growth from 0% in the fall to 80%. Third grade students' growth scores increased from 31% to 47%. The data indicate a decrease in both proficiency and growth at grade 2.

Fifty-seven (57) intermediate CT SWDs took the Winter NWEA MAPs assessment. 4-6 CT groups range from 17 to 23 students. Four (4) intermediate CT SWDs are demonstrating reading skills at the district's proficiency rate and twenty-five (25) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Thirty (30) intermediate SWDs are working towards meeting their yearly growth score. Fifth-grade students demonstrated the most growth from 35% in the fall to 59%. Sixth-grade CT students demonstrated an increase in proficiency and growth rates. The growth rate for students in grade 4 decreased by 6% and proficiency remained unchanged.

Twenty (20) Junior High School CT SWDs took the Winter NWEA MAPs assessment. Growth rates for both grade levels remained the same and there were slight decreases in the proficiency level.

Integrated Co-Teach Data (ICoT)

Implementation of the ICoT continuum of services model at the primary level began this school year. Nineteen (19) primary SWDs took the NWEA Winter Reading MAPs assessment. K-2 ICoT groups ranged from 5 to 7 students. Two primary ICoT SWDs are demonstrating reading skills at the district's proficiency rate and five (5) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Seven (7) are working towards meeting their yearly growth score. Second grade demonstrated the most growth from 29% to 57%. The growth rate for first grade increased from 0% to 20%.

Unlike the primary level, the Integrated Co-Teaching model has been in place at the Junior High School level for many years. Forty-eight (48) Junior High School CT SWDs took the NWEA Winter Reading MAPs assessment. Of those, four are demonstrating reading skills at the district's proficiency rate (1 in grade 7 and 3 in grade 8). Of the seventh-grade students who were assessed, seven (7) are meeting and/or exceeding their yearly growth score as predicted by NWEA and thirteen (13) are working toward meeting their yearly growth score. Of the eighth-grade students who were assessed, nineteen (19) of the twenty-seven (27) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Eighth-grade ICoT students demonstrated an increase in proficiency and growth rates and seventh-grade growth rate significantly increased by 18%.

Special Class Data (SC)

Twenty-five (25) SWDs enrolled in special class took the NWEA Winter Reading MAPs assessment. K -3 SC groups range from 2 to 9 students. Kindergarten growth is not reported as they did not participate in the administration of the fall assessment. Currently, only one student is demonstrating reading skills at the district's proficiency rate and eight (8) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Fifteen (15) are working towards meeting their yearly growth score. Students in grade 1 growth score increased from 0% to 20% and in grade 3 from 13% to 33%; second grade students demonstrated higher proficiency rate, from 0 % to 13%.

Thirty-four (34) SWDs took the NWEA Winter Reading MAPs assessment. 4-6 SC groups range from 11 to 12 students. One (1) intermediate SC SWD is demonstrating reading skills at the district's proficiency rate and twenty-six (26) are meeting and/or exceeding their yearly growth score as predicted by NWEA. Eight (8) are working towards meeting their yearly growth score. All grade levels demonstrated an increase in growth rates with sixth-grade showing the most growth from 44% to 91%. Grade 6 demonstrated the most growth (90.9%) compared to fourth grade (58.3%) and fifth grade (77.8%).

3. NYS Math Assessment

Proficiency rates for this year's math assessments will be reported below. Prior-year proficiency rates appear in parentheses. Expected passing and college/career readiness rates for students with disabilities appear as benchmarks. These benchmarks need to be achieved for Rush-Henrietta students with disabilities to rank among the top-half of Monroe County public schools. The district's expected benchmark rates appear in parentheses.

		<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>	<u>County Ranking</u>
NYS Math 3	CCR		(36%)	(12%)	(14%)	(17%)	37% (65%)		
NYS Math 4	CCR		(14%)	(9%)	(13%)	(10%)	18% (65%)		
NYS Math 5	CCR		(8%)	(7%)	(4%)	(4%)	12% (65%)		
NYS Math 6	CCR		(22%)	(5%)	(0%)	(25%)	24% (55%)		
NYS Math 7	CCR		(4%)	(0%)	(5%)	(4%)	7% (55%)		
NYS Math 8	CCR		0%	(0%)	(0%)	(14%)	4% (20%)		
Algebra I	Passing		(64%)	(67%)	(69%)	(25%)	77% (95%)		
(CCLS)	CCR		(7%)	(12%)	(18%)	(0%)	13% (65%)		
Geometry	Passing		(89%)	(60%)	(17%)	(31%)	85% (85%)		
(CCLS)	CCR		(44%)	(13%)	(0%)	(0%)	40% (40%)		
Algebra II	Passing		(100%)	(100%)	(100%)	(33%)	95% (95%)		
(CCLS)	CCR		(75%)	(0%)	(100%)	(0%)	60% (60%)		

Reflections: This information will be available at the end of the school year.

4. K-8 Math (NWEA MAPS - Math Data)

Proficiency rates for Fall and Winter NWEA MAP assessments for students with disabilities are reported below for CT, ICT and SC. Percentages of student growth appear in parentheses. The total number of students at each grade level appears after the percentages of student growth.

Math	CT		ICoT		Special Class	
	Fall	Winter	Fall	Winter	Fall	Winter
MAP K (10)	--	0 (--) 2	--	0 (--) 7	--	0 (--) 1
MAP 1 (22)	0 (NA) 6	0 (67%) 10	0 (NA) 5	0 (80%) 5	0 (NA) 5	0 (20%) 7
MAP 2 (22)	17 (67%) 6	29 (57%) 7	0 (43%) 7	0 (86%) 7	50 (86%) 8	13 (13%) 8
MAP 3 (29)	12 (62%) 17	11 (47%) 19			0 (13%) 10	0 (20%) 10
MAP 4 (29)	11 (35%) 19	6 (41%) 17			0 (18%) 13	0 (83%) 12
MAP 5 (27)	0 (26%) 19	0 (24%) 17			0 (88%) 10	0 (30%) 10
MAP 6 (31)	0 (40%) 18	6 (56%) 18			0 (46%) 13	0 (85%) 13
MAP 7 (31)	22 (83%) 9	0 (56%) 9	5 (22%) 19	9 (43%) 22		
MAP 8 (35)	13 (50%) 8	0 (29%) 9	8 (55%) 26	4 (40%) 26		

All Students with Disabilities Summary:

Math		Fall	Winter	Spring	Benchmark	Trend
MAP K:	CCR	NA	0(n%)	__ (%)	(65%)	
MAP 1	CCR	0 (0%)	0(58%)	__ (%)	(65%)	
MAP 2	CCR	10 (61%)	14 (50%)	__ (%)	(65%)	
MAP 3:	CCR	7 (43%)	7(37%)	__ (%)	(65%)	
MAP 4:	CCR	6 (29%)	3 (59%)	__ (%)	(65%)	
MAP 5:	CCR	0 (44%)	0 (26%)	__ (%)	(65%)	
MAP 6:	CCR	0 (42%)	3 (68%)	__ (%)	(65%)	
MAP 7:	CCR	11 (38%)	7(47%)	__ (%)	(65%)	
MAP 8:	CCR	9 (53%)	9 (53%)	__ (%)	(65%)	

Reflection:

Summary:

At the Elementary level, grades K-6, one hundred seventy (170) students with disabilities (SWDs) took the NWEA Winter Math MAPs assessment. Eighty-three (83) are primary students. Primary cohorts range from 11 to 26 students. Kindergarten growth is not reported as they did not participate in the administration of the fall assessment. Five (5) primary students are demonstrating math skills at the district's proficiency rate. Thirty-five (35) students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Thirty-eight (38) SWDs are working towards meeting their yearly growth score.

Eighty-seven (87) are intermediate students and the 4-6 cohorts range from 27 to 31 students. Two (2) intermediate SWDs are demonstrating math skills at the district's proficiency rate. Forty-five (45) students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Forty-two (42) students are working towards meeting their yearly growth score.

At the Junior High School level in grades 7-8, 66 students took the Winter NWEA MAPS assessment. Three (3) are demonstrating math skills at the district's proficiency rate; twenty-seven (27) are meeting and/or exceeding their yearly growth score as predicted by NWEA.

Consultant Teacher Data (CT)

Thirty-eight (38) primary CT SWDs took the NWEA Winter Math MAPs assessment. K-3 CT groups range from 2 to 19 students. Four (4) primary CT students are demonstrating math skills at the district's proficiency rate. Twenty (20) CT students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Eight (8) students are working towards meeting their yearly growth score. First-grade student growth increased significantly from 0 to 67%; second grade demonstrated an increase in proficiency from 17% to 29%. Grade 3 demonstrated a slight decrease in proficiency from 12% to 11% and significant decrease in growth from 62% to 41%.

Fifty-two (52) intermediate CT SWDs took the NWEA Winter Math MAPs assessment. 4-6 CT groups range from 17 to 18 students. Two (2) intermediate CT students are demonstrating math skills at the district's proficiency rate. Twenty-one (21) CT students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Thirty-one (31) students are working towards meeting their yearly growth score. Grade 4 demonstrated significant decreases in proficiency from 11% to 6% and increase in growth from 35% to 41%. Grade 5 demonstrated a small decrease in growth from 26% to 24% and no change for proficiency. Grade 6 demonstrated the most growth from 40% to 56% and an increase in proficiency rate from 0 to 7%.

Eighteen Junior High School CT SWDs took the NWEA Winter Math MAPs assessment. At both grade levels, there were major decreases in proficiency and growth rates. In seventh- grade, proficiency rate decreased from 22% to 0% and growth rate decreased from 83% to 56%; in eighth-grade, proficiency rate decreased from 13% to 0% and growth rate decreased from 50% to 29%.

Integrated Co-Teach Data (ICoT)

Implementation of the ICoT continuum of services model at the primary level began this school year. Nineteen (19) students took the NWEA Winter Math MAPS assessment. K-2 ICoT groups range from 5 to 7 students. Currently, no primary ICoT SWDs are demonstrating math skills at the district's proficiency rate. Ten (10) students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Two (2) SWDs are working towards meeting their yearly growth score. Grade 1 demonstrated significant growth from 0% to 80% and grade 2 demonstrated an increased growth rate as well, from 43% to 86%.

Unlike the primary level, the Integrated Co-Teaching model has been in place at the Junior High School level for many years. Forty-eight (48) Junior High School students took the NWEA Winter Math MAPS assessment. Nineteen (19) are meeting and/or exceeding their yearly growth score as predicted by NWEA and three (3) are demonstrating math skills at the district's proficiency rate. Twenty-five (25) are working toward meeting their yearly growth score. Grade 7 demonstrated an increase in proficiency rate from 5% to 9% and growth rate from 22% to 43%; grade 8 demonstrated a decrease in both areas.

Special Class Data (SC)

Twenty-six (26) students in special class took the NWEA Winter Math MAPs assessment. K-3 SC groups range from 1 to 8 students. One (1) primary is demonstrating math skills at the district's proficiency rate. Four (4) SWDs are meeting and/or exceeding their yearly growth score as predicted by NWEA. Twenty-one (21) SWDs are working towards meeting their yearly growth score. Grade 1 and grade 3 growth rates increased from 0 to 20% and 13% to 20%. Grade 2 demonstrated significant decreases in proficiency from 50% to 13% and growth from 86% to 13%.

Thirty-five (35) Intermediate students took the NWEA Winter Math MAPs assessment. 4-6 SC groups range from 10 to 13 students. Currently, there are no students at this level in special class demonstrating math skills at the district's proficiency rate. Twenty-four (24) students are meeting and/or exceeding their yearly growth score as predicted by NWEA. Eleven (11) SWDs are working towards meeting their yearly growth score. Grade 4 and Grade 6 demonstrated significant growth from 18% to 83% and from 46% to 85%. Grade 5 demonstrated major decrease in growth from 87% to 30%.

Reading/Math Observations:

Accomplishments:

- Grade 1: demonstrated increases in proficiency and/or growth for reading and math at all levels of the continuum of services.
- Grade 6: demonstrated increases in proficiency and/or growth for reading and math at all levels of the continuum of services.
- ICoT grades 1-2: increased growth for reading and math
- ICoT grade 7: increased growth for reading and math

Challenges:

- Consultant Teacher: grades 2, 4, 7, 8 for reading
- Consultant Teacher: grades 3, 5, 7, 8 for math
- ICoT: grade 8 for math
- Special Class: grades 2, 5 for math

To address the challenges based on the data, the special education department along with building leaders will:

- At all grade levels, ensure effective grade-level direct instruction is provided consistently in all special education classrooms. Lessons will include: modeling; guided practice, independent practice, and review.
- At the elementary level, review reading groups and make appropriate adjustments for targeted instruction.
- At the Junior High School level, learning lab practices will be reviewed to ensure focus is on pre-teaching, and re-teaching of specific literacy and math skills using the strategies and interventions provided by the district.
- Continue to build the capacity of general and special education teachers to provide appropriate scaffolding and to regularly monitor students' progress.
- Specific plans with interventions, instructional strategies will be developed for each student not yet meeting their growth score.

5. Number of students transitioning from 9th to 10th grade with essential credits

Cohort **Total # of students** **% of students entering 10th grade with Essential Credits**
2018-2019

Reflection: This information will be available at the end of the school year. The total number of in-district ninth-grade SWDs is fifty-three (53). Of the 53, three are NYSAA eligible and twenty-seven (27) (55%) are passing essential credit bearing courses to successfully transition to 10th grade.

6. Graduation Rates (SHS and District)

This year's four-year graduation rates for all students and student with disabilities will be reported below. Prior-year graduation rates appear in parentheses.

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>Benchmark</u>	<u>Gap</u>
All Students (district)*	(90%)	(89%)	(89%)	(89%)	-	-	
All students with disabilities		(60%)	(48%)	(44%)	(67%)	85%	-25
In-district students with disabilities	(74%)	(56%)	(61%)	(78%)		85%	-11
General Education		(94%)	(97%)	(95%)	(93%)	-	-

Reflection: This information will be available at the end of the school year.

III. EQUITY AND INCLUSION

Given the growing diversity of our student body and community, we need to do more to address the important connections among culture, teaching and learning. We must ensure that our programs and learning environments promote equity and inclusion.

A. The Problem:

1. Equity in Systems and Practice –

We must determine the degree to which the district's systems, policies and practices respect and reflect the diverse backgrounds and lived experiences of our students, families, and colleagues. We must evaluate the extent to which the district provides equity of opportunity, access and supports, and to establish the desired measures and outcomes that will indicate success.

2. Inclusive Excellence –

We need to develop a shared definition and understanding of "inclusion," and to articulate how we can ensure that all students, families and staff are fully included. We need to measure the degree to which we promote inclusive, supportive learning environments where all students and staff feel accepted, where students see their cultures and experiences represented throughout the district's curriculum and programs, and where all students have access to academic experiences that fully challenge their potential.

3. Workforce Diversity –

The district workforce needs to more closely reflect the diversity of our student population and community. In 2017-18, individuals of color comprised 38% of the district's student population, while comprising 4% of the teaching staff and 6% of the administrators. The Board of Education has approved a five-year Workforce Diversity Plan that calls for "substantially increasing the percentage of teachers and administrators of color employed by the district by 2023."

B. The Improvement Plan:

1. Equity in Systems and Practice

- a. The district steering committee on equity and inclusion has initiated a comprehensive needs assessment to evaluate district systems and practices for implicit bias and barriers to access, and to assess the ways in which diverse district stakeholders experience Rush-Henrietta and interact with our systems.
- b. The steering committee is consulting with the University of Rochester's Center for Professional Development and Education Reform to design and implement the needs assessment, and to analyze its results in order to inform a long-range strategic action plan. The assessment will employ a variety of data-gathering methods, both quantitative (surveys) and qualitative (interviews, focus groups, etc.).
- c. A Restorative Practices Plan has been developed and will be implemented. This includes establishment of a Restorative Practices Leadership Team to guide implementation of the plan over time.
- d. The district is providing comprehensive restorative practices training for staff and administrators. School leaders are engaging their staffs in restorative practices implementation, including application of these practices in the classroom, to advance equitable student management practices (within the PBIS framework), safe and caring learning environments, and inclusive instructional practices.
- e. The district administrative team and Board of Education are engaging in leadership development training on implicit bias, restorative practices, privilege and systemic racism to inform subsequent work with the staff.

2. Inclusive Excellence

- a. Leadership staff, coaches and teachers have participated in data analysis focused on gaps in student performance (especially subgroups such as students with disabilities, English language learners and students of color), attendance and suspension rates/practices, to identify potential biases and to develop strategies to ensure that all students have opportunities and the necessary supports to succeed.
- b. Principals and teacher-led teams are engaged in action research and study groups focused on

diversity-related topics such as the impact of poverty on student learning and gender-related achievement gaps.

- c. The steering committee is utilizing initial results from the needs assessment to begin to identify and minimize bias in the district's programs, policies and curriculum, and opportunities to increase participation and representation of diverse voices and experiences.
- d. Program directors and teachers will develop lessons to strengthen the use of culturally relevant curriculum by engaging in discussion with students of multiple perspectives in the content areas, analysis of social justice issues and data, and inclusion of more representative texts and resources.
- e. The district will offer opportunities for community conversations about issues related to equity and inclusion.

3. Workforce Diversity

- a. Implement the five-year Workforce Diversity Plan.
- b. Seek additional opportunities to recruit highly qualified candidates of color through outreach to colleges, urban education programs, recruitment events and visitations, and online employment resources.
- c. Ensure that hiring processes include the identification of minority teaching and leadership candidates for inclusion in the screening process.
- d. Seek additional professional development opportunities for hiring managers on how to identify and address bias in the candidate evaluation and selection process.
- e. Explore the Pathways 2 Teaching program and other initiatives to "grow our own teachers" from among current Rush-Henrietta students, including establishing a club at the Senior High School.
- f. Utilize data from the needs assessment to inform strategies on increasing recruitment, hiring and retention.

C. Impact of the Improvement Plan:

2. Equity in Systems and Practice

- a. The steering committee has analyzed the initial findings from the consultants' review of district demographics, student and parent satisfaction survey data, and other student baseline data (academics, attendance, behavioral, etc.), to identify key questions to ask district stakeholder groups in the data collection process.
- b. The Restorative Practices Team has been established and is meeting regularly to plan professional development, consult with school teams, and develop a multi-year implementation plan. As of midyear, 135 staff members have completed training in restorative community circles. Of these staff members, 60 have completed additional training on restorative discipline and academic circles. Additional training is scheduled during spring semester, and is being planned for the summer.

3. Inclusive Excellence

- a. The steering committee has engaged in learning circles on research related to systemic bias and how school districts should respond. The committee is developing definitions of key terms related to bias for recommendation to the board of education, to strengthen the common district vocabulary in this area.
- b. The district leadership team is working with the WNYRIC data specialist to unpack state accountability data to focus on achievement, growth and attendance gaps for student subgroups, including those based on ethnicity, socioeconomic status and English language proficiency.

4. Workforce Diversity

- a. Human Resources has established partnership agreements with regional schools of education to enhance recruitment and opportunities for mutual learning between college and K-12 staff and students.
- b. The steering committee is working with HR and the UR consultants to analyze staff demographic data, to target areas for improving the diversity of hiring and retention of staff.
- c. An advisor and target student population for a future teachers club at the Senior High School have been identified, and work has begun to develop the "employment pipeline."

IV. MENTAL WELLNESS

Given growing societal concerns over student mental wellness, we will proactively review and analyze our comprehensive mental wellness program and services for consistent implementation and refinement. Furthermore, efforts will be made to increase awareness of supports and services available for student wellness.

A. The Problem:

1. School mental health services and program–

We must articulate and communicate school mental health services and programs; increase consistent implementation of these services; and make appropriate adjustments where necessary.

2. Awareness and Education–

It is necessary to increase awareness and understanding of mental illness. This will include helping to decrease stigma associated with mental illness that may impede an individual from seeking assistance or acceptance.

3. Community Supports–

We need to expand the use of community resources. This includes collaborating with appropriate community agencies for more long-term support of students.

4. Professional Development/Evidence-based training–

To support this goal, we must provide professional development and access to evidenced-based trainings for appropriate staff.

B. The Improvement Plan:

1. School mental health services and program–

- a. Develop multi-tiered systems of intervention model of the services currently offered.
- b. Develop a brochure and articulate the role of various school mental health providers.
- c. Incorporate mental health education literacy within the health curriculum.
- d. Continue embedding drug prevention education within schools and in various classes.
- e. Continue to provide short-term crisis services to students experiencing mental health episodes and other at-risk factors.
- f. Review threat/safety assessment protocols and processes and make necessary modifications.
- g. Review the Chemical Abuse Referral and Education (CARE) process and make necessary modifications.
- h. Create and implement a consistent Rule Out Chemical (ROC) process.
- i. Continue to conduct Chemical Risk Assessments and provide appropriate support of care in the school, or through outside agencies when appropriate.
- j. Mental health professionals, in collaboration with curricular area teachers, will integrate fostering resiliency lessons in classrooms, during group and individual counseling sessions and at other appropriate times.
- k. School counselors will develop and implement a K-12 comprehensive counseling plan and align this plan with the American School Counseling Association Mindsets and Behaviors.
- l. Expand the use of community-building circles (restorative practices strategies) for group counseling, and support its use in other appropriate group gatherings.
- m. Continue the implementation of the “reach out of the dark” initiative to ensure students know who to talk with when feeling unsafe or have suicidal ideation.
- n. Collaborate with the Henrietta Youth Asset Team and host the suicide prevention panel.
- o. Conduct a gap analysis of the current mental health services and program and ask for guidance on how to proceed based on the findings.

2. Awareness/Education–

- a. District Wellness Council will develop a “Learning Tidbits” podcast and “infomercials” on the topics of mental illness, coping mechanisms, developing resiliency, and stigmas associated with mental illness.
- b. District Wellness Council will share the Learning Tidbits podcast for parents and infomercials through the district website, E-news, Rush-Henrietta Community Health and Safety Coalition website, and through the town of Henrietta.
- c. District Wellness Council representatives will work with building leaders to incorporate identified wellness initiatives in schools.
- d. Will explore becoming a New York state-approved training site for Narcan rescue, and facilitate community Narcan training sessions throughout the year.
- e. Will host a community forum focusing on the mental health needs of the school community in collaboration with the Rush-Henrietta Community Health and Safety Coalition.
- f. Will conduct a mental health/other at-risk factors workshop for the Board of Education in collaboration with the Rush-Henrietta Community Health and Safety Coalition.

3. Community Supports and programs–

- a. Review the community agency resource booklet, and make it available in an electronic format online and during registration.
- b. Connect students to appropriate outside agency services when necessary.
- c. Make appropriate referrals to our partnered agency, The Healing Connection.
- d. Explore the expansion of hours and days of services provided by the Healing Connection based on student need.
- e. Continue to provide support to help families navigate available resources/systems.
- f. Support and promote the mission of the Rush-Henrietta Community Health and Safety Coalition.

4. Professional Development/Evidence-based training–

- a. Provide professional development and training to appropriate stakeholders, focused on the following:
- b. Trauma-informed care
- c. Suicide prevention and awareness
- d. Mental health first aid for school nurse teachers
- e. Therapeutic Crisis Intervention
- f. Trauma Illness and Grief
- g. Restorative Practices
- h. Fostering Resiliency (Reaching Teens)

C. Impact of the Improvement Plan:

1. School mental health services and program

- a. A multi-tiered system of intervention model of services currently offered is in progress. This multi-tiered system being developed will be completed prior to the end of the year.
- b. The role of various school mental health providers brochure is in the development stages and will be completed prior to the end of the year.
- c. Mental health education literacy is incorporated within the health curriculum by health teachers, school nurse teachers, and social workers.
- d. Drug prevention education continues to be embedded in schools and in various classes by the drug/alcohol prevention specialist. This fall in particular, more emphasis and education for students, staff and families centered on the issue of vaping which is becoming more prevalent within the community. The month of November titled “No-vaping November” was dedicated to educating students, families and staff regarding the risks of vaping, its addictive nature and impact on the brain, and the influence of the vaping industry on young people.
- e. Short-term crisis services to students experiencing mental health episodes and other at-risk factors are provided. In addition, Restorative Practice strategies are being incorporated by mental health professionals to support students’ ability to self-regulate prior to a crisis.

- f. Threat assessment protocols and processes are in review to ensure continued alignment with newly revised recommendations from the National Threat Assessment Center. This revision is in progress and will be completed in April 2019.
- g. The Chemical Abuse Referral and Education (CARE) process continues to be implemented at the secondary levels for students suspected of or experiencing difficulty with chemical/substance use. Upon referral, staff determines the appropriate intervention required, if any. Some students require monitoring, while others are assessed using the Chemical Use Risk Assessments, and provided appropriate support in school or through outside agencies.

CARE Team Referral: 28	Number of Students Monitored: 18	Number of students evaluated/other recommendations: 10
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- h. The Rule Out Chemical (ROC) process was reviewed, updated, and implemented district-wide. Administrators, school nurse-teachers, and mental health professionals have a better understanding of the process and consistent implementation across buildings has improved.
- i. Mental health professionals, in collaboration with some teachers, are embedding fostering resiliency skills in classrooms, during individual and group counseling sessions.
- j. School counselors refined and are using the K-12 comprehensive counseling plan which is now aligned with the American School Counseling Association Mindsets and behaviors. Furthermore, they are in the process of comparing our refined plan to that of other Monroe county school districts.
- k. Mental health professionals are incorporating the use of community-building circles in classrooms, in group work with students and in other appropriate settings such as the academic support center located at Webster Learning Center.
- l. The “reach out” initiative continues to be a major focus at the secondary levels for suicide prevention.
- m. The district collaborated with the Henrietta Asset Team, and the Rush & Henrietta Community Health and Safety Coalition to host three forums focusing on the mental well-being of the community at large. The forums are as follows:

Forum Topics:	
Healthy Relationships	February 28
Suicide prevention/Mental and physical wellness	April 3
Chemical Use/Abuse	May 1

2. Awareness and Education

- a. A newsletter titled *Mental Wellness: What it is and why it is a District Priority* was written and shared with the community-at-large using district website, E-News, Rush-Henrietta Community Health and Safety Coalition’s webpage. Furthermore, links to podcasts, videos, and community helplines for mental and physical health were shared.
- b. At all schools, wellness initiatives have been identified and implemented based on the interest of students and staff.
- c. We are in the exploration stage to become a New York State approved training sit. Recommended changes to the current Narcan policy has been submitted for board consideration and subsequent approval. If approved, all next steps that are required will be implemented by the Nurse Practitioner beginning in fall 2019.
- d. The district along with multiple community partners, is hosting three forums this year and they are listed in letter m above.
- e. On November 27, 2018, the National Alliance on Mental Illness (NAMI) conducted a board workshop titled “Ending the Silence” to help increase understanding of mental illness and the warning signs, and change perceptions about mental health conditions

3. Community Supports

- a. Expanded the use, days and hours of The Healing Connection as an outside agency working with students and families at all secondary levels. The Healing Connection currently provides services full-time three days a week in four buildings as compared to one day last year in one building. A total of 15 students are currently being served through this outside agency in schools.

4. Professional Development/Evidence-based training

- a. School nurse-teachers and health aides engaged in trauma-informed care professional development training. They are incorporating the concepts of motivational interviewing and trauma-informed care practices in their daily interactions with students.
- b. Expanded the number of Therapeutic Crisis Intervention training offered. The training is available to appropriate support staff as well.
- c. As part of our focus on restorative practices, mental health professionals engaged in training titled “Navigating Racial Stress.”