



**Dake Junior High School**  
*School Based Plan*  
*2022-2023*

**Essential Question:**

How do we hold high expectations for all students and help them develop a sense of agency?

Student agency is thus defined as **the capacity to set a goal, reflect and act responsibly to effect change**. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others (Education Reimagined.org)

**Learning Targets:**

- **I can** strengthen my instructional planning, lesson delivery, and response to students’ strengths and areas of growth by using the instructional model and data review processes.
- **I can** further develop my understanding of restorative practices, social-emotional learning, and culturally responsive education practices to create and maintain an environment where all students, staff, and families feel welcome, safe, valued, and supported.
- **I can** strengthen my grading practices to support high quality learning and achievement while promoting equity for all students.

**Data:**

Dake Junior High School Building-Level Data

Content Area	Grade	Measure	Level	20-21 Actual	21-22 Actual	22-23 Goal	Q1	Q2	Rev. Goal	Q3	22-23 Actual
All Courses	7	Final Weighted Average	Proficiency	89.0%	97.8%	98.0%					
			Mastery	40.0%	50.7%	52.0%					
	8	Final Weighted Average	Proficiency	83.0%	91.3%	92.0%					
			Mastery	29.0%	35.0%	36.0%					
English	7	Final Weighted Average	Proficiency	98.3%	98.5%	99%					
			Mastery	52.6%	67.4%	68%					
	8	Final Weighted Average	Proficiency	92.1%	96.6%	97%					
			Mastery	40.1%	46.4%	47%					
Math	7	Final Weighted Average	Proficiency	98.3%	99.3%	99.5%					
			Mastery	58.2%	76.4%	77%					
	8	Final Weighted Average	Proficiency	82.5%	96.2%	96.5%					
			Mastery	30.2%	49.5%	50%					
	Algebra	Final Weighted Average	Proficiency	97.8%	100%	100%					
			Mastery	51.1%	72.3%	72.5%					
Science	7	Final Weighted Average	Proficiency	97.4%	99.3%	99.5%					
			Mastery	56.4%	62.3%	64.0%					
	8	Final Weighted Average	Proficiency	96.4%	98.4%	99.0%					
			Mastery	39.1%	37.0%	40.0%					
	Living Envir.	Final Weighted Average	Proficiency	95.6%	100%	100%					
			Mastery	68.9%	75.0%	77.0%					
Social Studies	7	Final Weighted Average	Proficiency	96.7%	99.6%	99%					
			Mastery	67.3%	81.5%	80%					

	8	Final Weighted Average	Proficiency	96.8%	98.3%	98%				
			Mastery	60.2%	62.1%	63%				
World Language	7	Final Weighted Average	Proficiency	97.2%	99.2%	99%				
			Mastery	81.4%	89.1%	90%				
	8	Final Weighted Average	Proficiency	93.7%	98.2%	98%				
			Mastery	63.3%	71.2%	72%				

Dake Junior High School NYS and Regents Data 2022-2023

Content Area	Grade	Measure	Level	18-19 Actual	20-21 Actual*	21-22 Actual	22-23 Goal	22-23 Actual
English	7	NYS ELA	Proficiency	45%	65%	59%	65%	
			Mastery	14%	18%	34%	40%	
	8	NYS ELA	Proficiency	45%	73%	54%	65%	
			Mastery	24%	43%	24%	32%	
Math	7	NYS Math	Proficiency	49%	56%	42%	50%	
			Mastery	22%	11%	15%	22%	
	8	NYS Math	Proficiency	26%	5%	18%	25%	
			Mastery	5%	0%	2%	5%	
Algebra	8	Algebra Regents	Proficiency	100%	100%	99.1%	100%	
			Mastery	60.9%	62.2%	20.5%	40%	
Science	8	NYS Science	Proficiency	86.5%	57.9%	76.1%	80.0%	
			Mastery	40.3%	5.3%	30.7%	34.0%	
Living Environment	8	Living Environment Regents	Proficiency	100%	100%	100%	100%	
			Mastery	85.3%	70%	58.3%	65.0%	
World Language	8	Final Weighted Average	Proficiency	99%	97.2%	98.2%	98%	
			Mastery	80%	63.3%	71.2%	72%	

\*Except for World Language, only a small number of students sat for exams during the 2020-2021 school year due to NYS Regents guidance and a hybrid learning structure.

Dake Junior High School i-Ready Data 2022-2023

Content Area	Grade	Measure	Level	18-19 Actual	20-21 Actual*	21-22 Actual	22-23 Goal	22-23 Actual
Reading	7	Percent of students at grade level	Proficiency	39%	51%	59%	65%	
Math	7	Percent of students at grade level	Proficiency	31%	42%	58%	65%	
Reading	8	Percent of students at grade level	Proficiency	37%	49%	45%	55%	
Math	8	Percent of students at grade level	Proficiency	10%	23%	19%	25%	

# Building Based Goals

**Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)**

**Goal(s):**

- Strengthen instructional planning, lesson delivery, and response to students’ strengths and areas of growth by using the K-12 Instructional Model and data review processes.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Use the K-12 Instructional Model to inform all stages of the planning process and teacher professional goals for the year.</li> </ul>	Walkthroughs, Department meetings, supervision, planning, data reviews	Admin, Contact Teachers, Supervisors, Directors, ASI	Goal: Teachers/departments will identify a component to strengthen in their daily practice.	Goal: Teachers/departments will show evidence of progress in the component of focus.
			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> <li>Use a data protocol to analyze building data (holistically and by sub-group) to identify student centered strengths and areas of need.</li> </ul>	School Based Planning team meetings, Cabinet meetings	Admin, Contact Teachers, School Based Planning Team	Goal: Learn the Data Wise process through the use of attendance and discipline data.	Goal: Learn and use the Data Wise process to identify what trends we want to look at.
			Updated Progress:	Updated Progress:

**Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/Department - Supervision)**

**Goal(s):**

- Further develop an understanding of restorative practices, social-emotional learning, and culturally responsive education practices to create and maintain an environment where all students, staff, and families feel welcome, safe, valued, and supported.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Identify and implement effective culturally responsive education practices to create a welcoming and affirming environment that contributes to an increase in attendance and decrease in disciplinary incidences.</li> </ul>	Surveys, Youth Risk Behavior Cabinet, SBPT, admin. meetings	SBPT, Cabinet, Admin	Goal: All staff will implement community values and expectations to enhance the school culture.	Goal: All staff embed community values and expectations into daily lessons and interactions with students.
			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> <li>Continue to build a common vision and definition of restorative practices and social emotional learning in and outside the classroom.</li> </ul>	Meeting minutes, surveys, feedback, walkthroughs	Admin, Cabinet, SBPT, Exec.PST	Goal: Develop a common understanding of restorative practices.	Goal: All staff use common language and implement elements of restorative practices.
			Updated Progress:	Updated Progress:

**Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)**

**Goal(s):**

- Strengthen processes and communication to align instructional, grading, and culturally responsive education practices within and across buildings.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>• Use research-based standards-based grading practices to strengthen grading systems that promote equity for all students.</li> </ul>	Faculty meetings, supervision, walkthroughs, Cabinet meetings	Admin, Contact Teachers, Supervisors, Directors, ASI	Goal: Research equitable standards-based grading practices.	Goal: Implement grading practices that are accurate, bias resistant, and motivate students.
			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> <li>• Align and share research-based best practices for instruction that meets the needs of all students                             <ul style="list-style-type: none"> <li>○ K-12 Instructional Support Team (IST) process</li> <li>○ K-12 Problem Solving Team (PST) process</li> </ul> </li> </ul>	IST, PST, Cabinet, CSE referrals	Admin, Contact Teachers, Team Leaders, Supervisors, Directors, ASI	Goal: Refine current meeting structures to reflect K-12 alignment.	Goal: Implement aligned structures at IST and PST meetings.
			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> <li>• Strengthen and refine communication practices between buildings to support student transition.                             <ul style="list-style-type: none"> <li>○ Acceleration process</li> <li>○ Course selection</li> <li>○ Student transition meetings</li> <li>○ College and career student planning</li> </ul> </li> </ul>	Admin meetings, Exec. PST, Counselor/Admin meetings	Admin, Counselors, Mental Health team	Goal: Reflect and refine current communication practices for transitions	Goal: Develop a comprehensive document that outlines timeline and tasks for transitions.
			Updated Progress:	Updated Progress:

# **Department Goals and Strategies**



<b>Department: Art</b>				
<b>Goal:</b> Strengthen and align Standards-Based Grading practices in Art.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Use research-based standards-based grading practices to strengthen grading systems that promote equity for all students.	Collaboration with colleagues	Art Teachers	Goal: Teachers will work together to establish Standards-Based grading systems that align and display consistent language in the gradebook.	Goal: Teachers are equipped to implement Standards-Based Grading consistently.
	Shared department resources		Updated Progress:	Updated Progress:

<b>Department: Counseling</b>				
<b>Goal:</b> Strengthen processes and classroom lessons to address student mental health needs.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>• Strengthen current, and add new, student mental health lessons               <ul style="list-style-type: none"> <li>○ Assess student mental health needs</li> <li>○ Research best practices for Mental health group support</li> <li>○ Pilot group supports based on student need and feedback</li> </ul> </li> </ul>	-Counselor/ counselor admin meetings -Dept. Meeting crosswalk planning	-Dake counselors, admin, K-12 counseling department	Goal: Assess student mental health needs through internally developed student surveys as well as research best practices for mental health group support	Goal: Hold piloted group based on student feedback and needs
				Updated Progress:

<b>Department: English</b>				
<b>Goal:</b> Continue to work with the Humanities Team and individual departments to align instructional and culturally responsive education practices within and across buildings.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Align and share research-based best practices for instruction that meets all students</li> <li>Use department meetings and humanities meetings to further educate ourselves as educators on culturally responsive education practices</li> <li>Update curriculum where necessary and needed</li> <li>Roll-out new humanities 7 &amp; 8 Curriculum that was developed over this past summer</li> </ul>	Department and Humanities meetings, department planning	Teachers, contact teachers, Humanities team	Goal: Incorporate more diverse voices by adding titles to our units in English and within the humanities curriculum.	Goal: Begin re-working and editing our current curriculum to be more inclusive. Continue this work into summer 2023.
			Updated Progress: .	Updated Progress:

<b>Department: Family and Consumer Science (FACS)</b>				
<b>Goal:</b> To continue to implement appropriate practices within lessons to increase the rigor of the learning experiences.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Utilize the West Irondequoit CSD K-12 Instructional Model and the Lesson Plan Template to support the learning experiences and focus of the lessons.</li> </ul>	Observations	FACS teacher	Goal: Have used the model Lesson Plan Template that is complete at least twice. K-12 Instructional Model will be used daily.	Goal: Teacher has implemented the K-12 Instructional Model in all lessons- evident in observations. Using the Lesson Plan Template four times.
	Self- Reflection Department meetings			
	Collaboration with colleagues		Updated Progress:	Updated Progress:

<b>Department: Health</b>				
<b>Goal:</b> To continue to strengthen and align our standard based grading practices while differentiating and modifying curriculum to ensure all students have the ability to succeed				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Implement a consistent grading rubric/assessment for ALL health classes aligning to specific standards</li> </ul>	Department meetings	Health Teachers	Goal: To create a consistent grading rubric aligned to the up to date standards for 2 health units	Goal: To create a consistent grading rubric aligned to the up-to-date health standards for 4 health units
	Formative Assessments		Updated Progress:	Updated Progress:
	Summative Assessments			

<b>Department: Mathematics</b>				
<b>Goal:</b> To promote student independence towards mastery, continue to provide meaningful and specific feedback to students in a timely manner.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Across grade levels, use consistent rubric for grading assessments which align to the standards.</li> </ul>	Conferences	Math Teachers	Goal: Conference with students to understand the feedback and scores at least twice.	Goal: Create cover sheets for students (grades 7-8) to be able to determine which standards from the unit they still need to work on from the unit assessment.
	Assessments		Updated Progress:	Updated Progress:
	Department/ Planning Meetings			

**Department: Music**

**Goal:**

- Strengthen processes and communication to align instructional, grading, and culturally responsive education practices within and across buildings.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>• Provide a rigorous and achievable musical education to all Dake students regardless of experience or means while instilling an appreciation for making music as an intrinsic human endeavor.</li> </ul>	Formative and Summative assessments, daily and weekly check-ins	All Dake Music Faculty	Goal: Concert performances or completion of class projects demonstrate progress over time, allowing for reflection about the “journey” not just the final result  Increased numbers of new music students into instrumental programs  Through an investment of time and effort into developing musicianship in all ensembles/classes, students develop an appreciation for making music and how it can benefit their well-being	Goal: Concert performances or final class projects (performance of understanding)  Improved skill level and retention of information in all grade-level concepts
			Updated Progress:	Updated Progress:

**Department: Physical Education**

**Goal:**

- Implement standards-based instruction opportunities that are accessible to all students and differentiate/modify activities appropriately for students in order to improve their overall understanding of personal fitness
- Due to schedule changes and smaller class sizes, allow students more individualization, in regards to instruction and curriculum
- Create more opportunities for student learning by introducing new units, sports, and activities

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>• Use of other pathways to instruct students with more individual/dual activities and sports, team sports, cooperative games, Sport Education model</li> <li>• Implement new sports (individual, dual, and team) within the curriculum. (Activities that may have otherwise been impossible with previous class sizes in past years)</li> </ul>	Formative and summative assessments	Dake PE Staff	Goal: Continue to align curriculum and grading system with high school	Goal: Allow students to have more freedom in choosing their curriculum when there are multiple instructors. Create pride and exploration in learning by allowing independent choice within the curriculum.
	Data Analysis of Course Outcomes		Updated Progress:	Updated Progress:

**Department: Science**

**Goal:** Strengthen lesson development and grading practices to support high quality learning and achievement while promoting equity for all students.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Continue to refine department common formative assessments to strengthen student understanding of scientific skills and content.</li> <li>Utilize the West Irondequoit CSD K-12 Instructional Model to support the scaffolded introduction of standards-based grading rubrics for developed CFAs.</li> </ul>	Science department meetings	Science Teachers	Goal: Implement 2 CFAs per grade level following directed instruction on component pieces assessed in the rubric.	Goal: Implement 4 CFAs per grade level looking for an increase in student understanding of each component
			Updated Progress:	Updated Progress:
<p><b>Goal:</b> Utilize the district UBD format to develop and implement new curriculum matched to the new Next Generation Science Standards in preparation for the new NYS Science 8 assessment to be administered in Spring 2023.</p>				
<ul style="list-style-type: none"> <li>Each grade level will develop and implement two new units.</li> </ul>	Science department meetings	Science Teachers	Goal: Finalize and implement one unit per grade level.	Goal: Finalize and implement two units per grade level.
			Updated Progress:	Updated Progress:

<b>Department: Social Studies</b>				
<b>Goal:</b> Using the K-12 Instructional Model, refine department common formative assessments to strengthen student understanding of historiographical thinking skills. Integrate social emotional learning to maintain rigor and promote respectful conversations to support student development tied to civic readiness.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Department will revise common formative assessments to align them vertically.</li> <li>Department teachers will co-create with students a shared set of norms for class discussions</li> </ul>	Individual teacher analysis and grade level department analysis  Develop during dept. planning time	Department teachers	Goal: revise two CFA to share within department	Goal: Establish co-created norms for class discussion varieties (debate, fishbowl, circles)
			Updated Progress:	Updated Progress:

<b>Department: Student Services</b>				
<b>Goal:</b> Assess and implement Student Services practices that ensure equity, inclusion, and access for all students, regardless of identity markers, with high expectations and rigorous instruction.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Develop and implement grade-specific lessons focused on equity tied to needs and support as well as increasing self-awareness related to learning profile, disability, and individual need in order to increase student voice in decision making</li> <li>Create and implement standardized questions to elicit parent input and collaboration in IEP writing and decision making so families can feel welcome, safe, valued, and supported through CSE processes</li> </ul>	Planning Meetings	Student Services teachers	Goal: develop lesson and standardized parent questions	Goal: implement lesson and gain parent input using standardized questions
			Updated Progress:	Updated Progress:

**Department: Technology**

**Goal:** Explore and implement a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Continue to create video lessons and support materials to provide students with opportunities to access lessons, support and software using Schoology.</li> <li>Utilize staff development and collaboration with colleagues to develop skills and strategies to meet the needs of students with diverse backgrounds, and learning needs</li> <li>Collaboration with colleagues to develop lessons, support materials, skills and strategies for integrating new technologies and assessments.</li> </ul>	Dept Meetings	Teachers IHS/DAKE	Goal: Teachers incorporate instructional approaches delivered using various forms of technology to provide students with opportunities to demonstrate master of learning outcomes	Goal: Evaluate data from various formative and summative assessments to demonstrate growth
			Updated Progress:	Updated Progress:



**Department: World Languages**

**Goal:** Continue to strengthen and align Standards-Based Grading practices in a consistent manner across all World Languages.

<b>Action Plan</b> <i>Include targeted instructional practice to examine</i>	<b>Plan to Assess</b>		<b>Mid-Year Goal &amp; Progress</b>	<b>End of the Year Goal &amp; Progress</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Use research-based Standards- Based Grading practices to strengthen grading systems that promote student-centered learning by having students reflect on their learning and brainstorm strategies on how to increase their progress towards the standards.</li> </ul>	Department meetings  Collaboration with colleagues  Shared department resources  Evaluation of student reflection samples.	World Languages Teachers	Goal: All teachers will have an example of a Standards-Based graded assignment that uses consistent language including a reflection piece for students who would like to reflect and improve upon their progress.	Goal: Teachers are equipped to implement Standards-Based Grading including a process for reflection and revision across languages in a consistent manner.
			Updated Progress:	Updated Progress: