



Irondequoit High School
School Based Plan
2022-2023

Essential Questions:

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.

IHS Data Summary

2021-2022 Final Weighted Average (FWA) Student Performance by Content Area:

English FWA				
Count of Students	0-64	65-79	80-100	Grand Total
9	3.68%	38.46%	57.86%	100.00%
10	8.81%	26.78%	64.41%	100.00%
11	10.58%	28.47%	60.95%	100.00%
12	2.19%	30.63%	67.19%	100.00%
Grand Tot	6.14%	31.14%	62.71%	100.00%

Math FWA				
Count of Students	0-64	65-79	80-100	Grand Total
9	9.33%	30.00%	60.67%	100.00%
10	8.28%	35.86%	55.86%	100.00%
11	10.11%	31.41%	58.48%	100.00%
12	4.07%	27.60%	68.33%	100.00%
Grand Tot	8.18%	31.43%	60.39%	100.00%

Science FWA				
Count of Students	0-64	65-79	80-100	Grand Total
9	9.90%	31.74%	58.36%	100.00%
10	8.33%	34.38%	57.29%	100.00%
11	11.83%	30.15%	58.02%	100.00%
12	4.83%	27.59%	67.59%	100.00%
Grand Tot	9.21%	31.48%	59.31%	100.00%

Social St. FWA				
Count of Students	0-64	65-79	80-100	Grand Total
9	3.34%	38.13%	58.53%	100.00%
10	7.40%	36.01%	56.59%	100.00%
11	7.93%	29.88%	62.20%	100.00%
12	2.63%	20.39%	76.97%	100.00%
Grand Tot	4.85%	28.98%	66.17%	100.00%

World Language FWA				
Count of Students	0-64	65-79	80-100	Grand Total
9	3.34%	38.13%	58.53%	100.00%
10	7.40%	36.01%	56.59%	100.00%
11	7.93%	29.88%	62.20%	100.00%
12	2.63%	20.39%	76.97%	100.00%
Grand Tot	4.85%	28.98%	66.17%	100.00%

2020-2021 Final Weighted Average (FWA) Student Performance by Content Area:

FWA - Content ranges ENGLISH						
Count of Students	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	13.48%	30.85%	46.81%	0.35%	8.51%	100.00%
10	6.04%	30.19%	50.57%	1.51%	11.70%	100.00%
11	11.19%	27.62%	46.15%	2.80%	12.24%	100.00%
12	5.04%	30.58%	32.01%	15.47%	16.91%	100.00%
Grand Total	9.00%	29.79%	43.83%	5.04%	12.33%	100.00%

FWA - Content ranges Mathematics						
Count of Students	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	12.41%	34.40%	49.29%	1.06%	2.84%	100.00%
10	17.36%	33.58%	42.26%	3.77%	3.02%	100.00%
11	12.59%	31.12%	41.61%	6.29%	8.39%	100.00%
12	2.52%	17.27%	24.10%	12.95%	43.17%	100.00%
Grand Tot	11.16%	29.07%	39.33%	6.03%	14.40%	100.00%

FWA - Content ranges Science						
Count of Students	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	15.25%	32.98%	48.58%	0.00%	3.19%	100.00%
10	17.36%	30.57%	49.06%	0.38%	2.64%	100.00%
11	18.18%	28.32%	31.47%	7.69%	14.34%	100.00%
12	3.96%	16.19%	25.54%	3.96%	50.36%	100.00%
Grand Total	13.68%	27.00%	38.52%	3.06%	17.73%	100.00%

FWA - Content ranges Social Studies						
Count of Students	0-64	65-79	80-100	Sem Class	#N/A	Grand Total
9	13.83%	31.56%	52.13%	0.71%	1.77%	100.00%
10	5.28%	28.68%	48.30%	15.85%	1.89%	100.00%
11	15.38%	28.67%	34.62%	19.58%	1.75%	100.00%
12	0.72%	0.36%	0.72%	95.32%	2.88%	100.00%
Grand Tot	8.91%	22.32%	33.84%	32.85%	2.07%	100.00%

FWA - Content ranges World Language					
Count of Students	0-64	65-79	80-100	#N/A	Grand Total
9	20.21%	17.02%	46.81%	15.96%	100.00%
10	14.34%	12.83%	51.32%	21.51%	100.00%
11	8.74%	5.94%	36.71%	48.60%	100.00%
12	7.19%	3.96%	29.86%	58.99%	100.00%
Grand Total	12.60%	9.90%	41.04%	36.45%	100.00%

Student Sub Group Overall Performance 2021-2022:

Black FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	11.22%	45.19%	43.59%	100.00%
10	19.59%	35.92%	44.49%	100.00%
11	15.41%	40.98%	43.61%	100.00%
12	7.35%	29.39%	63.26%	100.00%
Grand Tot	13.02%	37.96%	49.02%	100.00%

Latinex(Hispanic) FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	9.41%	36.63%	53.96%	100.00%
10	16.22%	36.49%	47.30%	100.00%
11	22.85%	29.96%	47.19%	100.00%
12	9.80%	24.51%	65.69%	100.00%
Grand Tot	13.90%	32.29%	53.81%	100.00%

White FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	4.17%	16.28%	79.56%	100.00%
10	3.56%	18.63%	77.81%	100.00%
11	5.64%	15.93%	78.43%	100.00%
12	3.34%	17.19%	79.46%	100.00%
Grand Tot	4.13%	17.08%	78.79%	100.00%

ELL FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	0.00%	66.67%	33.33%	100.00%
10	0.00%	28.57%	71.43%	100.00%
11	1.43%	15.71%	82.86%	100.00%
12	11.25%	31.25%	57.50%	100.00%
Grand Tot	4.88%	26.34%	68.78%	100.00%

504 FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	7.57%	28.08%	64.35%	100.00%
10	2.30%	23.61%	74.10%	100.00%
11	12.83%	23.91%	63.27%	100.00%
12	5.06%	22.32%	72.62%	100.00%
Grand Tot	7.07%	24.44%	68.49%	100.00%

Students with Disabilities:

SWD FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	6.02%	35.86%	58.12%	100.00%
10	16.06%	31.52%	52.42%	100.00%
11	9.16%	28.21%	62.64%	100.00%
12	6.58%	25.51%	67.90%	100.00%
Grand Tot	9.53%	30.94%	59.53%	100.00%

All Students FWA				
Count of S	Column			
Row La	0-64	65-79	80-100	Grand Total
9	5.78%	24.23%	69.99%	100.00%
10	7.15%	23.01%	69.84%	100.00%
11	8.85%	21.57%	69.59%	100.00%
12	4.72%	20.21%	75.07%	100.00%
Grand Tot	6.57%	22.26%	71.17%	100.00%

Attendance – By Percent:

- Chronic Absenteeism is defined by NYS as 18 or more missed days / 180 or 90% or higher attendance. This means that students cannot miss more than 17 days all year.
- Students cannot miss more than 10% of the time enrolled.

- WICSD Policy 7140 acknowledges the importance of attendance as a vital component of learning and achievement and may deny course credit to students whose attendance falls below 85% of the scheduled class meetings.

ATTENDANCE						
Count of	Color					
Row	0-59	60-79	80-89	90-96	96-100	Grand Total
9	5.33%	11.67%	27.00%	37.67%	18.33%	100.00%
10	3.81%	13.49%	28.37%	38.41%	15.92%	100.00%
11	10.53%	14.29%	22.93%	39.47%	12.78%	100.00%
12	12.00%	24.36%	30.18%	27.27%	6.18%	100.00%
Grand T	7.79%	15.84%	27.17%	35.75%	13.45%	100.00%

~14% of IHS students were chronically absent 2021-2022`1

Graduation and June Diploma Performance

All are recorded in %

	2016	2017	2018	2019	2020	2021	2022
Four Year Cohort Graduation Rate	93	92	97	96	93.15	95.5	Total- 294 in Cohort 92.9 (6 students with CDOS) 94.9= Students Eligible for Regents Diploma
Graduates earning Regents Diploma	97	98	96	95	97	100 (0 local)	86 students
Regents Diploma with Advanced Distinction	59	72	68	71	68	63	187
SWD						84.3 (84% Regents; 14% Adv)	Total = 71.4 %

							Students eligible for a Regents 83% (42-6/36)
Economically Disadvantaged							89.6% (95 out of 106 graduates; 11 non completers)
At Risk							71.4% (5 out of 7 students)
Non-Completers							100%` 17 total 4 moved 14/14graduated in 4 years =
							4.7% (14/298) Ethnicity/Non-Completers: 20% Black (3) 40% White(6) 20% Hispanic(3) 20% Multi(3)
							7.1% (21/294) CDOS students continue until 21=(6) 19% Drop out(4) 33% TASC (7) 19% until 21 (4) 5% Potential August Grads 24% Non Completers (5) 5% Asian (1) 19% Black (4) 38% White (8) 29% Hispanic (6) 9% Multi (2)

Advanced Placement Exams

	2016	2017	2018	2019	2020	2021	2022
Total # of AP students	300	315	318	316	307	283	240
# of exams written	596	593	614	567	538	520	440
% students scoring 3-5	75	70	69	73	71	48 *COVID/HYBRID Year	72
% of graduates with AP credit	35	41	36	43			

ADVANCED PLACEMENT EXAMS 2022 SUMMARY CHARTS BY COURSE

Course Name	Scored 3% or higher	# of students	NY State 3% or higher
Biology	81.8%	22	66%
2 D Art Design	100%	1	84.3%
Calc AB	47.6%	21	50.9%
Calc BC	64.7%	17	75.4%
Chemistry	73.9%	23	57.4%
Computer Sci A	90.9%	11	68.5%
Computer Sci Principles	88.9%	9	57.3%
Drawing	100%	5	88.6%
English Lang	79.5%	39	53.3%
English Lit	90.5%	21	73.2%
German Lang	0%	1	81%
Macro Econ	60.0%	35	55.6%
Music Theory	100%	4	61.9%
Physics	58.3%	36	48.7
Physics C Electricity/ Mag	50%	4	65.5%
Physic C Mechanics	100%	5	72.7%
Psychology	40.7%	27	54.4%
Spanish	100%	1	81%
Statistics	31.3%	16	53.9%
US Govt and Politics	59%	39	46.8%
APUSH	72.5%	51	47.3%
World History	82.7%	52	68%

Fall Course Enrollments Related to School Plan Priorities

2021-2022

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
% of Seniors Enrolled in Math	74	79	79	76	68	66
% of seniors pursuing 4+ credits in Math	60	65	70	70	70	58
% of Seniors Enrolled in Science	61	64	60	58	44	56
% of seniors pursuing 4+ credits in Science	44	48	48	47		47
<i>Percentage of seniors enrolled in September</i>						
Art Courses	521	499	454	517	521	491
Business Courses	550	416	489	503	473	448
World Languages Courses	794	808	756	778	825	791
Seal of Biliteracy Diploma Designation	n/a	26	46	47	40	TBD
Music Courses	256	264	248	262	230	241
Technology/Engineering Courses	498	492	402	404	381	362
<i>Number of students enrolled in September</i>						
CTE Diploma Designation					25	
TOTAL STUDENT POPULATION (9-12)	1204	1183	1155	1184	1171	1156

165/294= 56%
153/294= 53%
131/294= 44.5%
134/294= 45.5%
560
472
712
80
238
430
16
1132

Post High School %

	2015	2016	2017	2018	2019	2020	2021	2022
College Total:	85.30	77.60	81	81.20	81.10	73	65	67.3%
2 year college	25.60	32	24.90	32.10	25.60	21.10		
4 year college	49.70	45.60	56.20	49.20	55.50	52.10		
Employment	8.80	7.80	11.40	10.30	12	7.60	8.4	73%
Military	2.30	1.20	1.80	1.40	2.0	1.0	1.7	1.4
Career Education/Apprenticeship	2.60	1.0	2.20	0.70	1.0	3.8		n/a
Year Off	0.30	2.0	1.8	2.80	1.70	2.10	2.8	
Other/Unknown	0.30	0.30	0	3.20	1.90	12.30	22	13%

Regents Exam Results

*Due to Covid-19, there were no Regents exams during the 2019-2020 school year.

	2015*		2016*		2017*		2018*		2019*		2022	
	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+
CCSS English	98	74	96	74	96	80	92	67	97	69	88	55
CCSS Algebra	81	1	88	9	85	23	87	8	93	27	85	11
CCSS Geometry	71	13	77	17	75	16	81	21	91	38	67	20
CCSS Algebra 2	n/a	n/a	95	5	92	9	95	21	95	30	90	29
Living Environment	94	46	90	31	81	11	84	26	91	49	86	30
Earth Science	71	23	85	51	87	43	85	41	83	40	66	29
Chemistry	78	18	78	26	86	28	92	20	90	33	82	31
Physics	93	45	92	43	89	56	95	46	85	41	71	21
Global History & Geography***	81	49	90	53	88	53	87	55	n/a	n/a	n/a	n/a
New Framework Global History	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	35	90	23
U.S. History & Government	95	67	94	74	94	72	93	68	91	65	n/a	n/a
French	97	72	100	58	100	71	100	48	95	33	98	41
German	100	40	100	38	96	88	100	44	100	53	100	85
Italian	100	44	100	67	100	72	99	61	100	75	100	80
Spanish	97	64	96	51	98	67	98	56	89	49	92	30

All figures are percentages

*Due to the COVID-19 school closure and cancellation of NYS testing, and final exams, there is no end-of-year assessment data for these categories for the 2019-2020 school year.

**Due to the COVID-19 school closure, grading practices for Quarter 3 and Quarter 4 and the process for calculating final weighted averages were adjusted.

Building Based Goals

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

Goal(s):

- Strengthen my instructional planning, lesson delivery, and response to students' strengths and areas of growth by using the instructional model and data review processes.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use the K-12 instructional model to inform all stages of the planning process.	Walkthroughs, Department Meetings, Planning, Supervision, 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 the progress in the component of focus.
			Updated Progress:	Updated Progress:
Use a data protocol to analyze common formative and summative assessment data, holistically and by sub group, to identify student-centered areas of strength and need.	SBPT, Cabinet, Department Meetings	Admin, Contact Teachers/Supervisors, Directors, ASI	Goal: All teachers will learn the Data Wise protocol to inform next steps.	Goal: Use Data Wise Protocols to identify trends respond to student need
			Updated Progress:	Updated Progress:

Goal(s):				
<ul style="list-style-type: none"> 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. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Identify and implement effective comprehensive culturally responsive practices to create a welcoming and affirming environment that contributes to positive academic, attitudinal and social outcomes for students (Social Emotional Learning and Culturally Responsive Education). 	Culture Surveys, Youth Risk Behavior Data, Classroom visits, goal setting meetings, Cabinet, SBPT, admin meetings	SPBT, Cabinet, Admin	Goal: All staff will implement community value (PEAK) lessons and expectations to enhance a positive 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"> Continue to build a common vision and definition of restorative practices and social emotional learning in and outside of the classroom. 	Meeting minutes, surveys, feedback, walkthroughs	Admin, Executive PST, Cabinet, SBPT	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):				
<ul style="list-style-type: none"> Strengthen processes and communication to align instructional, grading, and culturally responsive education practices within and across buildings. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use research-based standards-based grading practices to strengthen grading systems that promote equity for all student learning.	Faculty Meetings, Supervision, Walkthroughs, Department meetings, Cabinet meetings	Admin, Contact teachers, Supervisors, Directors, ASI	Research equitable standards-based grading practices.	Implement grading practices that are accurate, bias resistant, and motivate students.
			Updated Progress:	Updated Progress:
Align and share research-based best practices for instruction that meets the needs of all students. <ul style="list-style-type: none"> Align K-12 Instructional Support Team Process (IST) Explore models for 10-12 IST process Align K-12 Problem Solving Team Process (PST) 	RtI planning, IST, Transition meetings	Admin, team leaders, contact teachers	Goal: Refine current meeting structures to reflect K-12 alignment and instructional protocols across all departments	Goal: Implement aligned structures at IST and PST
			Updated Progress:	Updated Progress:
Strengthen and refine communication practices between buildings to support student transition. <ul style="list-style-type: none"> Acceleration process Student transition meetings College and career student planning 	Admin meetings, Executive PST	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

Goal 1 Ex: Utilize K-12 common instructional model and/or the single point rubric to create and focus/revise lessons, assessments and learning experiences.

Goal 2 Ex: Student in course will obtain ____% proficiency and ____% mastery on their final assessment/Regents as predicted through common formative and summative assessments.

Goal3: Ex: Utilize SEL and Restorative Practices strategies to build classroom community through a Tier I tool box in a shared repository to improve student performance.

Department: World Languages				
Goal 1: Align curricula and vertical articulations to meet requirements of newly adopted New York State standards and align assessments to meet those requirements. Units will incorporate culturally responsive practices.				
Goal 2: Continue to integrate SEL practices in our lesson planning, in order to build community, create a safe, supportive classroom environment, and allow students to express themselves in both English and their target language.				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Goal 1: Updated vertical articulation documents in each language which indicate NYS standards at each checkpoint; portfolio of examples of culturally responsive practices used in the World Languages classes	-Dept. Meetings, planning periods, student assessments	Department members	Goal 1: Utilize at least 2 SEL activities and feedback on at least assessments	Goal:
Goal 2: Use of feedback models and restorative practices in skill development and incorporate SEL activities in daily lesson plans when possible. This will include analysis of the K-12 instructional model	-Dept. Meetings, planning periods, student assessments	Department members	Goal 2: Develop 1 feedback model for use in an assessment; develop and implement 1 example of culturally relevant practices	
			Updated Progress:	Updated Progress:

Department: Science
Goal 1: Implement curriculum work aligned with NYSSLS, including analyzing progress toward performance expectations within our individual course areas.

Goal 2: Utilize SEL and Restorative practices to build community and improve student wellbeing.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>Goal 1: Implement at least one NYSSLS-aligned unit designed during collaborative curriculum development. Utilize instructional strategies outlined in these unit plans, which may include formative assessment and feedback, 3D performance tasks, and inquiry learning.</p> <p>Goal 2: Incorporate CASEL framework as we plan to use SEL and restorative practices within lesson planning. May include student reflections, community building circles, warm welcome/get-to-know-you activities.</p>	<p>During Department Meetings</p> <p>During shared planning time</p> <p>Feedback to students and student work</p>	<p>Science Teachers</p>	<p>Goal: (1)</p> <p>(2)</p> <p>Updated Progress:</p>	<p>Goal: (1)</p> <p>(2)</p> <p>Updated Progress:</p>

Department: Math

Goal 1: Utilize K-12 common instructional model to create and focus/revise lessons, assessments and learning experiences.

Goal 2: Utilize SEL strategies to help build a supportive classroom learning community.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>Goal 1: Use the K-12 instructional model to inform all stages of the planning process.</p> <p>Goal 2: Use SEL strategies within lessons to help students make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> During department meetings During common planning time (if possible) 	<p>Math Teachers</p>	<p>Goal 1: Teachers/departments will identify a component to strengthen in their daily practice.</p> <p>Goal 2: Teachers/departments will identify a SEL strategy that</p>	<p>Goal1: Teachers/departments will show evidence of the progress in the component of focus.</p> <p>Goal 2: Teachers/department will show evidence in a lesson of the SEL</p>

			could be used in their lessons.	strategy identified and how it has impacted learning.
			Updated Progress:	Updated Progress:

Department: Social Studies

Goal 1: Prepare students for learning with culturally responsive strategies and practices that promote purpose, meaning and connection for all students.

Goal 2: Review and revise student centered learning experiences that address the social emotional learning of whole child in support of common formative assessments.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>Coach and Prepare Students for Learning with self-regulation warm/ups and warm welcomes. Modeling responsible use of technology, embedding restorative practices to include celebration of student achievement, models of success, active listening skills</p> <p>Executive Functioning tips, ie. being on time with materials ready before the bell rings, checklists, student centered goal reflections. Clear expectations and deadlines.</p> <p>Inquiry based, gradual release learning activities. Use of seminars circles, student choice in performing mastery. Multiple opportunities for self-reflection, goal setting.</p>	<p>Team and Department meetings.</p> <p>IST/PST Process as needed</p> <p>3-5 week data dashboard review</p>	<p>Social Studies Teachers</p>	<p>Goal: Students maintain executive functions and habits that lead to high achievement.</p> <p>Strong culture and climate for learning that builds empathy and compassion for multiple perspectives.</p>	<p>Goal: student sense of ownership and agency with completion of at least 3 complex writing tasks.</p> <p>90% mastery on final assessments.</p>
			Updated Progress: Survey	Updated Progress:

Department: English

Goal 1: Utilize the K-12 instructional model to ensure common learning experiences (instruction, assessment or feedback) for all students.

Goal 2: During department meeting time and per course level, evaluate how and why we teach approved books, looking for opportunities for more cultural responsiveness.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
			Goal:	Goal:
			Updated Progress:	Updated Progress:

Department: Technology

Goal 1:

Goal 2:

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
			Goal:	Goal:
			Updated Progress:	Updated Progress:

Department: Business

Goal 1: Use data from the common formative assessment used in CFM to identify comprehension of financial literacy topics. From this data the department can be better informed on where to focus more efforts on financial literacy topics and age groups.

Goal 2: With the renewed and approved NYSED CTE Diploma endorsement, ensure the 9-12 student body is aware of the opportunity to better inform college and career choices.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Talk with counselors about updates to CTE renewal Connect with Dake FACS teachers to help inform CTE opportunities for NYSED diploma distinction Review assessment results from last year to determine if any subgroups or topics need more focus. 	Department meeting updates	L. DiCesare	Goal:	Goal:
	Email communication/Dept Supervisor WISE test results '21-22	DiCesare/Foster DiCesare, Bucciarelli, Lent	Updated Progress:	Updated Progress:

Department: Music

Goal 1: Utilize the district instructional model to strengthen consistency and delivery of curriculum to engage the learner and promote retention in our program.

Goal 2: Create and Maintain an environment where all students, staff and families feel welcome, safe, valued, and supported and educate the students as to their value as an individual within the ensemble.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>Goal 1: Use the K-12 Instructional model to inform all stages of the planning process.</p> <p>Goal 2: Classroom culture works to define student roles in the ensemble, giving students agency over the impact they have on the ensemble as a whole. Preparation, attitude, attendance and sense of pride for the work they are producing.</p>	Goal 1: Through daily rehearsal, classroom observations, and Concerts.	All Staff	Goal:	Goal:
	Goal 2: Performances, reflections after concert, formative	All Staff	Updated Progress:	Updated Progress:

	assessments in class			
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Department: Art

Goal 1: Instruction and Curriculum: Use the K-12 instructional model to strengthen lessons and units to increase student centered instruction, assessments, feedback, and closure.

Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> 1: Use instructional model to support students through accessing prior learning, formative assessments, frequent feedback, better closure activities and checks for understanding. 2. SEL practices to support learning and wellbeing through culturally responsive practices and supports. 	-lesson planning and supervision process -student data: attendance, engagement, rigor, exit surveys.	All staff	Goal: Increase opportunities for closure, formative assessments, differentiation, and individual feedback to support all learners to increase student engagement.	Goal: Clearer expectations and more targeted student centered learning to support all stakeholders.
			Updated Progress: Use student data to monitor growth and look for areas of teacher strengths and areas of need.	Updated Progress: Increased student engagement, autonomy and independence.

Department: Physical Education/Health

Goal 1: Implement standards- based, culturally responsive opportunities that are accessible to all students. Differentiate activities appropriately for students in order to improve overall understanding and practice of personal wellness.

Goal 2: Proactively build and strengthen relationships to create a sense of community for all students. Students will be provided with opportunities to develop self and relationship management skills in a safe and engaging environment.

Action Plan	Plan to Assess		
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<i>Include targeted instructional practice to examine</i>	How will it be monitored?	Who is responsible?	Mid-Year Goal & Progress	End of the Year Goal & Progress
<p>Goal 1: Use the K-12 Instructional model to inform all stages of the planning process.</p> <p>Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical.</p>	<p>: Lesson planning and supervision process</p> <p>: Student data: attendance, engagement</p>	Health/PE Staff	<p>Goal: Goal 1: Teachers will identify a component to strengthen in their daily practice.</p> <p>Goal 2: Teachers will identify a SEL strategy that could be used in their lessons.</p>	Goal:
			<p>Updated Progress:</p> <p>Use student data to monitor growth and look for areas of teacher strengths and areas of need.</p>	<p>Updated Progress:</p> <p>Use student data to monitor growth and look for areas of teacher strengths and areas of need.</p>

Department: Special Education

Goal 1: Special Education Department will research and implement teacher practices that ensure the equity and access for all students, regardless of identity markers, with high expectations and rigorous instruction in order to build upon social emotional learning.

Goal 2: Strengthen my instructional planning, lesson delivery, and response to students' strengths and areas of growth by using the instructional model and data review processes and collaborate with General Education teachers to support rigorous instruction connected to essential learning standards, SEL Learning Benchmarks, ISTE standards and skills, providing multiple differentiated pathways for achievement and student success with 4-year graduation goal

<i>Action Plan</i> <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		

<p>Goal 1:</p> <ul style="list-style-type: none"> Keep creating shared file of researched based best practices and common language Create toolbox of categorized strategies to promote social emotional learning, culturally responsive education and continued independence towards post secondary outcomes. <p>Goal 2:</p> <ul style="list-style-type: none"> Utilizing the instructional model in co-planning/planning and datawise process to identify student needs Use CFA data to determine appropriate scaffolding and differentiation needed to meet students' learning needs 	<p>Monitored quarterly Classroom observations Collaboration between department members Documented progress monitoring</p>	<p>Special Education Department Teachers Special Education Contact Teacher</p>	<p>Goal:</p> <hr/> <p>Updated Progress:</p>	<p>Goal:</p> <hr/> <p>Updated Progress:</p>
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Department: ENL				
Goal 1: Instructional: Collaborate with co-teachers to create lesson plans that incorporate WICSD Instructional Model/ENL best practices (activating prior knowledge, differentiating materials, group work) that positively impact learning for <u>all</u> students.				
Goal 2: SEL/CRE: Increase communication with ENL families in order to strengthen family and community involvement/relationships.				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<p>-Meet/touch base weekly with co-teachers -Email, message (Remind), call, and write (newsletter) to family members of all ENL students 1-2 times a year</p>	<p>Goal 1: observations Goal 2: Check-ins with admin, counselors</p>	<p>ENL Teachers Content Teachers</p>	<p>Goal:</p> <hr/> <p>Updated Progress:</p>	<p>Goal:</p> <hr/> <p>Updated Progress:</p>

Department: Counseling/Social Work/ Psych

Goal 1: Ensure that through the IST/PST process, that multiple stakeholders, including parent and student, voice is present throughout the problem-solving process.

Goal 2: Enhance existing counselor center lessons to meet the current needs of the student population.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Goal 1: Communicate with student and family prior to intervention meetings; discuss goals, concerns, and next steps from the student lens. Goal 2: Use current trends in the building to adjust lessons to meet needs. Review new Empower U curriculum and use team planning time to align with Counseling Center programming	Goal 1: At meetings, student/family voice will be shared Goal 2: Student feedback will be collected, YRBS data	Counselors, social workers, school psych, substance use prevention counselor	Goal:	Goal:
			Updated Progress:	Updated Progress:

Department: Speech, OT, PT, Audiology

Goal 1:

Goal 2:

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
			Goal:	Goal:
			Updated Progress:	Updated Progress: