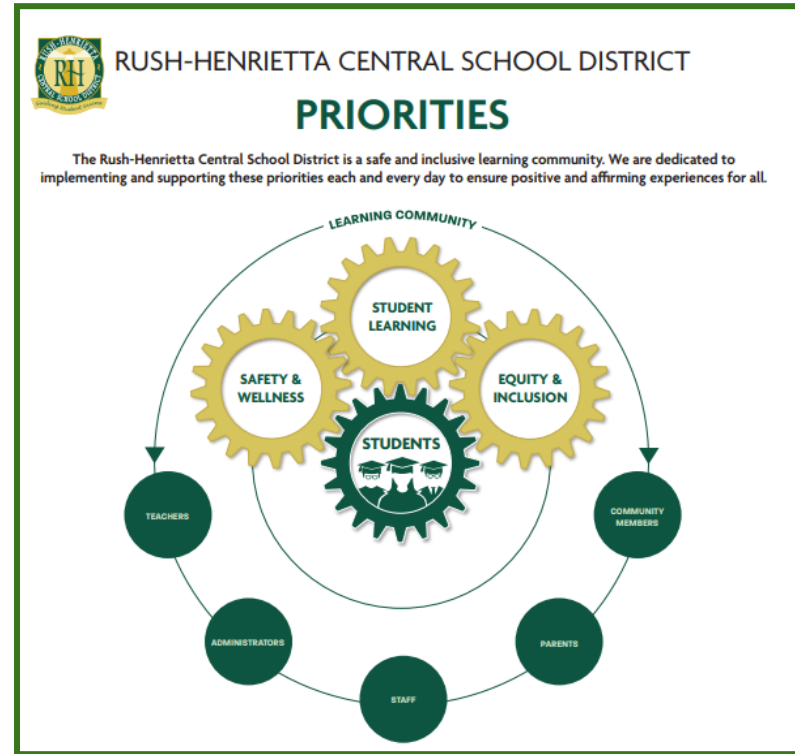


# Senior High School School Improvement Plan

Beginning of Year Report  
2022-2023



## SHS Improvement Plan 2022-2023

### **District Priority: Student Learning**

**Goal:** At the Senior High School, all students will achieve high levels of proficiency on state and local assessment, as demonstrated by Regents scores and course credit attainment.

**Target:** Passing rates in all courses ending in a Regents exam will be at 90% or higher.

#### **Improvement Actions:**

- Use resources to develop and implement student-centered learning opportunities that support student ownership of learning.
- Increases in student discourse to explore content, deepen understanding concepts, and demonstration of SEL competencies.
- Ensure that district guidelines and processes regarding student grading are implemented with fidelity, including equitable implementation of such practices as re-testing, and multiple opportunities for students to show evidence of their learning.
- Provided multiple opportunities for students to show evidence of their learning; four required assessments per quarter.

#### **Monitor:**

- Course teams will analyze assessment data to inform areas of instructional focus, including both content knowledge and skill acquisition. Administrators facilitate progress monitoring teams whose courses end in Regents exams needed for graduation.

**Impact:** Increases in passing rates will support credit attainment for graduation, and should correlate with increases in passing rates on Regents exams. The chart below represents the percent of students passing courses. The previous year's passing rate is noted in parenthesis.

| <u>Course</u> | <u>Q1</u> | <u>Q2</u> | <u>Q3</u> | <u>Q4</u> | <u>Final Avg</u> | <u>Benchmark</u> | <u>SA</u> | <u>Gap</u> |
|---------------|-----------|-----------|-----------|-----------|------------------|------------------|-----------|------------|
| Eng 11:       | %         | %         | %         | %         | %(93)            | 96%              | 7%        | -3         |
| Alg I:        | %         | %         | %         | %         | %(79)            | 89%              | 24%       | -10        |
| Geo:          | %         | %         | %         | %         | %(72)            | 91%              | 13%       | -19        |
| Alg II:       | %         | %         | %         | %         | %(92)            | 94%              | 9%        | -2         |
| E.Sci:        | %         | %         | %         | %         | %(70)            | 82%              | 37%       | -12        |
| Liv Env:      | %         | %         | %         | %         | %(92)            | 95%              | 18%       | -3         |
| Glbl:         | %         | %         | %         | %         | %(90)            | 95%              | 20%       | -5         |
| US Hist:      | %         | %         | %         | %         | %(95)            | 95%              | NA        | 0          |

#### **Reflection:**

**Target:** Improve proficiency and college and career readiness rates in all Regents exam areas.

#### **Improvement Actions:**

- Use Q1 data to identify at-risk students to be monitored.
- Utilize data reports indicating implementation of assessment practices including re-testing, and multiple opportunities for students to show evidence of their learning.

#### **Monitor:**

- Course teams will analyze assessment data to inform areas of instructional focus, including both content knowledge and skill acquisition. Administrators facilitate progress monitoring teams whose courses end in Regents exams needed for graduation.

**Impact:** Increases in proficiency and college and career readiness rates will support meeting exam requirements needed for graduation, and better prepare students for post high school success.

**See Appendix A for chart**

#### **Reflection:**

|   |  |
|---|--|
| <p><b><u>Target:</u></b> Increase Total Cohort Graduation Rate, especially for our Students with Disabilities and Economically Disadvantaged subgroups.</p> <p><b><u>Improvement Actions:</u></b></p> <ul style="list-style-type: none"> <li>• Collaborate with the Special Education department to hold cohort monitoring meetings with out-of-district programs to assess the effectiveness of interventions and programming.</li> <li>• Utilize Cohort Binder and grade-level team meetings to ensure students are meeting benchmarks toward graduation.</li> </ul> <p><b><u>Monitor:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize grade-level teams to monitor student progress toward graduation.</li> </ul> | <p><b><u>Impact:</u></b> Increases in graduation rate, especially our Students with Disabilities and Economically Disadvantaged subgroups will support students to be better positioned for post secondary success.</p> <p><b><u>See Appendix B for chart</u></b></p> <p><b><u>Reflection:</u></b></p> |
|---|--|

## SHS Improvement Plan 2022-2023

### District Priority: Equity and Inclusion

**Goal:** At the Senior High School, all students will learn within environments that are welcoming, affirming, and culturally responsive. Students will learn to advocate for themselves and each other, value and celebrate differences, and become independent learners.

**Target:** Monitor the percentage of students suspended in and out of school in an effort to decrease the percentage of students suspended, and prevent disproportionality of students suspended in different subgroups.

#### Improvement Actions:

- Administrators trained in restorative discipline. Update disciplinary response to include restorative contracts and focused lessons in response to discipline.
- Increase adult presence in common areas and reinforce SEL skills. Specific focus on our students with multiple infractions to develop behavioral change plans to improve behavior. Teach and reinforce social-emotional learning skills, culturally responsive best practices, conflict resolution and de-escalation.

#### Monitor:

- Monthly data review of suspensions in unstructured areas of the building

**Impact:** In and Out of School Suspension Rates by subgroup

|   | All    | Female | Male   | Asian  | Black or African American | Hispanic | Multi-Racial | White  | ELL    | Economically Disadvantaged | Students with Disabilities |
|---|--------|--------|--------|--------|---------------------------|----------|--------------|--------|--------|----------------------------|----------------------------|
| In School Suspension (ISS Rate) 22-23   | (4.8%) | (5%)   | (4.6%) | (4%)   | (6.7%)                    | (9.9%)   | (.7%)        | (3.1%) | (2.4%) | (7.7%)                     | (6.8%)                     |
| Out of Suspension (OSS) Rate 22-23      | (8.9%) | (7%)   | (11%)  | (5.3%) | (13%)                     | (6.9%)   | (20%)        | (7.1%) | (7.3%) | (14%)                      | (11%)                      |
| BEDS day Enrollment 22-23               |        |        |        |        |                           |          |              |        |        |                            |                            |
| Previous year's data is in parenthesis. |        |        |        |        |                           |          |              |        |        |                            |                            |

#### Reflection:

**Target:** To increase student agency in the Senior High School community

#### Improvement Actions:

- Implement CALM room, which is a student council initiative.
- Ensure student voice is included in the hiring process for the new assistant principal and superintendent, independent student stakeholder group.
- Include opportunities for students to create and implement professional development for faculty and staff.
- Explore further training to create opportunities for peer mediation and restorative conversations
- Collaborate with advisors for implementation of student-led initiatives.

#### Monitor:

- Use the School Improvement Team to update implementation of initiatives.

**Impact:**

- Utilize check in/check out data in combination with anecdotal data to determine the success of the CALM room.
- Create student committees to exercise leadership in the hiring process.
- Utilize student groups to create and implement professional development at the November professional development day.

#### Reflection:

## SHS Improvement Plan 2022-2023

### **District Priority: Safety and Wellness**

**Goal:** At the Senior High School, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment for all.

**Target:** At the SHS, students safety and wellness is a top priority. This year we will improve the student response rate on the R-H District Student Satisfaction Survey to at least 90% for the following prompts:

- *There are adults in the building I can go to if I have a problem.*
- *Principals, AP, directors interact respectfully with students.*
- *Building admins are visible on a regular basis.*
- *Students feel comfortable and/or respected in the school environment.*
- *I am aware how students are acknowledged for positive behaviors and contributions.*

This year we will work to improve the student response rate on the R-H District Student Satisfaction Survey to 50% for the following prompt:

- *Students in this school respect one another.*

### **Improvement Actions:**

- Administer focused student satisfaction survey three times per year.
- Student Advisory groups and building administration teams will review and develop action steps based on survey results.

### **Monitor:**

- Review data at the School Improvement team at least 3 times during the school year, including subgroup data.

### **Impact: Student Satisfaction Survey Results**

| % Affirmative responses | Enrollment | Responses | Principal, AP, Director interacts respectfully with Students | Building Admin, are visible on a regular basis | Students are respectful toward others | Students feel comfortable and/or respected in my school environment | There are adults in the building I can go to if I have a problem | I am aware of how students are acknowledged for positive behaviors and contributions |
|-------------------------|------------|-----------|--|--|---------------------------------------|---|--|--|
| Spring 2022             | (1230)     | (864)     | (89%)  | (95%)  | (34%)                                 | (78%)   | (95%)  | (72%)  |
| Fall 2022               |            |           |  |  |                                       |   |  |  |
| Winter 2023             |            |           |  |  |                                       |   |  |  |
| Spring 2023             |            |           |  |  |                                       |   |  |  |

\* Previous year's responses are in parentheses. The % listed indicate the affirmative responses out of those who chose a response other than "Not Sure."

### **Reflection:**

## Appendix A - New York State Regents Exams

| All Students      |                 | 2022       | 2021 | 2020 | Benchmark | Gap | Trend** | County Ranking |
|-------------------|-----------------|------------|------|------|-----------|-----|---------|----------------|
| Global History NF | Passing with SA | 78%<br>91% | 94%  | 98%  | 90%       | -12 | -       | NA             |
|                   | CCR             | 49%        | 79%  | 95%  | 75%       | -26 | -       |                |
| U.S. History*     | Passing         | 95%        | 97%  | 97%  | 90%       | +5  | +       | NA             |
|                   | CCR             | 54%        | 81%  | 87%  | 75%       | -21 | -       |                |
| LOTE III          | Passing         | 98%        | 94%  | 100% | 90%       | +8  | +       | NA             |
|                   | CCR             | 84%        | 87%  | 96%  | 75%       | +9  | -       |                |
| Chemistry         | Passing With SA | 72%<br>92% | 97%  | 100% | 90%       | -18 | -       | NA             |
|                   | CCR             | 43%        | 88%  | 96%  | 75%       | -32 | -       |                |
| Physics           | Passing With SA | 69%<br>86% | 96%  | 100% | 90%       | -21 | -       | NA             |
|                   | CCR             | 53%        | 82%  | 98%  | 75%       | -23 | -       |                |

|                              |                 |            |     |      |     |     |   |    |
|------------------------------|-----------------|------------|-----|------|-----|-----|---|----|
| <b>Earth Science</b>         | Passing With SA | 30%<br>80% | 92% | 92%  | 90% | -60 | - | NA |
|                              | CCR             | 15%        | 58% | 92%  | 75% | -60 | - |    |
| <b>Living Environment</b>    | Passing With SA | 68%<br>88% | 95% | 100% | 90% | -22 | - | NA |
|                              | CCR             | 44%        | 84% | 93%  | 75% | -31 | - |    |
| <b>Algebra 1</b>             | Passing With SA | 56%<br>74% | 74% | 94%  | 90% | -34 | - | NA |
|                              | CCR             | 9%         | 26% | 83%  | 75% | -48 | - |    |
| <b>Geometry</b>              | Passing With SA | 63%<br>77% | 88% | 98%  | 90% | -27 | - | NA |
|                              | CCR             | 22%        | 57% | 73%  | 75% | -38 | - |    |
| <b>Algebra 2</b>             | Passing With SA | 82%<br>92% | 96% | 96%  | 90% | -8  | - | NA |
|                              | CCR             | 41%        | 85% | 79%  | 75% | -23 | - |    |
| <b>English Language Arts</b> | Passing With SA | 90%<br>96% | 94% | 98%  | 90% | -1  | - | NA |

|  |     |     |     |     |     |    |   |  |
|--|-----|-----|-----|-----|-----|----|---|--|
|  | CCR | 76% | 77% | 93% | 75% | -1 | - |  |
|--|-----|-----|-----|-----|-----|----|---|--|

**\*\*Trend data indicates the change over 3 years of data.**

**\*June 2022 U.S. History exam was canceled, passing rates were used to indicate exam credit.**

**SA = Special Appeals, students were awarded credit for the exam by passing the course associated with the exam**

**June 2020 Regents exams were canceled, passing rates were used to indicate exam credit**

**County Rankings indicated in parentheses are from 2019 Regents administration**



## Appendix B: Rush-Henrietta Graduation Total Cohort Summary 2021-2022

| <b>Rush-Henrietta Graduation Total Cohort Summary 2021-2022, including students who are out-of-district.<br/>Prior year's data is included in parentheses.</b> |                              |                             |                       |                         |   |  |                    |
|--|------------------------------|-----------------------------|-----------------------|-------------------------|---|--|--------------------|
| <b>Student Subgroups</b>   | <b>Cohort Enrollment (n)</b> | <b>Total # of Graduates</b> | <b>Local Diplomas</b> | <b>Regents Diplomas</b> | <b>Regents Diplomas with Advanced Designation</b> | <b>IEP Diplomas and Commencement Credentials</b> | <b>% Graduated</b> |
| *All Students  | 396(467)                     | 359(424)                    | 1(0)                  | 122(156)                | 236(268)  | 2(10)  | 90.7(90.8)         |
| Female   | 201(228)                     | 189(207)                    | 1(0)                  | 68(70)                  | 120(137)  | 1(5)   | 94(90.8)           |
| Male   | 195(239)                     | 170(217)                    | 0(0)                  | 54(86)                  | 116(131)  | 1(5)   | 87.2(90.8)         |
| *American Indian/Alaska Native   | 2(2)                         | 2(2)                        | 0(0)                  | 1(2)                    | 1(0)  | 0(0)   | 100(100)           |
| *Black   | 87(82)                       | 77(68)                      | 1(0)                  | 40(36)                  | 36(32)  | 0(4)   | 88.5(82.9)         |

|  |          |          |      |         |          |       |            |
|--|----------|----------|------|---------|----------|-------|------------|
| *Hispanic                                    | 34(32)   | 31(28)   | 0(0) | 14(14)  | 14(14)   | 0(0)  | 91.2(87.5) |
| *Asian/Pacific<br>Islander                   | 47(73)   | 46(66)   | 0(0) | 9(16)   | 37(50)   | 0(1)  | 97.9(90.4) |
| Asian  | 47(72)   | 46(65)   | 0(0) | 9(16)   | 37(49)   | 0(1)  | 97.9(90.3) |
| Native<br>Hawaiian/Other<br>Pacific Islander | 0(1)     | 0(1)     | 0(0) | 0(0)    | 0(1)     | 0(0)  | (100)      |
| *White                                       | 211(271) | 190(253) | 0(0) | 49(84)  | 141(169) | 2(5)  | 90(93.4)   |
| *Multiracial                                 | 15(7)    | 13(7)    | 0(0) | 6(4)    | 7(3)     | 0(0)  | 86.7(100)  |
| General<br>Education<br>Students             | 337(400) | 320(387) | 0(0) | 87(128) | 233(259) | 0(0)  | 95(96.8)   |
| *Students with<br>Disabilities               | 59(67)   | 39(37)   | 1(0) | 35(28)  | 3(9)     | 2(10) | 66.1(55.2) |

|  |          |          |      |          |          |      |            |
|--|----------|----------|------|----------|----------|------|------------|
| Not English<br>Language<br>Learner         | 385(434) | 349(411) | 1(0) | 113(144) | 235(267) | 2(6) | 90.6(94.7) |
| *English<br>Language<br>Learner            | 11(16)   | 10(12)   | 0(0) | 9(11)    | 1(1)     | 0(1) | 90.9(75)   |
| Formerly<br>English<br>Language<br>Learner | 8(14)    | 8(13)    | 0(0) | 3(8)     | 5(5)     | 0(0) | 100(92.9)  |
| *Economically<br>Disadvantaged             | 194(201) | 169(179) | 1(0) | 81(92)   | 87(87)   | 1(7) | 87.1(89.1) |
| Not<br>Economically<br>Disadvantaged       | 202(249) | 190(244) | 0(0) | 41(63)   | 149(181) | 1(0) | 94.1(98.0) |

## Appendix C: In and Out of School Suspension Rates by subgroup

[illegible]