



**Dake Junior High School**  
*School Based Plan*  
*2024-2025*

**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** dig further into data, identify strengths and needs, and plan to address needs.
- **I can** research and implement teacher practices that ensure equity and access for all students, regardless of identity markers, with high expectations and rigorous instruction.
- **I can** strengthen processes and communication to align instructional and culturally relevant practices within and across buildings.

## Dake Junior High School Building-Level Data

### NYS Assessment - Spring 2024 Results

Grade 7 ELA													
	1	1	2	2	3	3	4	4	Total	Passing	Passing	Refusal	NYS
District	37	17.37%	46	21.60%	84	39.44%	46	21.60%	213	130	61.03%	70	50%
Dake	36	17.14%	45	21.43%	83	39.52%	46	21.90%	210	129	61.43%	70	

Grade 8 ELA													
	1	1	2	2	3	3	4	4	Total	Passing	Passing	Refusal	NYS
District	37	21.64%	37	21.64%	53	30.99%	44	25.73%	171	97	56.73%	100	52%
Dake	37	21.64%	37	21.64%	53	30.99%	44	25.73%	171	97	56.73%	100	

Grade 8 Science													
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	1	1	2	2	3	3	4	4	Total	Passing	Passing	Refusal	NYS
<b>District</b>	28	28.00%	48	48.00%	23	23.00%	1	1.00%	100	24	24.00%	69	34%
<b>Dake</b>	28	28.00%	48	48.00%	23	23.00%	1	1.00%	100	24	24.00%	69	

<b>Grade 8 Math</b>													
	1	1	2	2	3	3	4	4	Total	Passing	Passing	Refusal	NYS
<b>District</b>	58	58.00%	18	18.00%	21	21.00%	3	3.00%	100	24	24.00%	71	41%
<b>Dake</b>	58	58.00%	18	18.00%	21	21.00%	3	3.00%	100	24	24.00%	71	

<b>Grade 7 Math</b>													
	1	1	2	2	3	3	4	4	Total	Passing	Passing	Refusal	NYS
<b>District</b>	20	9.95%	32	15.92%	69	34.33%	80	39.80%	201	149	74.13%	77	57%
<b>Dake</b>	19	9.60%	30	15.15%	69	34.85%	80	40.40%	198	149	75.25%	77	

### IReady Assessments – Spring 2023-24 Results

#### Grade 7 Reading

	Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 MOY On or Above Level %	21-22 MOY On or Above Level %
<b>Total</b>	268	100%	607	78	29%	39	15%	54	97	56%	51%	59%
<b>Gender F</b>	131	49%	610	37	28%	19	15%	25	50	57%	61%	67%
<b>Gender M</b>	136	51%	604	41	30%	20	15%	28	47	55%	41%	52%
<b>Gender X</b>	1	0%	630	0	0%	0	0%	1	0	100%	0%	-

<b>Race</b>	<b>A</b>	13	5%	603	5	38%	2	15%	3	3	46%	25%	50%
	<b>B</b>	21	8%	576	11	52%	5	24%	5	0	24%	39%	24%
	<b>H</b>	40	15%	591	16	40%	9	23%	7	8	38%	28%	40%
	<b>I</b>	1	0%	552	1	100%	0	0%	0	0	0%	0%	67%
	<b>M</b>	13	5%	618	4	31%	1	8%	3	5	62%	44%	45%
	<b>W</b>	180	67%	614	41	23%	22	12%	36	81	65%	58%	68%
	<b>ELL</b>	7	3%	570	4	57%	1	14%	1	1	29%	17%	0%
	<b>SpEd</b>	30	11%	539	25	83%	4	13%	0	1	3%	31%	28%
	<b>EcoDis</b>	100	37%	587	43	43%	16	16%	21	20	41%	28%	48%

**Grade 8 iReady Reading**

		<b>Total</b>	<b>Percent of Total</b>	<b>Average Score</b>	<b>2 or More Levels Below</b>	<b>2 or More Levels Below %</b>	<b>1 Level Below</b>	<b>1 Level Below %</b>	<b>On Level</b>	<b>Above Level</b>	<b>On or Above Level %</b>	<b>22-23 MOY On or Above Level %</b>	<b>21-22 MOY On or Above Level %</b>
	<b>Total</b>	235	100%	599	100	43%	38	16%	39	58	41%	53%	45%
<b>Gender</b>	<b>F</b>	108	46%	613	37	34%	20	19%	17	34	47%	58%	48%
	<b>M</b>	126	54%	587	63	50%	17	13%	22	24	37%	48%	42%
	<b>X</b>	1	0%	601	0	0%	1	100%	0	0	0%	-	-
<b>Race</b>	<b>A</b>	4	2%	517	4	100%	0	0%	0	0	0%	67%	42%
	<b>B</b>	20	9%	584	12	60%	3	15%	3	2	25%	14%	35%
	<b>H</b>	28	12%	590	13	46%	8	29%	3	4	25%	41%	47%
	<b>I</b>	0	0%	-	0	-	0	-	0	0	-	50%	-
	<b>M</b>	15	6%	597	7	47%	2	13%	4	2	40%	27%	22%
	<b>W</b>	168	71%	604	64	38%	25	15%	29	50	47%	61%	47%
	<b>ELL</b>	3	1%	481	3	100%	0	0%	0	0	0%	0%	0%
	<b>SpEd</b>	36	15%	557	28	78%	1	3%	4	3	19%	32%	29%
	<b>EcoDis</b>	79	34%	572	49	62%	11	14%	9	10	24%	38%	25%

Grade 7 iReady Math

		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	<b>Total</b>	270	100%	510	53	20%	54	20%	75	88	60%	59%	58%
<b>Gender</b>	<b>F</b>	134	50%	508	24	18%	31	23%	38	41	59%	61%	63%
	<b>M</b>	135	50%	512	29	21%	23	17%	36	47	61%	57%	53%
	<b>X</b>	1	0%	516	0	0%	0	0%	1	0	100%	0%	-
<b>Race</b>	<b>A</b>	11	4%	516	1	9%	2	18%	4	4	73%	0%	60%
	<b>B</b>	23	9%	484	11	48%	4	17%	6	2	35%	42%	22%
	<b>H</b>	42	16%	486	15	36%	11	26%	13	3	38%	43%	50%
	<b>I</b>	1	0%	473	1	100%	0	0%	0	0	0%	0%	0%
	<b>M</b>	12	4%	521	3	25%	1	8%	3	5	67%	40%	30%
	<b>W</b>	181	67%	518	22	12%	36	20%	49	74	68%	67%	66%
	<b>ELL</b>	7	3%	476	3	43%	3	43%	1	0	14%	17%	50%
	<b>SpEd</b>	30	11%	458	19	63%	5	17%	6	0	20%	35%	39%
	<b>EcoDis</b>	104	39%	494	33	32%	24	23%	28	19	45%	43%	40%

**Grade 8 iReady Math**

		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	<b>Total</b>	159	100%	486	80	50%	44	28%	21	14	22%	33%	19%
<b>Gender</b>	<b>F</b>	67	42%	490	30	45%	20	30%	11	6	25%	39%	19%
	<b>M</b>	91	57%	482	50	55%	23	25%	10	8	20%	27%	20%
	<b>X</b>	1	1%	511	0	0%	1	100%	0	0	0%	-	-
<b>Race</b>	<b>A</b>	3	2%	474	2	67%	0	0%	1	0	33%	60%	38%
	<b>B</b>	18	11%	479	13	72%	4	22%	0	1	6%	12%	0%
	<b>H</b>	25	16%	482	14	56%	6	24%	2	3	20%	29%	17%
	<b>I</b>	0	0%	-	0	-	0	-	0	0	-	0%	-
	<b>M</b>	12	8%	489	6	50%	3	25%	2	1	25%	40%	17%
	<b>W</b>	101	64%	487	45	45%	31	31%	16	9	25%	36%	22%
	<b>ELL</b>	6	4%	462	5	83%	0	0%	1	0	17%	0%	0%
	<b>SpEd</b>	37	23%	465	26	70%	6	16%	2	3	14%	30%	8%
	<b>EcoDis</b>	71	45%	476	46	65%	14	20%	5	6	15%	25%	15%

# Building Based Goals

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

**Goal(s):**  
Provide professional learning of the Instructional Model and Blueprint so staff can summarize each document and apply their understanding to their planning and practice, to ultimately increase State assessment results by 5%.

**2024 ELA Results:** Grade 7 – 61.43% Grade 8 - 56.73%    **2024 Math Results:** Grade 7 –75.25% Grade 8 – 24%

**Science 8 Results:** Grade 8 – 24%                      **2024 Algebra Regents:** Grade 8 – 99%    **2024 Living Environment:** Grade 8 – 100%

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"> <li>Provide professional learning in at least 3 faculty meetings designed around the Instructional Model and Blueprint by December 2024.</li> <li>In the second semester staff members will demonstrate their understanding of the instructional model by sharing examples of their work during two faculty meetings.</li> </ul>	Faculty meetings, attendance, supervision process, teacher creation of goals.	Administration,	<b>Goal:</b> Faculty will have participated in faculty meeting professional learning opportunities and survey results will indicate growth has occurred. <b>Updated Progress:</b>	<b>Goal:</b> Faculty can explain how they implement the Instructional Model in their planning and instruction. <b>Updated Progress:</b>
		Administration Teachers		

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

**Goal(s):**  
 Grow the Duke community's understanding of the CASEL competencies so all students, staff and families feel welcomed, safe, valued and supported.  
 Current Attendance Rate: 94%, Chronic absentee rate for 2023: 21%

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"> <li>• Collect baseline and end of year data from stakeholders</li> <li>• Build community's understanding of the CASEL competencies.                             <ul style="list-style-type: none"> <li>a. Families will receive information in monthly newsletters</li> <li>b. Staff will experience professional learning opportunities in meetings, weekly bulletins and suggested readings.</li> <li>c. Students will learn about social emotional management and self-care in classroom lessons, small group teaching and building activities.</li> <li>d. The building will enhance school-wide recognition systems for students and staff.</li> </ul> </li> </ul>	Survey data, copies of newsletters, meeting agenda, emails and copies of shared reading, tracking of classroom lessons	Administration Teachers Counselors and Mental Health Staff	<b>Goal:</b> Information about the competency areas will be published in newsletters and weekly bulletins. School-wide recognition for students and staff will increase from past years.	<b>Goal:</b> Survey data indicates stakeholders feel welcomed, safe, valued and supported at Duke.
			<b>Updated Progress:</b>	<b>Updated Progress:</b>

**Commented [AH1]:** THIS IS THE ONLY GOAL FOR THIS SECTION



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

**Goal(s):**  
 Create a comprehensive implementation plan for embedding Social Emotional Learning into the fabric of the school to increase students' self-management, social awareness and growth mindset.

2024 Survey results: Self-Management – 68%, Social Awareness – 57%, Growth Mindset 53%

<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 survey trends in the 2023 Dake data</li> <li>Deepen knowledge of the School Connect lessons</li> <li>Align trends to lesson opportunities</li> <li>Create an implementation plan for fully embedding SEL learning beginning in the spring of 2025</li> <li>Culture &amp; Climate committee will gather data to identify and work on areas for growth.</li> </ul>	Meeting agendas and minutes, the creation of a plan	Administration Teachers SBPT members Counselors and Mental Health Staff	<p><b>Goal:</b> A draft plan will be developed with focus areas identified and actions identified. Some lessons and activities will be implemented.</p> <p><b>Updated Progress:</b></p>	<p><b>Goal:</b> A final plan for implementing Social Emotional Learning into the fabric of the school will be completed.</p> <p><b>Updated Progress:</b></p>



# **Department Goals and Strategies**

<b>Department: Art</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Use the instructional model, relationships and culturally responsive teaching to make connections between art and everyday life.</li> <li>Implement one-point rubrics to ensure timely, thoughtful feedback that allows students to align their understanding of the curriculum with life-long applications.</li> </ul>				
<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 Standards-Based Grading practices and self-evaluation to promote student's genuine and thoughtful reflection of their learning and a clear path toward success.	-Teacher Feedback to Students	Art Teachers	<b>Goal:</b> Provide safe environment where students have many opportunities to reflect, refine work, and make connections beyond the classroom. -Student reflection will lead to measurable growth and skill development.	<b>Goal:</b> There will be an increase in student skill, connection making and risk-taking through meaningful reflection of learning.
Infuse more opportunity for student critique to learn from others and promote a growth mindset.	-Student Reflections			
Community building practices to build trust and connection both within the classroom and through interdisciplinary connections within the local community.	-Student Goal Setting through project brainstorm		<b>Updated Progress:</b>	<b>Updated Progress:</b>

<b>Department: Counseling</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Develop and provide to technology department CASEL competency visual/information to be posted on the Dake counseling website.</li> </ul>				
<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 CASEL competency visual information.               <ul style="list-style-type: none"> <li>Investigate resources to include on counseling website</li> <li>Research CASEL competencies</li> <li>Consult comprehensive counseling plan</li> </ul> </li> </ul>	-Counselor/ counselor admin meetings -Dept. Meeting curriculum planning	-Dake counselors, admin	<b>Goal:</b> Have all the CASEL competencies resources researched.	<b>Goal:</b> Have the website updated with CASEL competency information.

<b>Department: English Language Arts</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>• Continue to develop strategies for student vocabulary acquisition utilizing the Vocabulary Instructional Handbook.</li> <li>• Create and begin implementing new RtI curriculum to provide students with additional intervention and extension opportunities.</li> </ul>				
<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>		
Utilize the Vocabulary Instructional Handbook along with research-based strategies and best practices to promote student vocabulary acquisition and strategies when encountering new/unknown words.	- Student performance on vocabulary assessments and measures.	ELA Teachers	<b>Goal:</b> Teachers will instruct students on at least half of the designated grade-level morphemes in the Vocabulary Instructional Handbook.	<b>Goal:</b> Teachers will instruct students on all designated grade-level morphemes in the Vocabulary Instructional Handbook.
	-teacher reflection on strategies used and their impact.		<b>Updated Progress:</b>	<b>Updated Progress:</b>
Work collaboratively to begin crafting and implementing RtI curriculum that is rooted in the priority standards and responsive to student needs.	- Student performance on assessments and class work.	ELA Teachers	Goal: Teachers will engage in professional learning and begin crafting RtI units of instruction for intervention and extension.	Goal: Teachers will implement at least one new unit of RtI instruction and have plans for all remaining units.

	-Student progress and response to interventions throughout the year		<b>Updated Progress:</b>	<b>Updated Progress:</b>
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**Department: Family And Consumer Science- FACS**

**Goal(s):**

- Provide students with opportunities to gain real- world, skill building experiences.
- Implement self assessment rubrics to improve student achievement in life skills.

<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 best practices that promote student engagement in real- world, life skills experiences. Then applying the skills to practical experiences.	Student feedback	FACS teacher	<b>Goal:</b> Provide students with real world experiences that are engaging.	<b>Goal:</b> Students have encountered real world experiences to prepare them to be independent adults.
	Observations		<b>Updated Progress:</b>	<b>Updated Progress:</b>
2)Implement self-assessment rubrics for students to grasp their learning toward the life skill.	Teacher feedback	FACS teacher	<b>Goal:</b> Increase student performance toward mastery and high proficiency using self-assessment rubrics.	<b>Goal:</b> Students can demonstrate life skills at a mastery or high proficiency level to be independent.
	Department meetings		<b>Updated Progress.</b>	<b>Updated Progress:</b>

Department: Health				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>To Implement consistent and constructive feedback through standard based grading</li> <li>To ensure students are in a safe environment in which they are encouraged to make mistakes, ask questions and are encouraged to utilize a growth mindset</li> </ul>				
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>To ensure that we are utilizing standard based grading for ALL units of our health curriculum</p> <p>To reiterate the importance of empathy within the classroom to ensure we are creating a safe environment for all students</p>	Department Meetings	Department Meetings	<b>Goal:</b> To continue to add Standard Based Grading and 4 point rubrics to additional units within the curriculum  <b>Updated Progress:</b>	<b>Goal:</b> To incorporate rubrics and standard based grading to ALL units of the health curriculum  <b>Updated Progress:</b>
	Teach Observations	Health Instructors		
	Quizzes/Tests/ Group work			
	Peer collaborations			

Department: Mathematics				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Support students instructionally through data analysis aligned to the NYS Next Generation Standards focusing on the greatest areas of need.</li> </ul>				
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>Create structures for alignment of CFA's within the math department putting the assessments into eDoctrina to be able to easily pull data by grade level, by teacher, by standard, and by learning target.</p>	SBPT, Cabinet, Department Meetings	All Dake Math Faculty	<b>Goal:</b> Put at least 3 unit assessments into eDoctrina for each math course at Dake (Math 7, Math 8, Advanced Algebra)  <b>Updated Progress:</b>	<b>Goal:</b> Use data pulled from eDoctrina to make instructional shifts that align to the K-12 instructional model for the district.  <b>Updated Progress:</b>

<b>Department: Music</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Develop effective verbal and written feedback on student performance that allows for attainable improvement and transfers across all musical literature they may encounter</li> <li>Foster a learning environment in large ensemble rehearsals and small lesson groups where students feel like they belong to our larger West Irondequoit music community</li> </ul>				
<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>		
<p>Use questioning, rubrics, and recordings of model performances as well as those of the students to determine what students are doing well and what they need to improve</p> <p>Celebrate good work, and keep tasks brief and measurable so that students don't become frustrated</p> <p>Informal and formal check-ins with students throughout the year to monitor their well-being individually and how they feel they are progressing as music students</p> <p>Individual and group reflections following concerts and other performances throughout the year</p>	<p>Student goal setting</p> <p>Student performance</p> <p>Teacher observation and reflection</p>	<p>Music Department</p>	<p><b>Goal:</b> Students are beginning to fill in gaps in their knowledge and use new skills across all required literature</p> <p><b>Goal:</b> Students collectively work towards successful concert experiences</p>	<p><b>Goal:</b> Students become independent and improvements in their performance that were once intermittent are now permanent.</p> <p><b>Goal:</b> Students reflect back on their school year of concerts as positive experiences</p>
			<p><b>Updated Progress:</b></p>	<p><b>Updated Progress:</b></p>

<b>Department: Physical Education</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Build a welcoming, safe and engaging learning environment that fosters social emotional learning and cultural awareness.</li> <li>We will expose students to a variety of lifetime opportunities in the community specific to, but not exclusive to, physical fitness and well-being and connect those experiences to a career opportunity.</li> </ul>				
<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>		
<p>① Deepen understanding of diverse student needs by ongoing professional development</p>	<p>Data Analysis of Course Outcomes</p>	<p>PE Staff</p>	<p><b>Goal:</b> There will be an increase in student engagement.</p>	<p><b>Goal:</b> Through the 20+ instructional units we provide</p>



<ul style="list-style-type: none"> <li>🕒 Students will be able to locate different fitness facilities and navigate their way through muscular strength and endurance workouts.</li> <li>🕒 Students will be able to have exposure to different career opportunities in community physical activity and fitness resources.</li> <li>🕒</li> </ul>	<p>Students will value strong relationships and a sense of belonging in PE</p>	<p>PE STAFF</p> <p>PE Staff</p>	<p>throughout the year focusing on the lifelong mover of more non-traditional sports and activities we have increased our student engagement. Providing units of instruction that allow for choice, our students have taken ownership of their learning. When students are engaged in their own learning their engagement level increases.</p>	<p><b>Updated Progress:</b></p>
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<b>Department: Science</b>				
<b>Goal(s):</b> <ul style="list-style-type: none"> <li>▪ Implementation of the four new NYS Intermediate Level Science Investigations.</li> <li>▪ Development and implementation of new units aligned to the NYSSLS.</li> </ul>				
<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>		
Content – Science <ul style="list-style-type: none"> <li>• Create 2 3D common summative assessments in science 7</li> <li>• Create 2 3D common summative assessments in science 8</li> <li>• Create 2 3D common summative assessments in Living Environment</li> <li>• Enter new assessments into e-doctrina</li> <li>• Tag assessments with standards, topics, and skills</li> </ul>	Grade level department meetings	Science Teachers	<b>Goal:</b> Create 1 assessment in each course Enter 1 assessment into edoctrina	<b>Goal:</b>
			<b>Updated Progress:</b>	<b>Updated Progress:</b>

**Department: Social Studies**

**Goal(s):**

- Consistently use eDoctrina to collect and analyze data to support student skill development and calibrate standards-based grading practices.

<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>		
Learn how to pull data reports from eDoctrina	-department planning time -department meetings -individual teacher analysis -IST	-content teachers	<b>Goal:</b> Identify where in Units 1-3 to use common language on CFA's to provide accessible feedback to students to support skill development conversations and reflection	<b>Goal:</b> As a department, develop and consistently use a scope and sequence map to communicate the expectations of skill standards for 7th and 8th grade
Use data wise protocol to analyze common assessment data to support student growth	-Weekly dept planning time -individual planning time -monthly dept meetings -intervention discussions - student work samples	-Individual content teachers -department grade level team	<b>Updated Progress:</b>	<b>Updated Progress:</b>

<b>Department: Technology</b>				
<b>Goal(s):</b>				
<ul style="list-style-type: none"> <li>Goal 1: Continue to revise intro level tech courses to align to upper-level tech courses and prepare students for vertical access to IHS classes</li> <li>Goal 2: Continue develop criteria to be used as part of an authentic assessment system across the tech program.</li> </ul>				
<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>		
Continue to review existing curriculum and seek opportunities to support advanced skills required in advanced courses at IHS.  Revisit enrollment data across tech courses and explore opportunities for recruitment.	Common department planning time	Technology Teachers and Director of STEAM	Goal: Revise curriculum to support skills required in high school program.	Goal: Review and modify current practices for promoting enrollment in advanced courses
			Updated Progress:	Updated Progress:

<b>Department: World Languages</b>				
Goal 1: Provide cohesive and consistent implementation of the instructional learning model with an explicit focus on student-centered learning, independent application and effective feedback				
Goal 2: To foster a classroom environment where every student feels valued and is comfortable taking risks, particularly in relationship to the spontaneous productive language skills necessary for the new NYS WL Proficiency Assessment				
<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>		
Goal 1: <ul style="list-style-type: none"> <li>Identify and implement lessons that connect to student's lives and interests, making instruction more meaningful</li> <li>Differentiate lessons, activities and assessments, when possible, to meet the diverse needs and learning styles of all students</li> </ul>	-Teacher feedback to student.  - Peer feedback/self-reflections	-WL Dept  - World Language Students  -World Language Teachers	<b>Goal:</b>  <b>Updated Progress:</b>	<b>Goal:</b>  <b>Updated Progress:</b>

<ul style="list-style-type: none"> <li>▪ Use research-based Standards-Based Grading practices to promote student accountability for their learning.</li> <li>▪ Incorporate student reflection/peer evaluation to increase accountability and ownership of learning.</li> <li>▪ Use CFAs to gauge student understanding and provide timely feedback</li> </ul> <p>Goal 2:</p> <ul style="list-style-type: none"> <li>▪ Incorporate a variety of methods including, but not limited to: warm-welcomes, community circles, student-centered activities, mindfulness practices, respect contracts, and building relationships to create a positive classroom environment where students feel safe enough to take risks and grow.</li> <li>▪ Identify and implement lessons that connect to student's lives and interests, making instruction more meaningful</li> <li>▪ Design lessons that allow for student choice and input based on their unique backgrounds</li> <li>▪ Provide opportunities in lessons for authentic, relevant conversations and writing tasks</li> <li>▪ Scaffolding and modeling for speaking and writing activities, moving towards increased independence and confidence in these skills</li> <li>▪ Encourage participation in Culture Fair (details to follow) and World Language Week activities</li> <li>▪ Alignment of Speaking/Writing tasks on CFAs with NYS WL Testing Requirements</li> </ul>	<ul style="list-style-type: none"> <li>-Standards-based rubrics.</li> <li>-Options to re-submit assessments to work towards Mastery,</li> <li>-Analysis of student performance on CFA</li> <li>-Student surveys</li> </ul>			
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**Department: Special Education**

**Goal 1:** The special education department will proactively build and strengthen relationships to create a sense of community and belonging for all students with explicit teaching of SEL skills in order to increase positive responses on the SEL survey for SWD's from 52% having positive responses in 2023-2024 to 65%.

**Goal 2:** The special education department will strengthen IEP goal writing and data collection to better target student skill deficits and gather data that can inform instruction. The department will then utilize this data to plan differentiation within the instructional model.

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: The special education department will proactively build and strengthen relationships to create a sense of community and belonging for all students with explicit teaching of SEL skills to increase positive responses	Monitored quarterly Classroom observations Collaboration between department members Documented progress monitoring	Special Education Department Teachers Special Education Contact Teacher	Goal:	Goal:
Goal 2: The department will engage in IEP goal writing training and SDI training to better inform future IEP development			Updated Progress:	Updated Progress: