

**Maine-Endwell High School  
2017-18 Academic Improvement Plan**

Performance Targets	Performance measure	2014	2015	2016	2018 target
	<b>% cohort graduating (4 yrs – 8/31)</b>				
	All students	94	96	94	<b>99</b>
	Economically disadvantaged	89	84	87	<b>90</b>
	Students with disabilities	76	83	79	<b>90</b>
	<b>% cohort dropping out (5 yrs – 6/30)</b>				
	All students	2	2	3.7	<b>&lt;1</b>
	Economically disadvantaged	5	4	12.8	<b>2</b>
	Students with disabilities	10	6	11	<b>2</b>
	<b>% cohort graduating &amp; achieving <math>\geq 1</math> of the rigor metrics below:</b>	n/a	n/a	?	<b>TBD</b>
	% cohort earning Adv. Des. Dip.	55	53	56	
	% high school cohort completing $\geq 1$ AP course	44	41	41	
	% high school cohort completing $\geq 1$ college credit bearing course	19	49	54	
	% high school cohort receiving Regents or local diploma with CTE endorsement	?	?	?	
<b>2017 – 2018 Activities</b>	<b>Implement curriculum, instruction and interventions that promote academic achievement for all students <i>with a focus on students with disabilities and economically disadvantaged students.</i></b>				
	<b>Action Steps</b>	<b>Owner</b>		<b>Due</b>	
	· Maintain and improve a comprehensive plan for student placement in the high school. Review and evaluate.	Admin Guidance Spec ed		2/2017 – 6/2017	
	· Expand our relationship with Binghamton University with the goal of having five BU students (for credit interns) mentoring our students in 2017-18 (distributed across subject areas as possible).	Admin Staff		9/2017	
	· Explore creative ways to support our students in need of reading instruction and competency in the essential standards across subject areas, (e.g., use of K-12 reading specialist, researching a high school reading program, use BU students, high school reading instructor, etc.)	Literacy team		2/2017 – 6/2017 & ongoing	

	<ul style="list-style-type: none"> <li>Implement a grade 11 and 12 task force to identify struggling students, triage them and then develop interventions plans (model similar to Spartan Academy) including transition plans that may include: how to complete forms &amp; college applications, economic and financial strategies and job opportunities.</li> </ul>	Jean Christian 11 <sup>th</sup> & 12 <sup>th</sup> grade teachers Spec ed	2/2017 – 6/2017
<b>Implement UPK-12 programs that provide rigorous, aligned curriculum and enrichment opportunities for all students.</b>			
	<ul style="list-style-type: none"> <li>Continue using the Fast Forward Commercial to promote classes in each department.</li> </ul>	Dave	2/28/17
	<ul style="list-style-type: none"> <li>Identify opportunities to connect students with an appropriate career experience. Consider flipping the model: bring businesses to MEHS instead of having students go out to the businesses.</li> </ul>	GO FF Faculty Staff	9/2017 - 6/2018
	<ul style="list-style-type: none"> <li>Evaluate participation in Fast Forward courses and adjust course offerings as needed.</li> <li>Explore adding additional or alternative Fast Forward courses to target a wider, more academically diverse student population.</li> </ul>	Admin FF	January every year
	<ul style="list-style-type: none"> <li>Maximize student participation in current Fast Forward offering. Encourage Gr. 11 &amp; 12 students to enroll per pre-requisites in at least one fast Forward course in 2017-18.</li> </ul>	Current FF GO	Start of 3 <sup>rd</sup> Quarter
	<ul style="list-style-type: none"> <li>Increase the use of technology to enhance and enrich instruction and learning. Explore offering an elective class or enrichment opportunity in keyboarding.</li> </ul>	All staff	Ongoing
	<ul style="list-style-type: none"> <li>Explore how the PTA could help recruit and coordinate volunteers.</li> </ul>	PTA liaison	6/2017
<b>Continue to implement and improve a comprehensive strategy to increase graduation rates and eliminate dropouts.</b>			
	<ul style="list-style-type: none"> <li>Analyze results of the staff survey to identify potential hands-on elective courses to offer to non-BOCES and non-FF students and who might teach them.</li> <li>Present findings to staff.</li> <li>Develop an action plan to implement new courses for 2018-19.</li> </ul>	Grad rate team Christian	5/2017  6/2017 6/30/17
	<ul style="list-style-type: none"> <li>Analyze the data from the cohort tracking system to monitor student's progress vis-à-vis on-time graduation.</li> </ul>	Grad team Tom ITS Attendance committee	Mid April
	<ul style="list-style-type: none"> <li>Expand and formalize our grade recovery program.</li> <li>Develop 1<sup>st</sup> and 2<sup>nd</sup> quarter plans for grade recovery.</li> </ul>	Tom Staff	6/30/17

	<ul style="list-style-type: none"> <li>· Implement a student survey to determine what makes them happy about coming to school and to determine 10th period offering, electives and clubs and activities.</li> <li>· Present findings.</li> <li>· Develop an action plan to implement for 2017-18.</li> </ul>	Christian	3/1/17  6/2017  6/30/17
	<ul style="list-style-type: none"> <li>· Recruit a truant officer for home visits and to act as a liaison between home and school.</li> </ul>	Tom Attendance team	3/2017
	<ul style="list-style-type: none"> <li>· Continue to review and revise policy re: participation in games, concerts, etc. and parking policy.</li> </ul>	Admin	Ongoing
	<ul style="list-style-type: none"> <li>· Explore building policy related to early release days in order to improve ERD student attendance. For example, instead of 17 minute classes, could we offer full period classes that rotate from ERD to ERD scheduled closer together.</li> </ul>	Attendance Admin	2017-18