“The greatest glory in living lies not in never falling, but in rising every time we fall.” Nelson Mandela

“Never let the fear of striking out keep you from playing the game.” Babe Ruth

Upcoming Events:

Friday, March 6  
HS 25 Week Progress Reports Available Via Parent Portal

Monday, March 9  
BPT, 2:25 p.m., Conference Room

Tuesday, March 10  
Faculty Meeting, 2:25 p.m., PAC

Tuesday, March 10  
MIOSM Concert, 7:00 p.m., PAC

Tuesday, March 10  
Board of Education Meeting, 7:00 p.m., District Office

Thursday, March 12  
HS Parent/Teacher Conferences, 4:00 p.m. – 7:00 p.m.

Saturday, March 14  
Evening of Jazz, 6:30 p.m., SHS

Tuesday, March 17  
Department Meetings, 2:25 p.m.

Wednesday, March 18  
Senior 100 Day Celebration

Thursday, March 19  
Teacher Leader Meeting, 1:00 p.m., Conference Room

Monday, March 23  
BPT, STA Only, 2:25 p.m., Conference Room

Tuesday, March 24  
Faculty Meeting, 2:25 p.m., PAC

Tuesday, March 24  
Board of Education Meeting, 7:00 p.m., District Office

Thursday, March 26  
District-Wide Instrumental Concert, 7:00 p.m., PAC

Saturday, March 28  
Boys Varsity Lacrosse @ Schroeder, 12:00 p.m.

Monday, March 30  
Boys Varsity Tennis vs. Pittsford Mendon, 4:30 p.m., SHS

Monday, March 30  
Girls Varsity Lacrosse vs. Fairport, 6:00 p.m., Ranger Stadium

Tuesday, March 31  
Varsity Softball @ Irondequoit, 4:30 p.m.

Tuesday, March 31  
Boys Varsity Lacrosse @ Athena, 5:00 p.m.

Wednesday, April 1  
Hero Assembly for Seniors

Wednesday, April 1  
Girls Varsity Lacrosse @ Penfield, 6:00 p.m.

Thursday, April 2  
End of Third Quarter Marking Period

Thursday, April 2  
Varsity Softball @ Brockport, 4:30 p.m.

Thursday, April 2  
Boys Varsity Lacrosse @ Hilton, 7:00 p.m.

Friday, April 3  
Superintendent’s Conference Day, No School

Friday, April 3  
Varsity Softball @ Arcadia, 4:30 p.m.

Friday, April 3  
Boys Varsity Tennis @ Rush-Henrietta, 4:30 p.m.

Friday, April 3  
Girls Varsity Lacrosse vs. Canandaigua, 6:00 p.m.

April 6 – April 10  
Spring Recess, No School

Thursday, April 9  
Boys Varsity Lacrosse vs. West Genesee, 4:00 p.m., Ranger Stadium
Student/Staff Updates

- Senior Elizabeth Maloney has a special Sunday routine. Elizabeth volunteers every Sunday at the Sibling Clubhouse at the Golisano Children's Hospital at Strong. The clubhouse is for the siblings of patients who are admitted to the hospital. Elizabeth has been volunteering for over two years here. She says that The Clubhouse is a free service that aims to provide comfort and support for children 18 months to 10 years of age. Elizabeth shared that she is getting really good at playing Candy Land!

- On Tuesday, February 25, senior members of the High School's Service Learning Internship Program volunteered at St. Peter's Soup Kitchen. The students spent the morning preparing the day’s menu which included garden salad, fruit cup and dessert. After the prep work was done, the students served over 100 guests who came in for lunch. After lunch, cleanup and dishes were done before the students returned to SHS!
Congratulations to senior TJ Weaver who is a finalist in the 2020 Competition for National Merit Scholarships. Well done TJ!!

Mark Your Calendars!!

- HERO assembly for seniors: Wednesday, April 1, PAC (special schedule to follow).

- Thursday, April 16, Donzaleigh Abernathy, actress activist and goddaughter of MLK Jr., will be visiting our school to share her firsthand account of the American Civil Rights Movement. We will be working on an altered schedule for that day; more details to come in the future. Our entire school community will be able to hear from Donzaleigh Abernathy by having two assemblies (9/10 and 11/12).

- Arrive Alive for juniors: Thursday, May 14. Each student will receive a pass to attend a specific time slot to participate in this distracted driving activity in the Auxiliary gym.

- Academic Excellence week will be May 11 – May 14. Monday & Tuesday will be for juniors and Wednesday & Thursday will be for seniors. As in the past years, students will be picking up their certificates at the rock wall, and we will use morning announcements to let students know they are being recognized.

- Spring Fling Day: Thursday, May 21. Food trucks, inflatables, and yearbooks! Fun for the entire school and hosted by STUGO and Sources of Strength. Special schedule to follow (will be the same as last year).
From the Counseling Office:

Careers in Education Conference for Students

- The annual “Career is Education” will be held on March 19 at The College at Brockport. This field trip is designed to bring together college-bound high school students from various groups that are underrepresented in the teaching profession. The day will include workshops, speakers, and a college fair. Students interested in a career in education should consider this opportunity. If you would like to attend, you had to fill out a registration form and permission slip by Thursday, March 5, in the counseling office. All students who attend will be responsible for their missed work. If you have any questions, please see Mrs. Paolozzi in the counseling office.

Staff Reminders/Updates (there are a lot...please read carefully 😊)

- Cleaning of classrooms: Our wonderful custodial crew will be focusing all of their efforts on cleaning touch surfaces in each of our classrooms (and around the rest of the school). This includes cleaning student desks every night. I have asked Gerry to make cleaning white boards, chalk boards (the few that we still have :-), etc., the last priority. So most nights these will not be done (for the foreseeable future). Just wanted everyone aware of this. In addition, Gerry and his crew are focused on making sure all hand sanitizers are always full. This is a large effort as there are so many in the building. If you find one that is empty, please just email Gerry and we will get it taken care of right away. We will also have extra disinfectant spray bottles for classroom use available in Gerry’s office in the very near future. I will send an email to staff when these arrive. We will provide these to any staff member who would like one. It will be as simple as emailing Gerry.

- Just a reminder that we do not offer breakfast during Advisement for students. If there is a legitimate issue you are aware of in terms of students being hungry, please let an Administrator know and WE WILL MAKE SURE that students get food. We don’t want anyone hungry. That being said, we cannot have students being sent to the West Café unsupervised during Advisement. Everyone’s help with this is truly appreciated.

- If you need to take a half day during the day (meaning you had not been planning on taking a half day and are at work), please make sure that you let your administrator, their secretary, and Linda Pelin know. This is vital for us to make sure we have proper coverage for your classes.

- ALC Update: Thank you to Patty and all of our teachers who are assigned to the ALC for all of their hard work. Overall, things have gone very well this year and we have turned this into a focused learning environment for our students who are assigned there. Over the next four weeks, we are trying a new communication procedure with faculty. All teachers will be able to log into Schoology and access what their students completed during their ALC time: It is found in the HS Faculty Meeting Schoology Course in the ALC folder:
You just click on ALC Log and you can access information on your students in terms of what they completed!

- Classroom attendance should be taken within the first five minutes of class. Please be as consistent as possible in taking timely and accurate attendance for every class. If you ever have a question regarding a student’s attendance, Deb Ferris is simply awesome and would be happy to answer any questions you might have about individual students/situations.

- Annual Teacher Roster Verification Process: Please refer to the email sent by our very own Director of Student Services Mr. Timothy O’Connor on 2/12 at 6:21 AM (I didn’t know DO people were working that early ;-)). In all seriousness Tim’s email explains this process in detail. Any questions please ask Lori McSorley or Trish Phelps (ext. 5159). This must be completed by **Friday 3/6 (today)**.

- Thank you to everyone for their consistency with the use of our sign in/out books and writing passes during Advisement. Please continue to be vigilant with this procedure. I try to be in the hallways as much as possible; and when I am, I see the vast majority of students with signed planners and moving with a purpose. This is awesome. We will be scheduling some hall sweeps in the near future to reinforce the need to be on time, but again overall as a staff, I believe we are doing a great job reinforcing the need to be on time and if you are in the hallway you need to have a pass (or Honors Pass if not during Advisement) and moving with a purpose.

**Upcoming Faculty Meetings**

- **3/10:** This meeting will be a continuation of our work from our breakout sessions on Social Emotional Learning. Director O’Connor and his staff will be facilitating these activities once again. On Monday, I will send out room assignments to the faculty (they will be the same as last time). Please plan on this meeting lasting until 3:15 (at the latest) and bring with you your laptop and a writing utensil.

- **3/24:** We had originally planned on this meeting to be focused on teacher collaboration (where we don’t have a formal faculty meeting) and health and wellness. However, we have a wonderful opportunity to continue our discussion on Cultural Responsive Education. I am very excited to be able to share that as a continuation of our discussion and training surrounding Culturally Responsive and Sustaining Education, Dr. Kiah Nyame, an educator and counselor with expertise in this area, will be joining us on March 24, 2020, during our faculty meeting in the PAC. “Dr. K” was instrumental in supporting our DASH2Change students in planning for and implementing the March 2019 ROC2Change Summit on Race. In developing his lesson, he will build upon the information from the fall and January lessons on CRE, and has been supplied with
your feedback from the KWL Charts which you created during the 1/21/2020 staff development with Steve. Please join us in the PAC on 3/24/2020 from 2:20 p.m.-3:10 p.m. for this timely and relevant professional learning opportunity.

Principal's Message

My message will be brief for this RANGER Report 😊.

I simply wanted to thank our DASH2Change students and Julie Brennan, Joe DiTucci, Steve Lysenko, and Tamara VanLoo for all of their work during Black History Month. This was by far the most extensive and meaningful celebration we have had at the HS in my 15 years as an Assistant Principal and Principal, and I look forward to building on this work next year. In addition, our work with Culturally Responsive Education will help to ensure that we are celebrating, learning about, and experiencing all of the cultures that make up our diverse learning community on a daily basis. Simply great work that I am so proud to be a part of. There is still a lot of work to be done, but I believe we are on a great path as a learning community.

Below is another interesting article on grading from Jessica. It is quick read and provides some ideas on how to hold students accountable for behaviors while not having that included in their grade. The link for the author’s web page follows, it contains other interesting articles and forms. [https://mrsbyars.blogspot.com/2018/12/grade-reform-you-can-still-hold-kids.html](https://mrsbyars.blogspot.com/2018/12/grade-reform-you-can-still-hold-kids.html)

I hope everyone has a great weekend!

**Grade Reform: You Can Still Hold Kids Accountable**

- December 11, 2018

One of the biggest pushbacks I get with Standards-Based Grading is that kids need to learn responsibility and without punitive grades from late work or missing assignments they will not be held accountable to their actions.

I've talked about this topic before when I explained why I don't grade everything but the issue of how to create systems of accountability comes up all the time. I had a twitter conversation about it again last night so here are some of the things I have tried and some of the things to consider when working to hold students accountable in a standards-based classroom.

**Make Them Turn In Something**

Most of the books I have read on Grading Practices have stated that you need to collect something from every student when an assignment is due. I believe in this practice on big assignments and I find its power lies in consistency and repetition. When it is time to turn in that assignment I ask for them all to take it out and put it on their desk, if they don't have it I give them a form to complete, if it is clearly incomplete I give them a form to complete. If you use an LMS to have them turn in work then give the forms out immediately after the turn in time for that task or assignment. The forms are about making them accountable to turn in something, they don't get to get away with not doing anything and the forms ask them to make a plan for when they will turn in the assignment as a reminder that the assignment is essential to their learning.
The forms are then stored in a file for that student and become a record of their reasoning for why they haven't done the work. You can use this information when contacting home or when conferencing with the students. Will there be students who don't care and don't take the form seriously? Yes, but if a student is truly not doing any of the work and you have them fill out the form, it acts as a starting point for conversation. You have given them the opportunity to explain their why, you've asked them to be accountable for their actions if they don't take those opportunities that is on them but now you have more pieces to the puzzle of why this student chooses not to do the work.

I think most teachers have that student in each of their classes that needs more help and support to get back on track than the individual teacher can give, these forms help paint a picture when we go to administration or counselors for help with a student like that. Now it's not just "I have a student who doesn't do anything, how can we help this kid?" Now you can walk into that meeting with "I have a student who doesn't do anything, here is what he has told me, how do we help this kid?"

**Make a Meaningful Consequence For Them**

Just because you do not impact a letter grade doesn't mean there can't be consequences. If deadlines and due dates are important in your classroom then create consequences for not meeting them. The point of Standards-Based Grading is to make sure the grade is an accurate measure of what they know and can do, the point is not for it to be easier for the student but for the grade to be more accurate.

When creating your consequences it is important to remember that a point penalty on late work doesn't make students finish their work on time, it makes students copy and cheat. Because of this, it is important to measure and determine appropriateness, if the consequence is too harsh and too severe then students will continue the culture of cheating. For example, in my AP Class when measuring classwork and homework combined, they are allowed 2 missing assignments at a time with no consequence (these assignments are not assessments, they are the daily work in class) but once they hit three I email home. If they have 4 or more they get an invitation to an academic intervention which is just a tutoring session during Office Hours or after school. On formative assessments and summative assessments, there is less wiggle room. If it is missing, they get an email home immediately.

But these are the consequences that work for my students, yours may need something different. This is one of the areas where I truly believe there is not one perfect way to make this work for every class, instead, it depends on the students in the room.

**Conferencing**

If there is really a pattern of behavior that needs to be addressed a conference can sometimes turn things around. It gives students the opportunity to explain their actions and allows you a chance to help to clarify any misunderstandings or perceptions the student may have about a grade. This is a great place to bring out the No Work forms and discuss the patterns you see but in the end, try and get the student talking more than you, you are trying to find what the issue is. I believe in taking the approach of gathering knowledge and not the approach of the conferences being punitive. I want students to see it as their time with me to express themselves more than anything.

**Celebrate the Awesome**

This one won't work for every student but just as you call home for negative behavior or document when things are missing remember to celebrate the awesome even more. I call and email home for outstanding work, when there is no missing work, or just because a student was kind and caring in my class that day. I don't call or email every single
day but I make a point to make positive contact once a week. The easiest is through the mass email function our
grade reporting system has, I'll click all who scored high on a summative assessment and tell their parents to take
them out for ice cream to celebrate all the hard work they put in to earn that score.

I don't give pretty points on assignments but I will shout to the world about the amazing work my students did on
Twitter or Instagram. Knowing there is recognition for hard work means something to a lot of our students so
sometimes when the reward they knew before is taken away (they get full credit for turning it in on time) they may
not participate at the level they used to.

And Finally,
Again, this won't work for every student. But by having systems in place to address issues of compliance and work
ethic it will help the culture of your classroom. Having systems of accountability will help students see the
importance of timeliness without it impacting them academically.

If you've done any research on school-wide behavior and the tiers of intervention (which can both be applied
academically and behaviorally) then you know that most systems that have been studied have found that a small
percentage of school populations need more than the average classroom teacher can provide as an intervention. The
more we as teachers can document, both through test scores and narrative data, what is happening with a student the
more likely we are to get them the intervention they need. Going Standards-Based won't magically help these
students, these students still need more than the average classroom can provide but going Standards-Based often
makes it easier to see where the struggles really are since they are no longer masked behind 10 point worksheets and
100 point projects.