



Iroquois Middle School
School Based Plan
2022-2023

Building Based Goals

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

Goal(s):

- Leverage the Data Wise process in order to dig further into data, identify strengths and needs of all learners, and plan to address those needs.

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"> • Cross-reference Economically Disadvantaged, ELL, SWD, and other disaggregated sub-groups and reference points, including attendance. • Implement Data Wise protocols to conduct data dives into subgroup data in order to identify and remove barriers to student success. • Identify and implement Tier-1 best practices in support of rigorous instruction for all students. • Identify and implement additional Tier-2 and -3 best practices in support of rigorous instruction for all students. 	<ul style="list-style-type: none"> • SBPT minutes and data narrative notes • Faculty meeting agendas and feedback • Classroom- and grade-level vocabulary assessments 	<ul style="list-style-type: none"> • SBPT • Principal • Instructional Staff 	Goal: Implementation of Data Wise protocol	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s):

- Create a welcoming and inclusive school community that prioritizes the value and wellness of each individual member through the development and implementation of Restorative Practices and the piloting of social-emotional learning curriculum.

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"> • Continue to develop and implement Tier-1 Restorative Practices, including the daily use of community circles and other relationship-building protocols, affective language, and the social discipline window. • Create opportunities for students to lead Restorative Practices and protocols at the classroom- and building-level. • Develop and implement Tier-2 and -3 Restorative Practices, including the use of circles to repair harm and in alignment with the Code of Conduct. • Pilot the implementation of the Caring School Community SEL curriculum in order to build welcoming and inclusive classrooms and support the development of our students' social and emotional skills. 	<ul style="list-style-type: none"> • RP Survey and Rubric • Feedback from Staff and Students 	<ul style="list-style-type: none"> • Principal • SEL Committee 	Goal: Lessons delivered at Faculty Mtgs and Implemented at Classroom Levels; Rubric/Surveys Implemented w/ SEL Committee	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s):

- Create a welcoming and inclusive school community that prioritizes the value and wellness of each individual member by building our understanding of cultural responsive teaching and learning.

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"> • Develop, enhance, and sustain professional learning in cultural responsive teaching and learning through building-based book study. • Create opportunity for staff to read and study <i>The Dreamkeepers</i> as a small learning community. • Develop a deeper understanding of and capacity for implementing the culturally-responsive elements of <i>identity, skills, intellectualism, and criticality</i> into our daily practice. 	Anecdotal notes and discussion as part of book study. Faculty meeting agendas and outcomes	Principal SEL Committee	Goal: Book study group meeting monthly	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s):

- Provide equitable and effective communication among all stakeholders.

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"> • Review current communication practices. • Identify and share guidance for standardized communication norms across classrooms and grade levels 	SBPT agendas, notes, and minutes	SBPT Principal	Goal: Document and share norms/guidance at faculty meeting	Goal:
			Updated Progress:	Updated Progress:

Department Goals and Strategies

Department: STEAM (Math)

Goal #1:

- Prioritize essential standards and use student-centered instruction to deepen students' understanding and improve student outcomes.

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"> • Increase student mastery and independence through the leveraging of materials provided in MEX and MIF to work towards CCLS and WICSD essential standards outcomes. • Increase the amount of time applying mastered skills to real world situations and spiraling previous learning with new concepts and skills. 	<ul style="list-style-type: none"> • Performance on formative assessments • Teacher observations and student check-ins 	<ul style="list-style-type: none"> • Classroom Teachers • Intervention teachers 	Goal: Student performance on Unit Assessments will show growth in mastery and independence over the course of the year	Goal:
			Updated Progress:	Updated Progress:

Department: STEAM (Math)

Goal #2:

- Implement essential standards framework when utilizing the MEX and MIF resources.

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"> • Build students' proficiency with the core structures of MEX and MIF (utilizing collaborative strategies, heterogeneous and homogeneous grouping, Math Talk, conferencing, etc.) to deepen mathematical understandings. • Provide access to essential standard proficiency and mastery for all students through the use of differentiated learning strategies and materials. 	<ul style="list-style-type: none"> • Performance on formative assessments • Teacher observations and student check-ins 	<ul style="list-style-type: none"> • Classroom Teachers • Intervention teachers 	Goal: Student performance on Unit Assessments will show growth in mastery and independence over the course of the year	Goal:
			Updated Progress:	Updated Progress:

Department: STEAM (Math)

Goal #3:

- Increase student ability to effectively respond to complex problems and utilize sophisticated problem-solving strategies.

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"> • Apply comprehension techniques to math word problems in order to successfully unpack questions and determine steps needed to solve problems 	<ul style="list-style-type: none"> • Performance on formative assessments • Teacher observations and student check-ins 	<ul style="list-style-type: none"> • Classroom Teachers • Intervention Teachers 	Goal: Student performance on Unit Assessments will show growth in mastery and independence over the course of the year	Goal:
			Updated Progress:	Updated Progress:

Department: Humanities

Goal #1:

- Student performance in humanities will show significant progress toward proficiency in, and mastery of, essential standards as measured by iReady and other common 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?		
<ul style="list-style-type: none"> • Engage all students in research-based and rigorous instructional best practices that promote independence and access to sophisticated reading comprehension skills and strategies for all students. • Leverage the use of common assessments to measure student growth and inform instruction in order to support student access to proficiency in and mastery of essential standards. • Provide opportunities for students to engage in the writing process, creating finished works in multiple genres, including a humanities writing piece. • Provide students with opportunities to apply Tier-2 and Tier-3 intervention skills and concepts – including foundational literacy skills and strategies – in their Tier-1 settings. 	<ul style="list-style-type: none"> • Performance on formative and benchmark assessments, progress monitoring assessments, and student goal-setting tools/protocols. • Teacher observations, writing conferences, and student-friendly rubrics • Amplify Skills Boost (when applicable) • Students will engage in goal-setting and self-assessment 	<ul style="list-style-type: none"> • Classroom Teachers • Intervention Teachers • IST/PST Teams 	Goal: Student performance on benchmark assessments will show growth in mastery and independence over the course of the year.	Goal:
			Updated Progress:	Updated Progress:

Department: Humanities

Goal #2:

- Create and implement culturally-responsive instructional practices within our humanities curriculum.

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"> • Make mindful and intentional changes to instructional texts and experiences. • Implement the West Irondequoit CSD Instructional Model and Lesson Plan Template. <ul style="list-style-type: none"> ○ Include application of NYS Social Studies Framework into humanities curriculum. • Engage students in opportunities to explore perspectives, bias, and promote criticality. • Collaborate with colleagues to explore and implement best practices and develop instructional experiences that maximize learning for all students. 	<ul style="list-style-type: none"> • Continual examination of classroom libraries, curricular texts, assignments and projects 	<ul style="list-style-type: none"> • Classroom Teachers • Social Studies TOSA 	Goal: <ul style="list-style-type: none"> • Collaboratively design culturally-responsive instructional practices within our humanities curriculum. 	Goal:
			Updated Progress:	Updated Progress:

Department: STEAM (Science)

Goal #1:

- Increase student use of close reading comprehension strategies to further understand scientific concepts.

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"> • Collaborate within department-based study groups to analyze, adjust, and implement best practices for Tier-1 instruction. • Design and implement lessons utilizing the <i>Amplify</i> curriculum as well as the <i>National Geographic Ladders</i> texts. 	<ul style="list-style-type: none"> • Performance on formative assessments • Performance on Theme exams 	<ul style="list-style-type: none"> • Classroom Teachers • Curriculum Supervisor 	Goal: Implement lesson(s) anchored in <i>Ladders</i> text(s).	Goal:
			Updated Progress:	Updated Progress:

Department: STEAM (Science)

Goal #2:

- Develop, administer, and analyze formative and summative assessments to monitor student progress and inform instruction within a 3-dimensional classroom.

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"> • Develop common formative assessments to measure students' progress toward proficiency in/mastery of the NYSP-12SLS learning standards. • Analyze student performance on CFAs in order to inform differentiated instruction. 	<ul style="list-style-type: none"> • Performance on formative assessments 	<ul style="list-style-type: none"> • Classroom Teachers • Curriculum Supervisor 	Goal: Develop CFA(s) and analyze student performance	Goal:
			Updated Progress:	Updated Progress:

Department: STEAM (Science)

Goal #3:

- Develop and implement lessons based on essential learning standards as outlined in the NYSP-12SLS in order to support mastery and independence for all students, including SWD and ELL subgroups.

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"> Design learning experiences that focus on implementing the NYSP-12SLS through 3-dimensional learning. Engage in collaborative planning based on NYS-12SLS. 	<ul style="list-style-type: none"> Performance on formative assessments Teacher observations 	<ul style="list-style-type: none"> Classroom Teachers Curriculum Supervisor 	Goals: <ul style="list-style-type: none"> Students will show improved ability to engage in collaborative teamwork. Student work features evidence of 3-dimensional learning. 	Goal:
			Updated Progress:	Updated Progress:

Department: Special Areas

Goal #1:

- Build rapport and develop positive relationships with students and their families by learning about their interests and inviting them to share their opinions and concerns.

- Find opportunities to address and incorporate their opinions and concerns.

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"> • Incorporate “community circles” built into warm up or class introductions at the beginning of lessons for students to share interests, background, etc. • Use gained knowledge of student backgrounds to implement into lessons to draw interest, enhance learning and have students take ownership of learning. 	Teacher observations Student surveys	Classroom Teachers	Goal: Students will show increased engagement over time as observed by classroom teachers	Goal:
	Student conferences		Updated Progress:	Updated Progress:

Department: Special Areas

Goal #2:

- Provide inclusive and culturally responsive education for all students

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"> • Allow students to pull and share prior knowledge of activities to help guide instruction to include diverse ideas and life experiences to aid enrichment of curriculum and enhance student understanding and retention of information. • Celebrate students' different cultures and tie them together to specific units and content to create an inclusive atmosphere and develop agency for students with their learning process. 	<ul style="list-style-type: none"> • Teacher observations • Student Conferences • Questioning and student contribution 	<ul style="list-style-type: none"> • Classroom Teachers 	Goal: <ul style="list-style-type: none"> • Students will demonstrate the ability to draw from their own experiences to enhance content knowledge and provide an inclusive and culturally responsive classroom for all students 	Goal:
			Updated Progress:	Updated Progress:

Department: Climate and Culture

Goal:

- Develop and implement restorative practices through the use of community circles to promote a welcoming and affirming environment for all students.

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"> • Use community circles, team-building exercises, classroom discussion, and instructional content and practices in order to create opportunities for students to... <ul style="list-style-type: none"> * Build positive relationships with and among their teachers and peers. * Understand that their experiences and reactions to events may differ depending on their own backgrounds, and experiences. * Take ownership – including leadership roles – in our classrooms and in the building at large. * Take risks and see their mistakes as important steps on the road to success. • Use restorative circles to address misbehavior and problem-solve. • Use SES Team referrals to identify students who may need additional support and provide such support. 	Teacher observations Student surveys Conferences with students Weekly SES team meetings and referrals	Classroom Teachers Principal SES Team SEL Committee	Goal: All classroom sections participate in two or more community circles each week.	Goal:
				Updated Progress: