



Massena High School 2018 – 2020 Strategic Plan




Performance Targets	Measure	2015	2016	2017	2018	2020 target
	Regents commencement exams: % cohort pass (> 65 in 4 yrs)	87	83	83	88	90
	% cohort graduating (4 yrs by 6/30)					
	All students	82	82	81	79	85
	Economically disadvantaged	69	74	71	67	79
	% student with disability cohort achieving successful outcome (4 yrs - 6/30)	-	-	76	70	80
	% graduating	43	50	66	46	
	% earning CDOS credential	-	-	10	24	
	% cohort dropping out (5 yrs by 6/30)					
	All students	12	9	10	11	7
	Economically disadvantaged	17	17	15	17	10
	Students with disabilities	13	17	22	10	9
	% cohort graduating and earning ≥ 1 of the following rigorous outcomes (4 yrs by 6/30)	-	-	62	58	68
	% Advanced Designation Diploma	30	23	26	25	
	% Final average of ≥ 70 (college credit bearing course) or ≥ 65 (unweighted on IB course)	-	-	45	44	
	% CTE endorsement	2	20	19	19	
	% scoring 4 on NYSAA	-	-	-	TBD	
	% chronic absence (SIRS 361 report)	n/a	28	29	29	15

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2018 – 20 Activities	Action step	Owner	Due
<p>Engage students in rigorous curriculum and instruction</p> 	Research, design and implement student-centered learning.		
	Define what student-centered learning is and what it would look like at MHS, including potential modifications to the classroom, instruction or scheduling.	Instructional improvement committee	2018-19
	Research and visit student-centered models that work as well as effective PD.	IIC	2018-19
	Identify examples of student-centered learning already being used at MHS, including what IB strategies and philosophies might be expanded throughout the building.	IIC	2018-19
	Decide next steps required to expand student centered learning at MHS.	IIC	2018-19
	Implement and monitor the student attendance plan.		
	At 8-10 unexcused absences, schedule a conference among student, parents, admin, teachers and counselor. Improve the number of these conferences that actually occur.	SA/Guidance IST	Ongoing
	Schedule home visits as necessary including a classroom teacher.	SA/Guidance Classroom teachers	Ongoing
	Expand the attendance committee (AC) to		
	<ul style="list-style-type: none"> · Create and implement attendance incentives (e.g., senior lounge privilege, rewards drawings, high or improved attendance in the newspaper, good standing lounge for all students, fitness room, etc.) · Share our chronic absence statistics with staff. Identify and share strategies to use (and not to use) with students who are chronically absent. · Identify the root causes of our high chronic absence. 	AC	Winter 2018
	AC	Fall 2018	
	AC	2018-19	

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	<ul style="list-style-type: none"> • “Brand” the importance of attendance and communicate the attendance plan to all stakeholders. Promote our attendance and chronic absence rates broadly. Communicate our targets. Run PSAs. Utilize social media. 	AC, Com. Specialist, Principal	2018-19
Maximize student access to and participation in rigorous and advanced programming.			
	Develop a plan to increase communication of the advanced studies options: <ul style="list-style-type: none"> • What information needs to be communicated? • How do we communicate this information? • Who needs the information? 	S. Boyce J. Normile	6/2019
	Continue to explore having all Juniors take IB English.	J. Normile	Ongoing
Develop and implement a plan to increase graduation and reduce dropout rates.			
	Implement a tool that allows us to track that status of all students in each active cohort vis-à-vis on time graduation: <ul style="list-style-type: none"> • Check with other school districts regarding how to do this. • Check with SchoolTool provider to see if we can get automatic reports with students’ total credits earned and scores on the five Regent’s commencement exams. Other data points could include attendance, discipline referrals, suspensions and other risk factors. • Begin producing status reports for the 2015, 2016, 2017, & 2018 cohorts. • Determine who to communicate this information to and how often. 	Student Affairs (SA) S. Allen S. Lambert	1/2019
	Begin to use the same interventions we currently use with seniors with freshman, sophomore and juniors (e.g., expansion of 3 to 5 program, increased use of outside services, etc.): <ul style="list-style-type: none"> • Implement a credit recovery plan for science. • Promote the services of our 3-5 program to parents and students. • Consider changing the sequencing of English and Global credit recovery. 	IST, FA, SA, Guidance, K. Colorusso-Martin	1/2019

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	<p>Integrate and align with the Boys & Girls Club tutoring services (e.g., if possible expand our 3 to 5 program there.)</p> <ul style="list-style-type: none"> · Explore better connections with Horizons, Boys & Girls and LPP for 3 -5 tutoring · Find funding for teachers to staff 3 – 5 tutoring locations. 	K. Colorusso-Martin SA	1/2019
	<p>Better and more effectively collaborate with the Junior High to develop a system to improve transitions from 8th to 9th grade, track and provide interventions to at risk students, and improve vertical articulation.</p>	Guidance, SA, FA, IST, SPED	1/2019
<p>Address students' diverse social, emotional and academic needs</p> 	<p>Improve diversity awareness and acceptance. Create a positive school environment and celebrate our successes.</p>		
	<p>Identify ways to make the building a kinder, more welcoming environment for students and adults (i.e., de-institutionalize the building):</p> <ul style="list-style-type: none"> · Increased student input, earned freedoms, sense of community, and the concept of working toward common goals 	SC, SCC, Admin, Superintendent, BoE, Student liaison to BoE	11/30/18 & ongoing
	<p>Investigate the possibility of system changes (e.g., later start time, open campus, schedule options, etc.) and communicate any recommendations to the facilities committee.</p> <ul style="list-style-type: none"> · Re-establish the school climate committee 	SC, SCC K. Colorusso-Martin, Admin, Superintendent	12/1/18
	<p>Identify electives that center around diversity (e.g. language, culture):</p> <ul style="list-style-type: none"> · Investigate re-introducing Mohawk language as a class 	SC, SCC, Dir. of Cur.	1/5/19
	<p>Increase staff-to-student connectivity:</p> <ul style="list-style-type: none"> · Explore implementing the advisory class · Re-establish/grow 12th period activities for staff and students (and continue to explore moving activities period to the middle of the day) · Expand link-crew (or similar activities) with staff · Student produced weekly newsletter highlighting schedule of activities, student articles promoting pathways to graduation & rigor, etc. 	SC, SCC, PR class, video production,	2018-19

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	Place greater emphasis on our school being the “hub” of the community (e.g., fitness room, computer access, adult classes, etc.)	Committee	Ongoing
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